

The Use of Drama in Developing the Skill of Speaking in Standard Arabic Among Third Grade Arabic Speaking Students

Dina Antar

Department of Humanities and Social Sciences, School of Arts & Sciences, American University of Ras Al Khaimah, Ras Al Khaimah, United Arab Emirates

Abstract—This research aims to develop the skill of speaking Standard Arabic among third-grade Arabic-speaking students through using drama. The research sample consisted of 60 third-grade Arabic native students. Their ages ranged between 8-9 years, with a mean of 8.55, and a standard deviation of 0.50. They were divided into two equal groups; experimental and control groups. Each group consists of 30 students. Moreover, the research tools consisted of a test of speaking skill in Standard Arabic, and a drama program (prepared by the researcher). The results related to the post-measurement revealed the effectiveness of drama in developing speaking Standard Arabic language in the experimental group, compared to the control group. Moreover, there were no statistically significant differences between the post and follow-up measurements.

Index Terms—drama, speaking, standard Arabic language, third grade

I. INTRODUCTION

Speaking is one of the four language skills that are indispensable for communication. We cannot imagine living without a way to communicate verbally with those around us. Moreover, speaking is one of the skills that need to be developed inside and outside the classroom. Its development depends more on practice in the external environment and interaction through it with others, not just studying or memorizing words. Much importantly, learning a new language requires practice; using the newly acquired utterances in real life situations. Unfortunately, the environment is not always conducive to practicing the language naturally even if it is one's own mother tongue. For example, being a native speaker of Arabic doesn't indicate that a person is able to speak Standard Arabic. In this case, the person may speak one or more dialects of Arabic, but he finds it difficult to speak Standard Arabic, especially in the situations in which this research was applied.

This research was applied in Dubai. It was applied on a sample of students of International schools who speak English for most of their school day and then return home. Moreover, surveys conducted on parents of these students indicate that nearly 70% of these students speak English or another foreign language in their homes, despite the fact that they are Arab students. The remaining 28% speak Arabic in its colloquial dialects, not the standard Arabic. In this respect, the Standard Arabic is rarely used, as in the Arabic language class, which lasts for an hour, on a daily basis, which is not enough time to develop students' speaking. As this study aims to develop all the four Arabic skills, it is argued that the speaking skill in Standard Arabic is not given sufficient time, bearing in mind that the majority of these students are Muslim students, based on the data and information records of these students in the school. This indicates their need to use the Standard Arabic on a daily basis. That is, the Noble Qur'an and the hadiths of the Prophet are in Standard Arabic, so are Arabic books, TV shows and online programs, most of which are also in Standard Arabic, not colloquial dialects.

Moreover, since the UAE is an Arabic country, looking for a job in the future and conducting interviews necessitates that the applicant should be able to communicate in both Arabic and English. This point represents a significant motive behind conducting this research in an international school, Dubai Arab American School. It is a school that follows the American curriculum. Its area, the Muhaisnah area, is inhabited by people of different nationalities; more than 50 nationalities, Arab and non-Arab, with 60% of Arab students, compared to 40% of non-Arab students. Students gather together, Arabs and non-Arabs, in all the lessons of the school day and separate only in the lessons of Arabic and Islamic education. Thus, most of their conversations are in English for most of the school day. Due to the different nationalities of Arab students, they speak different dialects. They even resort to speaking in English most of the time, perhaps because they think that the English language is more easy and smooth on their tongue. They get used to use it throughout the school day.

This research was applied to a sample of third-grade students, who speak Arabic, in the school year 2021-2022, September 2021-December 2021. Their ages ranged between seven to eight years. An experimental sample was selected to which the drama strategy was applied, and a control sample to which the mentioned strategy was not applied. It was noted that the third-grade native students have poor levels of speaking Standard Arabic. This is due to the variation in

their dialects, and their lack of confidence in their ability to speak it. Hence, this research sought to verify the effectiveness of using drama in developing the skill of speaking Standard Arabic for third-grade Arabic-speaking students.

A. Research Problem

The problem of the current research stemmed from the researcher's observations during her field visits to the third-grade Arabic-speaking students, in terms of the existence of difficulties in the speaking skill of these students. Al-Khasawneh and Al-A'kl (2012) believe that specialized studies indicate that drama plays an important role in developing conversational skills and oral expression. It is in agreement with modern trends, which confirm its effectiveness in teaching, as it makes the student a partner in the educational process. Therefore, this study aimed to measure the progress in speaking skill of a sample of third grade students, after applying the drama strategy. The research question was: What is the effectiveness of drama in developing the skill of speaking in Standard Arabic among third grade Arab students?

The following sub-questions arise from it:

- 1) What are the differences between the mean scores of the experimental and control groups in speaking Standard Arabic skill after applying the training program?
- 2) What are the differences between the mean scores of the experimental group in the skill of speaking Standard Arabic in the pre and post measurements?
- 3) What are the differences between the mean scores of the experimental group in the skill of speaking Standard Arabic in the post and follow-up measurements?

