

## Original Paper

# Effectiveness of Using Process Drama for Improving English Speaking Skill and Self-concept for Seventh Grade Students

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### **Abstract**

*The study aimed to identify the effectiveness of using process drama in improving English speaking skill and self-concept among seventh grade students. The researcher used arithmetic averages, standard deviations, t-test results and multiple variance analysis results (ANCOVA). The study sample consisted of (62) students evenly distributed over two sections, one for the experimental group and the other for the control group. To achieve the objectives of the study, the researcher prepared lessons to employ the process drama in classroom situations, and then constructed a test to measure the effect of process drama on English speaking skill. A self-concept questionnaire was also built and distributed among the students to validate their responses of self-concept toward process drama.*

*The results showed that there were statistically significant differences at the level of significance ( $\alpha = 0.05$ ) in the averages of the answers of the students on both the test and the questionnaire. The significance was in favor of the experimental group over that of the control group. The differences in the students' scores and responses could be attributed to the effect of using process drama in teaching.*

### **Keywords**

*Process Drama, Speaking Skill, Self-concept, Seventh Graders*

## **1. Introduction**

Recently, the drama has received a notable attention. Educators demonstrating the importance of drama as a modern way of teaching the English course in education, because of its ability to meet the needs of learners and develop their learning. Practical drama learners become involved in dramatic work, with this participation, they receive their lessons and explore the nature of their curriculum. So that the learner is not bored, and here the classroom becomes a place of love for the students' forgetfulness for relying on the positivity of the learner.

Al-Otaibi (2019) stated that speaking skills are of great interest to specialists in English curricula and teaching methods in the world. As interest in teaching speaking skills is an effective way to teach students how to use teaching methods that enable them to reach the desired results. Khasawneh and Al-Akl (2017) added that speaking skills are directly related to listening skills, they are the first means of communicating with others, providing ideas and knowledge and exchanging views. Speaking is a way of expressing what is going on in the soul, the material aspect of the communication process, while listening represents the moral aspect, and there is an influential relationship between the two sides.

There is actually a need to improve speaking skills as noted by Al-Twirish (2019) to attractive and exciting ways and methods that stimulate the learners' interests, inspire their energies and unlock their talents and potentials. The speaking skills ensure the learners to go through direct and practical experiences through which they can employ their past abilities to learn and develop their communication skills. Practical drama, is perhaps one of the most important ways to achieve this, supported by Atiya (2018) that modern education emphasizes practical and meaningful drama and calls for its use in teaching students, because of its visual role in shaping the dimensions of their personality. The Hashemite Kingdom of Jordan has realized the need to pay attention to teaching and improving English at all levels, in response to scientific technical developments, social, economic transformation and global changes. Accordingly, Jordan represented by the Ministry of Education, has begun to seek to create advanced, interactive, participatory and flexible educational environments that provide learners with English as a second language. Khasawneh and Al-Okal (2015), confirmed that the English language contributes to build the personality of learners intellectually and spiritually. It leads to create a conscious personality that aims to graduate from the educational process with the ability to face life situations completely and courageously. It also aims to create a world of creativity and innovation, find a climate of scientific entertainment where the individual in all of this, is the axis and appears as a speaker, listener, comparator or a writer. This requires the learner to be familiar with the four language skills, so that communication is successful and in accordance with desired expectations.

Improving English speaking skills, as indicated by Attia (2020) requires attractive and interesting strategies, methods that stimulate learner's interests excite his energies, unleash his talents and potentials, and ensure that he passes through direct practical experiences through which he can employ his previous experiences in learning and developing his skills. Process drama is one of the most important ways to achieve this, this is supports by Farajallah (2017) who pointed out that modern education emphasizes the purposeful process drama. He calls for the need to use process drama in teaching students, because of its vital role in the formation of the dimensions of the students' personalities.