B. Research Aims

This research aims at:

- 1- Revealing the effectiveness of the drama program in developing the skill of speaking Standard Arabic among third-grade native students.
- 2- Recognizing the continuity of the effectiveness of the drama program in developing the skill of speaking Standard Arabic among third-grade native students through follow-up measurement, with the aim of reaching scientific and practical recommendations submitted to the responsible authorities to help them understand the nature of Arabic-speaking students and their special needs. It also helps those in charge of educating and teaching these students to plan and put in place the necessary services that meet their needs.

C. Research Importance

A - Theoretical Importance:

The importance of the research lies in the lack of Arabic studies that sought to support students' speaking in Standard Arabic, especially through the use of the drama strategy.

B- Practical Importance:

- The importance of the current research lies in its attempt to prepare a program using drama, intended for Arabic-speaking students, according to the characteristics and features of this category and in proportion to its needs.
- The importance of this research also emerges through the researcher's attempt to prepare the research tools represented in (speaking skill test) that are compatible with the abilities and potentials of the Arabic speakers' students.

Procedural Concepts of Research

Drama

It is the kinesthetic and vocal expression that students perform through purposeful representational activity. The aim is to embody and transfer ideas, events, characters and educational content to reality. It also aims to facilitate understanding of the content in the Arabic language.

Speaking Skill

It is a linguistic activity that includes training the learner on several sub-skills that are determined in five questions, in which the spoken and written grammar of the learners of the Arabic language to native speakers is taken into speaker. It is procedurally defined by the degree that the Arabic-speaking students obtain on the speaking test prepared in the current research.

D. Research Limits

The results of the current research are determined by the sample which consists of 60 third-grade students who speak Arabic. It is conducted in the second semester of 2022. The results are also determined by the tools used, the theoretical concepts and objectives, the hypotheses and the statistical methods used in processing the research data.

II. LITERATURE REVIEW OF RESEARCH

Speaking is one of the most important means of communication and the expression of feelings and emotions. It is one of the basic linguistic skills. In this respect, speaking is defined as "a physiological and mental process, which includes the transfer of beliefs, feelings, sensations, experiences, information, and knowledge, from the speaker to the listener" (Makahali, 2015, p. 50). There are many means and strategies through which speaking skill is taught. In this research,

speaking is taught through exchange and role-playing. This strategy was applied in the research in light of the standards related to the Arabic language, which are found in the national document for the Arabic language, in UAE.

This research included two axes: use of the drama strategy, and evaluating its effect.

First, use of the drama strategy: Drama is defined as “a subject and mediator of education, based on the practice of knowledge, in a context in which the student unites with its role, in a situation that includes a tension of discovery, and expression of the meaning contained in the dramatic experience” (Abu-lehyah, 2011, p. 18). Other scholars defined it as “the dramatic theatrical activity that is performed inside or outside the classroom, and uses several types of arts and literature, to communicate certain educational concepts and objectives” (Al-Khasawneh & Al-A'kl, 2012, p. 184).

“Drama creates credible emotional bonds, appeals to people's thoughts and minds, allows students to engage in the learning process realistically, and allows them to better simulate reality” (Eckersley, 2016, pp. 46-47).

“In addition to the above, it motivates students, encourages team work, critical thinking, and makes students partners in the educational process”. “It also improves student behavior, develops their personalities, and increases students' absorptive and productive skills. It adds an atmosphere of fun to the educational process, promotes language development in students, and helps to engage the students in the learning process. It also works on developing social relations among students through teamwork and cooperation among them, and it enhances the positive self-concept of learners” (Zahid & Rohi, 2019, p. 1384).

Drama has been applied in different ways in some schools and universities. Göktürk et al. (2020) investigated the effect of creative drama on developing the speaking skill of seventh grade students.

Sharif (2019) also sought to reveal the effectiveness of using the drama strategy in developing the English speaking skill for first-grade intermediate students in Makkah. Its results revealed statistically significant differences between the average scores of the experimental group and the average total scores of the control group in the post application of the linguistic performance scorecard (speaking).

Ti (2018) also tested the effectiveness of drama-based group projects in an English language course in Taiwan. The results showed a positive job development for learners, as well as an increase in their confidence and abilities. The current research benefited from this study in terms of using the method of showing films to students, discussing their elements, and developing the plot through the use of creative thinking and brainstorming questions.

Another study was conducted by Alajmi (2017). It examined the role of play in developing the oral language of children between the ages of four and six in the Kingdom of Saudi Arabia. It was motivated by the fact that drama includes role-playing which is effective in developing learners' speaking skills. The study concluded that learning through drama plays an important role in the development of children's language in general, and the study recommended the necessity of applying this research in the light of the Islamic education curriculum.

In this respect, Agber (2015) conducted a study which aimed to know the impact of the use of formative drama in developing speaking skill and self-concept for seventh grade students. The study found that there were statistically significant differences between the averages of the experimental and control groups in the post-measurement of speaking skill in Arabic language. The differences were in favor of the experimental group.

In a similar context, Rababa'a and Habashneh (2015) conducted a study which aimed to know the effect of using educational drama on developing speaking skill (oral expression), and improving achievement among students of Arabic for non-native speakers. The study revealed that there are statistically significant differences between the average scores of the experimental and control groups, in favor of the experimental group.

Measuring the Impact of Drama

Through reading the previous studies and scrutinizing their results, it has become obvious that there are statistical indications between the level of the sample to which the drama strategy was applied and the control sample. They were in favor of the experimental sample. In the study of Göktürk et al. (2020), for example, the results indicated an improvement in the speaking ability of the study sample members on whom the drama strategy was applied. Moreover, Sharif (2019) proved the presence of statistically significant differences between the average scores of the experimental group and the average total scores of the control group in the post application of the linguistic performance scorecard (speaking) at the level of correct pronunciation of words, the use of complete sentences and phrases that clarify the meaning, and control in sound and pitch according to the situation and having appropriate linguistic structures. The differences were in favor the experimental group.

Furthermore, Ti (2018) reached the conclusion that language functions developed positively among learners who were taught through the drama strategy. In the same context, Harmawati (2017) found an effective role of employing the drama strategy on eighth grade students, in terms of fluency and expression. Alajmi (2017) supports this point as its results indicated that learning through drama plays an important role in the development of children's language in general. This point is emphasized by Bou-hamdan et al. (2016) which showed the superiority of the experimental sample students taught by the drama strategy, compared to the students who learned through the traditional way.

Agber (2015) agreed with these results. It concluded that there were statistically significant differences between the averages of the experimental and control groups in the post-measurement of speaking skill in Arabic language. The differences were in favor of the experimental group. Furthermore, Rababa'a and Habashneh (2015) revealed that there are statistically significant differences between the average scores of the experimental and control groups. The differences were in favor of the experimental group. In the same context, Sirisrimangkorn and Suwanthep (2013)

revealed the effective role of applying drama, role-playing and cooperative learning on developing speaking skill, increasing motivation and self-esteem among the students of the experimental group. Consistently, Al-Amoush (2006) revealed that there were statistically significant differences between the mean scores of the experimental and control groups. The differences were in favor of the experimental group whose members depended on drama to develop their speaking skills.

Commenting on Previous Studies

After the presentation of the previous studies related to the topic of the research, it has become obvious that there are few Arabic studies concerned with studying the speaking skill of Arabic speakers and developing it through drama. Within the limits of the researcher's knowledge, and through the overall view of the results of previous studies, the researcher found that Arabic-speaking students obviously lack the Standard Arabic speaking skill.

By presenting previous studies, the researcher noted that the training programs contributed to the development of speaking skill with the different techniques used. This is what made the researcher build a program using drama to develop the skill of speaking in Standard Arabic among third grade students who speak Arabic.

Research Hypotheses

By reviewing the theoretical frameworks and the results of previous studies, the research hypotheses were formulated as follows:

- 1) There are statistically significant differences between the mean scores of the experimental and control groups, in favor of the experimental group, in the skill of speaking Standard Arabic after applying the program.
- 2) There are statistically significant differences between the mean scores of the experimental group members in the pre- and post-test of speaking skill in Standard Arabic, in favor of the post-test.
- 3) There are no statistically significant differences between the mean scores of the experimental group in the skill of speaking Standard Arabic in the post and follow-up tests.

III. RESEARCH PROCEDURES

First: Research Methodology and Experimental Design

The current research relies on the quasi-experimental approach with the aim of identifying the effect of drama program in developing the skill of speaking Standard Arabic among third-grade Arabic-speaking students, in addition to using the experimental design with two equal groups (experimental - control) to determine the impact of the drama program (post-test) on the variables in question, as well as the use of the one-group design to determine the continuity of the impact of the drama program after the follow-up period (follow-up test).

Second: The Research Sample

The final sample, after excluding the extreme cases in the equivalence variables, included 60 third-grade Arabic-speaking students. The members of the two groups (the experimental and the control groups) were selected through their school files to obtain the correct birth dates. Their ages ranged between 8-9 years, with a mean of 8.55 and a standard deviation of 0.50. Moreover, they were divided into two equal groups; experimental and control groups. Each of them consists of 30 students. Besides, the equivalence between the members of the two groups has been achieved in each of the chronological age and speaking skill in Standard Arabic. Tables 1, 2 show the results of the equivalence of the experimental and control groups in terms of these variables:

TABLE 1
EQUIVALENCE BETWEEN THE EXPERIMENTAL AND CONTROL GROUPS IN CHRONOLOGICAL AGE (N = 60)

Group	N	Arithmetic Mean	Standard Deviation	T Value	Indication Level
Experimental	30	8.60	0.48	0.769	Not Significant
Controller	30	8.50	0.51		

It is clear from Table 1 that there are no statistically significant differences between the experimental and control groups in chronological age. This means that the two groups are equal in chronological age.