Drama including its reprehensive experiences, is a very deep and rich input if it is perceived to be used in the formation of educational experiences. It is a way for students to learn it in their own way, using their movements and their voices. Drama is also interested in speaking skills, especially as it is the

main instrument in which the actor expresses the content of the text or an idea. Drama is also related to language and pronunciation, including verbal language such as dialogues, speaking direct to the public; self-talk or group talk. Besides, the non-verbal language which includes the use of symbols, body language, facial expressions and gestures (Jonathan, 2018).

The employment of drama in the educational process takes us beyond the inventory of knowledge transfer and skill building. It ensures the discussion of meaning in order to gain perception and understanding, and this could be achieved through active participation in the imaginary context. It must be said, that teaching drama is an art that does not surrender itself to the mechanical application of methods and techniques, but sensitivity towards context is necessary. It requires the best choice and the employment of an art form to create meaning. Through drama, man explores himself by seeing it through the lens of the other and dialogues with his voice. Starting from the comfort of the personal experiences, cultural heritages, psychological structure, ways of thinking, and standing on its edge, maintaining the necessity to engage in imaginary contexts of the reality of this (other): his personal experience, his cultural heritage, , his psychological structure, his ways of thinking, his motives and intentions. The production of new images of the self, and the production of a new voice for its dialogue and expression (Nguyen & Thi, 2017).

In my own point of view, I could say that the concept of drama in our time has witnessed a remarkable development to get the drama out of its narrow range to a wider range which includes many broad and important areas in education. That could be done through the inclusion of drama activities, to reach a specific educational goal to develop speaking skills.

## 2. Study Problem

Jordan is making a lot of efforts to develop English language teaching. Learning is a basic requirement for all institutions of society. Crystal (2020)) assured the fact that teachers should be trained to use teaching strategies that motivate students to write different types of paragraphs, such as self-stories, cognitive information and articles. Qureshi (2019) explained that the rationale behind students' failure to learn speaking skills was that the English teachers did not use the drama strategy in implementing the curriculum. He suggested a focus in teaching drama to unlock students' isolation and encouraged their engagement in communication skills learning processes. The use and integration of drama in teaching may improve performance, develop appropriate speaking skills and depart from monotony of education.

## 3. Study Questions

The study attempts to answer the following major question.

\* What is the impact of process drama use on the development of speaking skills and self-concept among seventh grade students in the public schools?

The following two sub-questions are derived from the above question:

- \* What is the effect of the process drama use on the development of speaking skill for the seventh grade students?
- \* What is the effect of the process drama use on the self-concept of seventh grade students?

#### 4. Study Importance

The scientific importance of the study is that it will be a reference for all researchers in the field of practical drama, as it will collect a lot of information related to this method. The use of process drama is an effective and purposeful method of learning that may stimulate students' activities and increase their motivation for better learning. The study will also assist EFL teachers in the classroom by providing them with the practical and scientific planning and implementation strategies.

#### Study Objectives

The study will work to achieve the following objectives:

- \* Recognizing the effect of using drama as a method of teaching in developing the speaking skills of seventh grade students.
- \* Recognizing the effect of using drama as a method of teaching in improving self-concept for seventh grade students.
- \* Encouraging teachers to adopt process drama method in teaching, since that it is a practical way of using English effectively.

#### Study Limitations

- \* Human limitation: Seventh grade students in public schools.
- \* Time limitation: First semester 2023-2024
- \* Spatial limitation: Public schools in Tafila - Jordan.
- \* Objective limitation: The study will address the effect of using process drama on the speaking skills and self-concept for seventh grade students.

#### Operational Definitions

- \* **Process drama:** It is a method that uses a series of activities carried out by learners under the guidance of the teacher to achieve English speaking skills and self-concept outcomes centered on the representative activity.
- \* **Speaking skill:** The ability that qualifies the students to express their thoughts in a grammatically, morphologically and linguistically correct sound form.
- \* **Self-concept:** The individual's belief about himself or herself, including the characteristics of the person and who he is and what the self is. The self-concept of the individual is formed during the stages of growth based on the knowledge that he holds about himself.

#### 11. Literature Review

This chapter included literature review related to the addressed subject. It will also review some of the previous studies.