TABLE 2
EQUIVALENCE BETWEEN THE EXPERIMENTAL AND CONTROL GROUPS IN THE TEST OF SPEAKING SKILL IN STANDARD ARABIC (N = 60)

Questions	Group	n	Arithmetic mean	Standard deviation	T	Indication level
First question	Experimental	30	2.30	0.84	0.437	Not significant
	Controller	30	2.40	0.93		
Second question	Experimental	30	2.07	0.58	0.198	Not significant
	Controller	30	2.10	0.71		
Third question	Experimental	30	2.07	0.58	0.602	Not significant
	Controller	30	2.17	0.70		
Fourth question	Experimental	30	2.33	0.71	0.724	Not significant
	Controller	30	2.20	0.71		
Fifth question	Experimental	30	1.97	0.67	0.171	Not significant
	Controller	30	2.00	0.83		
Total marks	Experimental	30	10.73	1.23	0.373	Not significant
	Controller	30	10.87	1.53		

It is clear from Table 2 that there are no statistically significant differences between the experimental and control groups in the Standard Arabic speaking skill test. This confirms the equality of the experimental and control groups.

Third: Research Tools

First: Testing the skill of speaking in Standard Arabic

By reviewing some theoretical frameworks and tools designed to measure the speaking skill in order to identify the different components that fall under this concept, in addition to making use of them in formulating phrases that fit each component separately, and designing the test, to suit the ages of Arabic speaking students, and in light of the theoretical frameworks and previous studies that dealt with the speaking skill, the current Standard Arabic Speaking Proficiency Test has been prepared. It includes five sub-questions.

Test Objective

The test aims to measure the speaking skill of Standard Arabic among Arabic speaking students. It is a psychometric aptitude to test the skill of speaking in Standard Arabic.

First: internal consistency

Vocabulary internal consistency

It is through the scores of a sample to verify the psychometric efficiency of the tools by finding the Pearson correlation coefficient between the scores of each question and the total score, and the table 3 shows this:

TABLE 3
CORRELATION COEFFICIENTS BETWEEN THE SCORES OF EACH QUESTION AND THE TOTAL SCORE ON THE STANDARD ARABIC SPEAKING SKILL TEST

Questions	correlation coefficient	Indication level
first question	0.625	0.01
second question	0.506	0.01
third question	0.595	0.01
fourth question	0.447	0.01
fifth question	0.506	0.01

** Significance at 0.01. Significance level

It is clear from Table 3 that each question of the Standard Arabic Speaking skill test has positive correlation coefficients and is statistically significant at the level 0.01, meaning that it has internal consistency.

Second: The validity of the Standard Arabic Speaking Skill Test

The validity of the peripheral comparison

The peripheral comparison was used to determine the ability of the Standard Arabic Speaking skill test to distinguish between the strong and the weak in the trait measured by the test, by arranging the scores of the psychometric aptitude test sample in descending order. The significance of the differences was calculated between the mean scores of the higher quartile, which is the strong end and the lower quartile, and the table 4 shows this:

TABLE 4
THE VALIDITY OF THE PERIPHERAL COMPARISON FOR THE TEST OF SPEAKING SKILL IN STANDARD ARABIC (N = 50)

Questions	Highest quadrant N = 13		Lowest quadrant N = 13		T value	Indication level
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
First question	8.31	0.75	1.85	0.80	21.222	0.01
Second question	7.46	1.27	1.62	0.87	13.724	0.01
Third question	6.77	1.09	1.62	0.87	13.312	0.01
Fourth question	6.62	1.04	1.85	0.80	13.071	0.01
Fifth question	5.23	1.01	1.15	0.80	11.386	0.01
Total marks	34.38	2.79	8.08	1.80	28.599	0.01

It is clear from Table 4 that the difference between the strong and weak balances is statistically significant at the level 0.01 and in the direction of the strong balance level. This means that the Standard Arabic speaking skill test has strong distinguishing validity.

Third: The Stability of the Standard Arabic Speaking Skill Test

1- Re-application method

This was done by calculating the stability of the test through re-applying the Standard Arabic speaking skill test with an interval of two weeks on the psychometric proficiency verification sample. The correlation coefficients between the scores of the sample students were extracted using the Pearson coefficient. Moreover, all the correlation coefficients of the test questions were significant at 0.01. This indicates that the test gives almost the same results if it is used more than once under similar conditions, and this is shown in Table 5:

TABLE 5
STABILITY RESULTS IN A RE-APPLICATION METHOD TO TEST THE SKILL OF SPEAKING IN STANDARD ARABIC

Questions	The correlation coefficient between the first and second applications	Indication level
First question	0.786	0.01
Second question	0.767	0.01
Third question	0.781	0.01
Fourth question	0.816	0.01
Fifth question	0.849	0.01
Total marks	0.874	0.01

It is evident from Table 5 that there is a statistically significant correlation between the first application and the second application of the Standard Arabic speaking skill test questions. This indicates the stability of the test. It also confirms the validity of the test to measure the feature for which it was developed.