#### Concept of process Drama

Process Drama is a way that teachers can be used to regulate learners' excess energies such as mental, physical and social needs. Learning using drama is an important medium for developing creative thinking in children, because it depends on imagination, exploration, inquiry, dialogue, and understanding the views of others through performing dramatic roles (O'Neill, 2017)

Western use of the term "process Drama" is the most common and used specifically in Britain and America. Students perform dramatically on stage, whether in the form of a team of students, a team of professional actors or a team of students and actors. The Dramatic Work is shown at the School Theatre or Specialized Theatre for this purpose (Goodwin, 2014).

Drama is also an extension of children's play, demonstrating its value as a means of adapting school activity to ensure that children's potential is exploited to enable them to participate effectively within the classroom, especially in the current era of knowledge explosion in which human knowledge is increasing spectacularly and sophisticatedly (Abu Mughli & Hilat, 2018).

The drama helps to modify students' behavior through simulation, as one of the initial ways in which many aspects of human behavior are acquired, since drama gives them the opportunity to redeem the behavior of the viewer which helps the student model his behavior based on his dramatic scenes (Wasyiko & Stickley, 2015).

Al-Amoush (2016) stated that drama affects a child's ability to learn, allowing students to unleash imagination, creativity and the ability of students to write and participate in school activities and projects. He also believes that process Drama is based on two ways of dialogue drama and creative drama. In the talk drama, the teacher employs specialists to process part of the content and transform it into a theatrical text, taking into account the curriculum's basic objectives. Thus, students are trained to perform roles within the classroom or on the stage of the school. Through the talk drama, most systematic subjects can be addressed and the objectives set and in accordance with established standards. Process Drama depends on the same techniques used in children's theatre arts from the existence of written text, theatre and audience.

The creative drama of McClain (2018) is a kind of educational activity faced by the teacher, opening the opportunity for the student to imagine, represent and nod. This method is based on integrating mental and physical activity, and guiding the child's experiences towards improvised processes. It is based on the principle that when we impose on the student a text or a dramatic form, we have the student being able to express what we want, not what he understands and wants. Process Drama has now become an effective means of educational method that employs dramatic and representative activity to unite the student with the specific role he plays in a specific situation based on the student's experience, personality and ability to achieve a specific educational goal.

### **Effective using of Process Drama**

Practical drama is a good approach to teaching as it is believed to be effective, it employs the students' activities, assists them in learning by playing the roles in diverse life and fictional attitudes, leading to

students' awareness-raising, self-reliance and decision making. The learner's interaction with the role uses his feeling and energies to discover the information himself or with the help of his colleagues away from direct indoctrination (O'Toole, 2018).

Thomson and Galante (2018) consider that practical drama in education has received significant attention for its ability to meet the needs of the student. It is one of the most important means of self-disclosure and the surrounding location of the student. Hui and Lau (2018) emphasized the importance of using practical drama in developing English speaking skills among middle first graders for its positive impact in improving the speaking and reading processes.

The researcher considers that the practical drama is a series of activities carried out by the student within the classroom under the supervision of the teacher. The content scheduled in the English language is presented in the form of dramatic representation performed within the class is able to add an atmosphere of pleasure and suspense to the same student as he learns.

The drama arose out of the need to control the different forces of life, where man sought to discover these forces, devise their laws and transform them in his struggle for survival. Before going for the fishing trip, he presented them and their accidents and conflicts in an attempt succeed in the fishing journey (Maley & Duff, 2018). It must be noted here that the importance of objectives that lead to the using of process drama in teaching are centered on the disagreement between artistic and pedagogical scope in education. It is perceived as a pedagogical intermediary that is part of the strategies which can be employed in the education process. Therefore, as a method that is stained from its artistic origins when it is embodied within the classroom. It can be perceived as an artistic and effective method that affects learning as well as educational intermediary (Dougill, 2015).