2- The alpha-Cronbach coefficient method

The reliability coefficient of the Standard Arabic speaking skill test was calculated using the alpha-Cronbach coefficient to study the internal consistency of the test questions. All values were high, and it has a high degree of stability, as is shown in Table 6:

TABLE 6
STABILITY COEFFICIENTS OF THE STANDARD ARABIC SPEAKING SKILL TEST USING THE ALPHA-CRONBACH COEFFICIENT

M	Questions	Alpha-cronbach coefficient
1	First question	0.732
2	Second question	0.784
3	Third question	0.804
4	Fourth question	0.755
5	Fifth question	0.765
	Total marks	0.841

It is clear from Table 6 that the reliability coefficients of the Standard Arabic speaking skill test are high. This gives a good indication of the reliability of the Standard Arabic speaking skill test, and accordingly it can be worked on.

3- Half-segmentation method

The researcher applied a test of speaking skill in Standard Arabic on a sample of 50 students to verify the psychometric aptitude. The scale was corrected. It was then divided into two parts, for each individual separately. Moreover, the correlation coefficient was calculated using the Pearson method between the scores of the subjects in the individual and paired vocabulary. The value of Spearman-Brown coefficient and Jetman's general coefficient of split-half was high, and this indicates that the scale has a high degree of stability, as is shown in Table 7:

TABLE 7
STABILITY COEFFICIENTS OF THE STANDARD ARABIC SPEAKING SKILL TEST BY THE FRACTIONAL HALF-WAY METHOD

M	QUESTIONS	SPEARMAN-BROWN	JETMAN
1	FIRST QUESTION	0.779	0.663
2	SECOND QUESTION	0.939	0.766
3	THIRD QUESTION	0.984	0.802
4	FOURTH QUESTION	0.826	0.639
5	FIFTH QUESTION	0.814	0.751
TOTAL MARKS		0.950	0.762

It is evident from Table 7 that the reliability coefficients of the Standard Arabic speaking skill test using the Spearman-Brown half-segmentation method are close to those of the Getman method.

Fourth: Calculating the Ease and Difficulty Coefficient of the Standard Arabic Speaking Skill Test Questions

The coefficient of ease for each question was calculated using the following equation:

$$\text{Ease coefficient} = \frac{\text{number of correct answers}}{\text{Number of correct answers} + \text{number of wrong answers}}$$

The difficulty coefficient for each question was calculated using the following equation:

$$\text{Difficulty coefficient} = 1 - \text{coefficient of ease}$$

It was considered that questions whose ease coefficient exceeds the effect of guessing 0.80 are very easy. Moreover, questions whose ease coefficient is less than 0.20 are very difficult.

Using the previous equations, it was found that the ease coefficients for the vocabulary of the speaking skill test in Standard Arabic range between 0.44- 0.76, while the difficulty coefficients ranged between 0.24 - 0.56. Thus, it can be said that all the questions of the Standard Arabic speaking skill test are appropriate. Table 8 explains this:

TABLE 8
CALCULATION OF THE EASE AND DIFFICULTY COEFFICIENT OF THE SPEAKING SKILL TEST QUESTIONS IN STANDARD ARABIC

Questions	Ease coefficient	Difficulty coefficient
first question	0.64	0.36
second question	0.44	0.56
third question	0.68	0.32
fourth question	0.48	0.52
fifth question	0.76	0.24

Fifth: Calculating the variation coefficients for the speaking skill test questions in Standard Arabic:

Questions with a coefficient of variation less than 0.20 are not considered desirable, and it is advisable to modify or delete them. The variation coefficient was calculated for the test questions, and it ranged between 0.41 - 0.50, as it was considered that the question whose variation coefficient ranged between 0.20 - 0.80 is considered to have an appropriate variation strength. This indicates that the test questions have appropriate variation strength.

Table 9 illustrates this:

TABLE 9
CALCULATING THE VARIATION COEFFICIENT FOR THE VOCABULARY TEST OF SPEAKING SKILL IN STANDARD ARABIC

Questions	Discrimination coefficient
first question	0.41
second question	0.43
third question	0.50
fourth question	0.49
fifth question	0.50

Sixth: Calculating the time to test the speaking skill in Standard Arabic:

The time required to apply the Standard Arabic speaking skill test was calculated using the following equation:

$$\text{Exam time} = \frac{\text{Time of first student} + \text{time of last student}}{2}$$

The time of the Standard Arabic Speaking skill test was determined by calculating the time it took for the first student to finish answering the test questions 60 minutes, and the time it took for the last student to finish answering 100 minutes, then calculating the average time which was 80 minutes.

After making adjustments to the test questions in light of the opinions of the arbitrators, conducting the exploratory experiment, and ensuring the appropriateness of the parameters of ease, difficulty, discrimination, test reliability and sincerity, the test in its final form includes 5 questions, and the number of its marks is 50; each question is out of 10 marks. Thus, it became valid for application.

Second: Drama Program

A simplified idea about the purpose of the lesson and its course of action is presented. The researcher then displays the reading text, which includes some dialogues, accompanied by some pictures expressing the meaning in the paragraph. Students are asked to focus on the pictures while reading the text, and the teacher reads the text by reading of the role model student - expressive aloud reading. Then the students view the text through the display screen, especially since the academic content and syllabus in the third-grade course is available on the Internet in the form of a library of films, and it has been uploaded to YouTube.

Furthermore, the students are given the dramatic text to practice reading it aloud in groups, taking into account that at this time they collect the appropriate physical movements, facial expressions, and hands according to the nature of the acting position, then the students act the educational situation, after they divide roles among themselves. In some cases, the teacher intervened in situations when students disagreed over who would take a particular role, or when a learner took a role that was inconsistent with his abilities. He also intervened to direct the acting workflow, when the teacher felt confusion or chaos about to occur, and to provide feedback for groups, after the acting work is finished, in the middle of the research, and when the research teacher is doing the mid-test to measure the progress of the students. The researcher feels that the result of the progress is less than expected, especially since the drama was only applied during the reading class. Therefore, the researcher thinks of a strategy or support method to make the student talk and be more creative. She motivates the students by asking some thought-provoking questions, and the learners think about them, then exchange the result of their thinking with their groups, talk about and evaluate them. The content was from the student's book for the third grade of primary school, which is the Ministry's book, in contrast to what (Choi, 1996) "has done in setting a special curriculum that relies on creating content on one's own, seeing that the textbooks, their dialogues are overacted and unoriginal"(p.76), unlike the study of Fabio (2015), which used the textbook as a reference in terms of content, especially that the third grade curriculum in the UAE contains a large number of stories that stimulate creative thinking, taking the appropriate strategy into account, and making good use of such stories, especially since the drama has an effective role in developing innovative thinking and achievement in teaching the Arabic language. This is consistent with Suleiman (2018) which was conducted on thirty-one male and female students as an experimental sample, at Al-Durra Al-Sharifah School, which was taught through the drama strategy. Moreover, a number of twenty-nine male and female students as a control sample, at Carthage International School, were taught through the usual method. In this respect, Abu-lehyah (2011) applied drama to measure its impact on developing creative thinking skills for third grade students from Jabalia Elementary Boys School and Jabalia Common School, North Gaza. The study sample consisted of 133 male and female students, for the experimental and control samples. The current research has benefited from this study in terms of the development of creative thinking, because creative thinking helped the child create new endings for the stories they acted, talk about them, as well as develop new beginnings for them, and express an opinion on the stories and the values they offer which served the speaking skill.

After the end of each story, which ends after at least three lessons, the teacher prints the pictures that were shown with the text before, and presents them to the groups without the written text. The researcher then asks the learners to talk about the pictures in their own style, especially since the pupils were exposed to these pictures before. The learners group the pictures and arrange them according to the sequence of the story.

Finally, the students perform the story and act it in their groups and express its content orally.

From mid-October, the parents started supporting the research, by sending some stories, which were graded in level according to the individual differences of the learners, and to clarify their role, which is to follow-up the student while reading. Each child is asked to summarize his story to his colleagues in a Standard language. Some parents responded to this experiment, and some of them did not have enough time to do this with their child. Much significantly, more than 70% of the learners were exposed to this step, so that the grammar rules also, after about a month from the start of the research, became attached to the students of the experimental sample linked to some videos and acting scenes.

From the beginning of December, 15 minutes were allocated from the beginning of each lesson to talk with the students about general pictures, which were presented to the students. The teacher asked them to talk about the pictures, taking into account the integrity of the language and intellectual coherence. Sometimes the time was not enough to listen to some students. These pictures were sent home, and parents were asked to listen to their children talking about them, sometimes recording them and sending them via email the next day.

As for the control group members, they studied through the dialogue and discussion strategy, with the integration of some other strategies, such as brainstorming, while also raising questions of creativity and higher-order thinking skills, and then evaluating the experimental and control groups at the end of the research.

Drama Program Content

The drama program consists of activities designed to develop speaking Standard Arabic, amounting to 45 meetings that deal with training activities on the use of drama to develop speaking Standard Arabic skill.