### **Drama Techniques**

Drama techniques are "situational and instructional settings that allow learners to be themselves or someone else using their emotional content to understand and practice the language meaningfully" (Punsiri, 2020). Drama technique is a method of presenting a book, a lesson or event as a play or film. This makes something seem more exciting or important than it really is (Kisanda, 2018). Neelands and Goode (2019) mentioned many dramatic techniques such as hot-seating, role on the wall, conscience alley, frozen frames and still images. However, the researcher used role play, improvisation and mime to improve participants' speaking skills. These techniques could be summarized as follows:

**Role Play:** Role play is seen as one of communicative-based activities which allow learners to interact with others for oral proficiency (Revathy & Ravindran, 2017). Operationally role play can be defined as a planned classroom activity that takes place either in class or on a stage to assist students engage in communicative use of the language. It aims at simulating real-life situations that involve decision-making or problem- solving.

**Improvisation:** Improvisation is the Latin root of the word improvisation, meaning "the unforeseen" (Montuori, 2018). Improvisation often occurs in daily use and is understood as an intuitive,

spontaneous and responsive activity, sometimes to do the best when plans fail or something unforeseen occurs (Holdhus et al., 2016). Fauzan (2014) defines improvisation as "the strategy of teaching where students are given roles to perform dialogues or conversation using their own words or sentences".

Mime: Kisanda (2018) said that mime is the use of motion of hands, body and the expression on the face to tell a story or to act something without using a spoken language. Dougill (2017) defines mime as "a non-verbal representation of an idea or story through gesture, bodily movement and expression". Drama activities in the research are role-play, miming and guided improvisation.

### **English Speaking Skills**

Speaking is the disclosure and expression of self-thoughts and feelings in linguistic ways, especially in conversation and writing (Farajallah, 2017). It is an important pattern of linguistic activity, a means of communication and self-expression. It is a vital necessity for the individual and society. The individual's ability to express determines the extent to which he interests with his society and his effectiveness. Through oral and written expression, the individual presents his thoughts and feelings and realizes himself among members of society (Montuori (2018). Fauzan (2014) defined speaking skill as the student's ability to produce ideas, meanings and then put them into audio images, both verbally and verbatim, with the ability to color performance in proportion to meaning, using accompanying physical movements, taking into account the position of class and connection during speaking, as he knows it. It is actually a rapid communication tool between an individual and other individuals, its success achieves many vital purposes in various fields.

### **Self-Concept**

The concept of oneself in education is of great importance in all personality theories and studies. One of the basic concepts in personality theories is that its study has received an important aspect of educational and psychological studies, as it plays an important role in the learner's life and is linked to his level of ambition, compatibility and school progress. It is also important for his impact on the psychology of a child, adolescent and adult. In his perspective and interaction with others, he has become a cornerstone in many scientific and experimental research and studies. The more a person knows about himself, the more influence he has on his behavior, personal and social compatibility (Ajami (2021). Carl Rogers, a theoretician was one of leading scientists to study this concept regularly with the aim of revealing the character's nature, components and dynamic (Ans & Soens, 2018).

### **Previous Studies**

Now the researcher will present some of the studies that he believes are closely related to the targeted subject of the study.

Alrajih et al (2012) conducted a study aimed at revealing the impact of the use of drama in teaching English oral skills among students of the preparatory level at Imam Mohammad Bin Saud Islamic University. The study sample consisted of 42 students, divided into two groups, experimental and

control. The test was used as a tool for measuring the oral competence of the two groups. The results revealed that there were statistically significant differences in favor of the group with which the drama method was used in teaching.

Torrico (2015) sought to test how learners' speaking skills can be improved by using drama techniques. Two groups of the second year Bachillerato students were chosen. The findings revealed that the objectives of this study were fully achieved. The respondents actually liked the classroom atmosphere generated by drama activities.

Lamsaard and Kerdpol (2015) conducted a study aimed at revealing the impact of dramatic activities on the improvement of English-language communication skills in grade 11. The study relied on the descriptive curriculum through the use of a questionnaire to learn students' views on the use of dramatic activities and the experimental curriculum, which is from a tribal and post- test. The duration of the study was 21 hours during (7) weeks of the second semester of 2015. The results of the study revealed that the skills of oral communication after the use of dramatic activities were much higher than before the use of dramatic activities.

The Helwa (2015) conducted a study aimed to identify the impact of using dolls in order to enhance listening and speaking skills among elementary students. The study sample consisted of 30 pupils in the second pilot year at Al-Thessa Primary School for Girls and Boys in Qalyubiya Province, Egypt. The research relied on the curriculum almost to divide the sample into two pilot and control groups, and the researcher relied on the test as a study tool. The results of the study revealed statistical differences in favor of the pilot group due to the use of puppet-based learning.

Nguyen and Thi (2017) conducted a study aimed at identifying students' attitudes towards the use of drama activities in English-speaking classes. The study was based on the prescriptive curriculum, where students of Vietnamese University of Mekong were interviewed to collect information on the impact of the use of dramatic activities. The results showed reproductive trends in students towards drama-based activities and the educational implications of using drama enhances students' oral performance.

Thomson and Galante (2018) conducted a study that verified the impact of drama strategy on English as a second language speakers' fluency at the University of Toronto in Brazil. The sample was consisted of 24 Brazilian nationals selected randomly. The study relied on tribal and postgraduate testing tool. Results indicated that teaching based on educational drama had more benefits for linguistic fluency over that of traditional communication methods.

Jonathan (2018) also conducted a study that attempts to reduce the difficulty of speaking skill that is considered for language learners, through radio drama activities that support oral interaction in class, and student collaboration in a low comfortable environment that encourages speaking and integrates literacy and listening skills as well. The researcher provided a series of guidance for the use of radio drama in speaking practice; by asking questions about the hero's problem in the story, how the hero encountered the problem, organizing a radio drama event, and having students perform radio drama in



front of a larger audience of their peers, teachers and parents.

Gill (2020) conducted a study aimed to reveal the effectiveness of teaching vocabulary to young learners through drama medium. The study focused on the impact of drama on the teaching techniques, vocabulary acquisition and use in real life situations. The research design includes two groups, experimental and control, where a test was used as a study tool. Results revealed effectiveness of drama activities in developing learners' skills in naming images, phrasing and improvisation tasks.

Angelica and Ron (2021) verified the effectiveness of using drama techniques in teaching the difficult units of the EFL course about developing language proficiency and reducing the level of anxiety of middle school students. The study relied on semi-experimental design (experimental/control). It also included an independent variable that was the use of drama techniques and two dependent variables to develop language proficiency and reduce anxiety. The sample of the study consisted of (N 48) from the first intermediate grade students. The experimental group consisted of (N=23), in which difficult units were taught through drama techniques. The control group consisted of (N 25) where the difficult units were taught by traditional methods. She used different tools to answer the study questions: A questionnaire to identify difficult units based on the opinions of English language supervisors and teachers. Achievement test in language proficiency. A diagnostic test to measure student anxiety. The results indicated the positive effects of using drama techniques to develop language proficiency and reduce the level of anxiety among intermediate school first graders. The study found that the drama Techniques facilitates the teaching of the challenging modules of the EFL course for students and encourages English language supervisors and teachers to use the existing teaching strategy that makes students participate and stimulate their thinking and abilities. It helps students direct their attention with teachers since teaching through new methods such as drama is very interesting. It also motivates teachers to use new methods that reduce their efforts and help to monitor students and make them participate actively in the classroom discussions.

Based on the revision of previous studies, it can be concluded that learners of all educational stages are experiencing difficulties in speaking skills. In addition, it is well-known that cultural codes affect language learning. Thus, even if research problems may be similar, distinct results could be obtained from the cultural codes.

### **111. Methodology**

The study aimed to find out whether there is an impact of using drama as a teaching method in developing the speaking skill and self-concept among seventh grade students. The study used semi experimental design as one of the known methodologies used in similar various studies.

### **Population and Sample**

The study targeted seventh grade students in the public schools in Tafila. The researcher chose the study sample based on a purposeful target, which included (62 male and female) students distributed into two control and experimental groups, and each group contained an equal number of (31) students.