Time Frame for the Selective Program

The training program consisted of 45 meetings, over a period of two and a half months, and the duration of the meeting was 30 - 45 minutes. The distribution of the program's meetings was as follows: (1) A meeting for acquaintance among the sample members, 35 for training, with 7 meetings for each activity of the program. (2) A meeting to review what was trained on.

Research Steps

- Preparing a test of speaking Standard Arabic skill.
- Measuring the level of speaking Standard Arabic skill.
- Choosing the research sample from among those who suffer from a clear weakness in speaking Standard Arabic.
- Conducting equivalence between the two research groups (experimental and control) in terms of chronological age and speaking Standard Arabic.
- Preparing a program using drama to develop speaking Standard Arabic for Arab native students.
- The pre application to test the Speaking standard Arabic on the sample members.
- Applying the drama program to the experimental group members.
- Post application to test speaking Standard Arabic skill on the sample members.
- The follow-up application of the same test to the experimental group members, one month after the end of the drama program.
- Correcting responses, scheduling grades, treating them statistically, and drawing conclusions and discussing them.

Statistical Methods Used

The statistical methods used were represented in the following parametric methods: T-test, through the statistical software package for the social sciences, known for short as SPSS.

Research Results:

The results related to the first hypothesis

The hypothesis states that "there are statistically significant differences between the mean scores of the experimental group members and those of the control group in the post-measurement of applying the program to the test of speaking skill in Standard Arabic in favor of the experimental group".

To verify the validity of this hypothesis, a t-test was used to indicate the differences between the averages of the independent groups. The results were as shown in table 10:

TABLE 10
T-TEST AND ITS SIGNIFICANCE FOR THE DIFFERENCE BETWEEN THE MEAN SCORES OF THE EXPERIMENTAL AND CONTROL GROUPS IN THE POST-MEASUREMENT TEST OF SPEAKING SKILL IN STANDARD ARABIC

questions	group	N	Arithmetic mean	standard deviation	T	Indication level	N ₂	Effect size
first question	Experimental	30	8.70	0.95	26.674	0.01	0.92	Big
	controller	30	2.60	0.81				
second question	Experimental	30	7.90	0.55	34.666	0.01	0.95	Big
	controller	30	2.40	0.67				
third question	Experimental	30	8.00	0.53	35.874	0.01	0.96	Big
	controller	30	2.40	0.67				
fourth question	Experimental	30	8.27	1.14	23.582	0.01	0.91	Big
	controller	30	2.43	0.73				
fifth question	Experimental	30	8.43	0.97	29.039	0.01	0.94	Big
	controller	30	2.27	0.64				
Total marks	Experimental	30	41.30	1.62	71.037	0.01	0.99	Big
	controller	30	12.10	1.56				

It is clear from Table 10 that there are statistically significant differences between the mean scores of the experimental and control groups in the post-measurement of the questions of speaking skill test in Standard Arabic. The differences were in favor of the experimental group.

Figure 1 illustrates this:

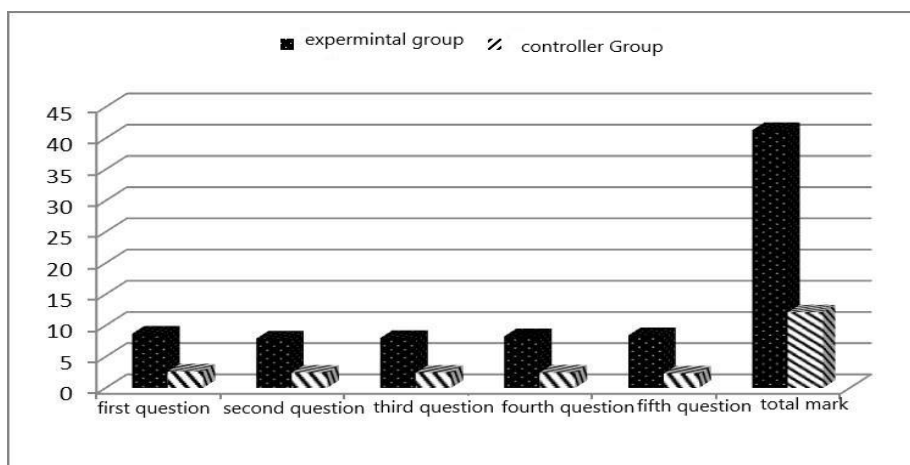


Figure 1. The Average Scores of the Experimental and Control Groups in the Post-Measurement Test of Speaking Skill in Standard Arabic

The results of the second hypothesis

The hypothesis states that "there are statistically significant differences between the mean scores of the experimental group in the pre and post measurements, in favor of the post measurement, of applying the program to the test."