### Study tools

Two types of tools were used in the study to collect primary data. The tools are designed to fit the objectives of the study:

Test: The test is designed to measure the improvement of speaking skill, and included 9 questions given (30) grades.

Self-concept: measured by a questionnaire consisting of (15) phrases

The Likert scale was used to collect larger amounts of data with relative ease (Nemoto Beglar, 2014). Table 1 below shows the shape of the Likert scale elements. This study used the five-point scale of the questionnaire, which starts from one digit (strongly agree) up to five (strongly disagree).

**Table 1. Likert Scale**

Strongly agree	Agree	Moderately Agree	disagree	Strongly disagree
1	2	3	4	5

### Difficulty and Discrimination Coefficients of test

Indicators of difficulty and discrimination were calculated for the items of the reflective thinking test. Answers from a group of 15 individuals outside the study sample were analysed to determine the percentage of students who answered each item incorrectly, which was then used as a difficulty indicator for the item. At the same time, the discrimination index for each item was calculated on the basis of its correlation with the overall score. Table 2 below shows indicators of difficulty and discrimination for each test item.

**Table 2. Difficulty and Discrimination Coefficients**

	Difficulty Coefficient	Discrimination Coefficient
speaking skill test	0.68	0.65

Table (2) shows that the difficulty coefficient of the test is (0.68) above (0.66) which means that the test level is fairly easy and most students can answer the test questions. Besides, the discrimination is considered good if its discrimination index is above 0.39. Table 2 also shows that the discrimination coefficient is (0.65) which is fairly acceptable as a result, no items have been removed based on indicators of difficulty or discrimination.

### Reliability

The reliability of measuring self-concept is the degree of consistency, which measures the trait; it is supposed to be measured (George Mallory, 2006). Reliability can be equated with the stability, consistency, or reliability of the measuring instrument. Alpha Cronbach (George & Mallory, 2006) as a measure of

internal consistency. The Cronbach alpha value is considered acceptable if it is positive and greater than 0.60. Table 3 shows the reliability of dependent and independent variables.

**Table 3. Reliability of the Self-concept (Cronbach's Alpha)**

Tools	Cronbach's Alpha Coefficient
Self-concept	0.693

From table 3 above, we can see that self-concept reliability of Cronbach's alpha value is more than (0.60) which considered to be satisfactory.

### Stability of the Self-Concept tool

To ensure the stability of the study tool, it was verified by the method of testing and retesting by applying the scale, and reapplying it after two weeks to a group outside the study sample consisting of (15) students, and then the Pearson correlation coefficient was employed to estimate the differences, which was found to be (0.91). The stability of coefficient correlation was calculated by the method of internal consistency according to the Cronbach alpha equation and found to be (0.87) which is considered suitable for the purpose of this study.

### Study Variables

The study follows a semi-experimental design on two groups control and experimental. The variables are:

- Independent variable, represented by the teaching methods and have two levels (vocational method and process Drama method).
- Dependent variables represented by: speaking skill and self-concept.
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**Table 4. Design of the Study**

<b>EG1</b>	O1	X	O2O1
<b>CG</b>	O1	---	O2O1

Interpretation of symbols in table 4:

**EG1:** It is the experimental group that uses process Drama in learning.

**CG:** It is the control group that applies traditional way in learning.

**O1:** It is the scale of self-concept before and after the experiment, which was applied to the two groups.

**X:** It is the statistical processing of drama method for experimental group.

## Procedures

The researcher followed the following steps and procedures to achieve the objectives of the study:

- Identify the study problem and collect information related to it.
- Determine the study population in all government schools for girls in Tafila.
- Choose the school that intentionally suits the study offer (Zain Asharaf School for Girls).
- The study sample was selected deliberately and randomly, where section (A) represented the experimental group (31) students, and section (B) represented the control group (31) students.
- Preparing the teacher's guide for the selected lessons according to the method of the dramatic process.
- Providing a guide to a group of university professors specialized in English language disciplines, curricula and teaching methods, and some other school supervisors of English language in the field.
- Constructing a test to measure the speaking skill of students and ensure the truthfulness of the test by presenting it to a specialized committee of arbitrators.
- Developing a questionnaire to measure students' self-concept, and presenting it to a group of arbitrators from university professors specialized in disciplines of psychology, counseling, curricula and teaching methods.
- Collecting data and analyzing it using SPSS program, coming up with results, discussing them, and then figuring out some recommendations.

## Statistical Data Analysis

To analyze the results, the researcher used the following statistical treatments: arithmetic averages and standard deviations to describe the scores of students' performance in the speaking skill test, and the self-concept scale. Analyzing the individual variance employing (ANCOVA) to show the importance of the differences between the experimental and control groups with regard to the impact of drama process on the development of speaking skill and self-concept. Cronbach alpha stability test was also used to calculate the stability of the self-concept scale.

## Data Analysis

The present study attempts to answer the following two questions:

Question No. one:

Is there a difference in the speaking skill of the seventh-grade students in the public schools in Tafila Governorate, due to the method of teaching (conventional or Process drama) between experimental and control groups?

To test this hypothesis, the averages and standard deviations of the seventh grade students' score in English speaking skill test were calculated, and Table (5) shows the results.

**Table 5. Mean and Standard Deviation of Speaking Skill Test**

Variable	N	Mean	Std. Deviation	Std. Error Mean
Control	31	15.32	4.585	0.824
Experimental	31	20.10	3.487	0.626

The results shows that the average of control group test is (15.32), which is lower than that of the experimental group (20.10). Table 5 above also shows differences in the standard deviations between the two groups in favor of experimental group. From the researcher point of view, these differences could be attributed to the effect of the teaching method.

**Table 6. Independent Sample Test Results**

F	Sig	t	DF	Sig (2-tailed)	Mean Differences	Std. Error Difference
3.382	0.028	4.614	60	0.000	4.774	1.035

Table 6 shows that there are statistically significant differences at the level of significance ( $\alpha = 0.05$ ) in the grades of seventh grade students in English speaking skill between the control and experimental groups due to the method of teaching (conventional and process drama). The value of (F) is 3.382 which is statistically significant to show the impact of the teaching method. Mean differences is recorded 4.774 to show the impact of process drama method over that of conventional method.

Question No. Two:

Is there a difference in the self-concept of the seventh-grade students in the public schools of Tafila Governorate, attributed to the method of teaching (conventional - Process drama) between the control and experimental groups?

To test this hypothesis, the averages and standard deviations of the seventh grade students' answers to the self-concept questionnaire were calculated, and Table (7) shows the results.

**Table 7. Mean and Standard Deviation of the Self-concept Questionnaire**

Variable	N	Mean	Std. Deviation	Std. Error Mean
Control	31	2.827	0.335	0.0611
Experimental	31	3.538	0.496	0.0904

The results shows that the average of the control group questionnaire is (2.827), which is less than that

of the experimental group questionnaire who obtained (3.538). The results also indicate a difference in standard deviation between the two groups, 0.496 for experimental group and 0.335 for control group. This difference could be attributed also the impact of the teaching method.

**Table 8. Paired Sample T - Test**

Mean Differences	Standard Deviation	Std. Error Mean	t	df	Sig
0.7111	0.6362	0.1161	6.123	30	0.000

Table (8) shows that there are statistically significant differences at the level of significance ( $\alpha = 0.05$ ) in the scores of seventh grade students on the self-concept questionnaire due to the method of teaching (conventional – process Drama) between the control and experimental groups. The value of (T) is 6.123 which is statistically significant (0.000), means that there is an impact of the teaching method.

#### IV. Discussion

The results will be discussed with relevance to the data obtained to answer the questions of the study.

Question No. one:

Is there a difference in the speaking skill of seventh-grade students in public schools of Tafila Governorate, due to the method of teaching (Conventional - Process drama) between the control and experimental groups?

The results showed that the average of the control group test is (15.32), which is lower than that of the experimental group test which obtained (20.10). Table (5) shows that there are statistically significant differences at the level of significance ( $\alpha = 0.05$ ) in the scores of seventh grade students in the English speaking skill test between the control and experimental groups attributed to the teaching method (Conventional – Process drama). The value of (F) is 3.382 which is statistically significant to show the impact of the teaching method. Mean differences is recorded 4.774 to show the impact of process drama method over that of conventional method.

This result can be explained by the fact that the drama contributed a lot to the development of the speaking skills of the experimental group, because of its advantages in providing the opportunity for learners to see the facts of the scene, which helps them remember it more than reading it. It turns the written letters into a beautiful living image that speaks in the hearts of students, allowing them to express themselves through the work that interests them. Drama simplifies the curriculum from specific narrow area to an animated image of education, making it more lively and persuasive. Process drama trains learners to practice modern ethics and develop its skills by placing them in situations that allow them to communicate, discuss and negotiate. It also helps in developing students' correct reading and pronunciation skills and providing them with the art of casting in situations similar to real life situations.

Acting and drama provide students with the opportunities to share the truth of practicing the language in an atmosphere of fun. All of which contributed to the development of the linguistic wealth of learners and their possession of a suitable language stock. This finding is consistent with the study of (Lamsaard & Kerdpol, 2015).

Question No. two:

Is there a difference in the self-concept of the seventh-grade students in the public schools of Tafila Governorate, attributed to the method of teaching (conventional - Process drama) between the control and experimental groups?

The results showed that the average of the control group on the questionnaire is 2.827, which is less than that the average of the experimental group 3.538. The results also indicate a difference between the concepts of self-control between the two groups as shown in the results of the t-test.

Table 7 shows that there are statistically significant differences at the level of significance ( $\alpha = 0.05$ ) in the scores of seventh grade students on the self-concept questionnaire related to the method of teaching (conventional – process drama) between the control and experimental groups. The value of (T) is 6.123 which is statistically significant (0.000), and leads finally to the impact of the teaching method.

The researcher concludes through the above calculations that drama could be employed in the educational process taking us beyond the stock of knowledge transfer and skill building. It ensures the discussion of meaning in order to gain perception and understanding, and this is achieved through active participation in the imaginary context. The teaching of drama as an art that does not surrender itself to the mechanical application of methods and techniques, sensitivity to context is crucially necessary. It requires the best choice, employing an art form to create meaning. Through drama, learner explores himself, by seeing things through the lens of the others, interacting with his voice, starting with personal experiences, cultural heritage, psychological structure, and ways of thinking. Employing drama in real life situations encourages learners to stand on its edge, and preserve what is necessary to engage in imaginary contexts of the reality of the others. It motivates learners to build up their personal experience, cultural heritage, psychological structure and their way of thinking. Drama creates real situations where learners can improve their motives, intentions, production of new images of the self, and the production of a new voice for their dialogues and expression. This finding is consistent with the study of (Thomson & Galante (2018).

## V. Conclusion

Through the above findings of the present study, the researcher concludes that the use of interactive drama in the teaching process not only enriches the English speaking skill, but also enriches all other language skills. The using of interactive dram also helps greatly in increasing the learner's self – confidence and encourages him/her to embrace the learning process with a desire and activity. This was clearly shown through the analysis of the data obtained from the tools used in the study.

## V1. Recommendations

Based on the results of the present study, the researcher recommends the following points:

- Work on holding drama training courses for teachers in order to familiarize them with the strategies, habits and principles of planning educational lessons according to the method of process drama.
- Curriculum authors and designers should work on developing dramatic texts in the English textbooks, so that teachers can apply the drama method to these dramatic texts easily and conveniently.
- Holding workshops for the supervisors of English language to provide them with a full knowledge of the strategies, habits and principles of lesson planning according to the process drama method in teaching, and leading them to know the foundations and standards against which teachers' performance is evaluated away from random confusion resulting to evaluate teachers' work.

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