To verify the validity of this hypothesis, a t-test was used to indicate the differences between the means of the associated small groups, and the results were as shown in Table 11:

TABLE 11
T-TEST AND ITS SIGNIFICANCE FOR THE DIFFERENCE BETWEEN THE MEAN SCORES OF THE EXPERIMENTAL GROUP IN THE TEST OF SPEAKING SKILL IN STANDARD ARABIC WITH THE PRE AND POST MEASUREMENTS

questions	Measurement	N	Arithmetic mean	standard deviation	T	Indication level	d	Effect size
first question	Pre	30	2.30	0.84	27.653	0.01	5.05	Big
	Post	30	8.70	0.95				
second question	Pre	30	2.07	0.58	39.931	0.01	7.29	Big
	Post	30	7.90	0.55				
third question	Pre	30	2.07	0.58	41.403	0.01	7.56	Big
	Post	30	8.00	0.53				
fourth question	Pre	30	2.33	0.71	24.146	0.01	4.41	Big
	Post	30	8.27	1.14				
fifth question	Pre	30	1.97	0.67	30.034	0.01	5.48	Big
	Post	30	8.43	0.97				
Total marks	Pre	30	10.73	1.23	82.246	0.01	15.02	Big
	Post	30	41.30	1.62				

It is clear from Table 11 that there are statistically significant differences between the mean scores of the children of the experimental group in the pre and post measurements of the speaking skill test questions in Standard Arabic. The differences are in favor of the post measurement.

Figure 2 illustrates this.

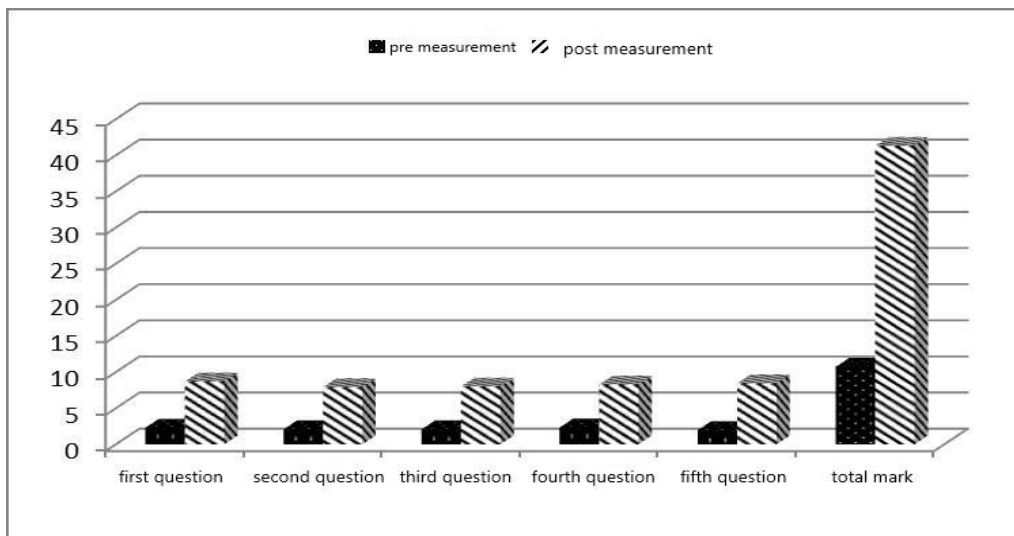


Figure 2. The Average Scores of the Experimental Group in the Test of Speaking Skill in Standard Arabic, in the Pre and Post Measurements

The results related to the third hypothesis

The hypothesis states that "there are no statistically significant differences between the mean scores of the children of the experimental group in the post and follow-up measurements of applying the program to the test of speaking skill in Standard Arabic".

To verify the validity of this hypothesis, a t-test was used to indicate the differences between the averages of the associated small groups. The results were shown in Table 12:

TABLE 12
T-TEST AND ITS SIGNIFICANCE FOR THE DIFFERENCE BETWEEN THE MEAN SCORES OF THE EXPERIMENTAL GROUP IN THE TEST OF SPEAKING SKILL
IN STANDARD ARABIC WITH THE POST AND FOLLOW-UP MEASUREMENTS

questions	Measurement	N	Arithmetic mean	standard deviation	T	Indication level
first question	Post	30	8.70	0.95	0.264	Not Significant
	Follow-up	30	8.77	1.01		
second question	Post	30	7.90	0.55	0.593	Not Significant
	Follow-up	30	8.00	0.74		
third question	Post	30	8.00	0.53	0.941	Not Significant
	Follow-up	30	8.13	0.57		
fourth question	Post	30	8.27	1.14	0.231	Not Significant
	Follow-up	30	8.33	1.09		
fifth question	Post	30	8.43	0.97	0.588	Not Significant
	Follow-up	30	8.57	0.77		
Total marks	Post	30	41.30	1.62	1.084	Not Significant
	Follow-up	30	41.80	1.94		

It is clear from Table 12 that there are no statistically significant differences between the mean scores of the experimental group members in the post and follow-up measurements of the speaking skill test questions in Standard Arabic.

Figure 3 illustrates this:

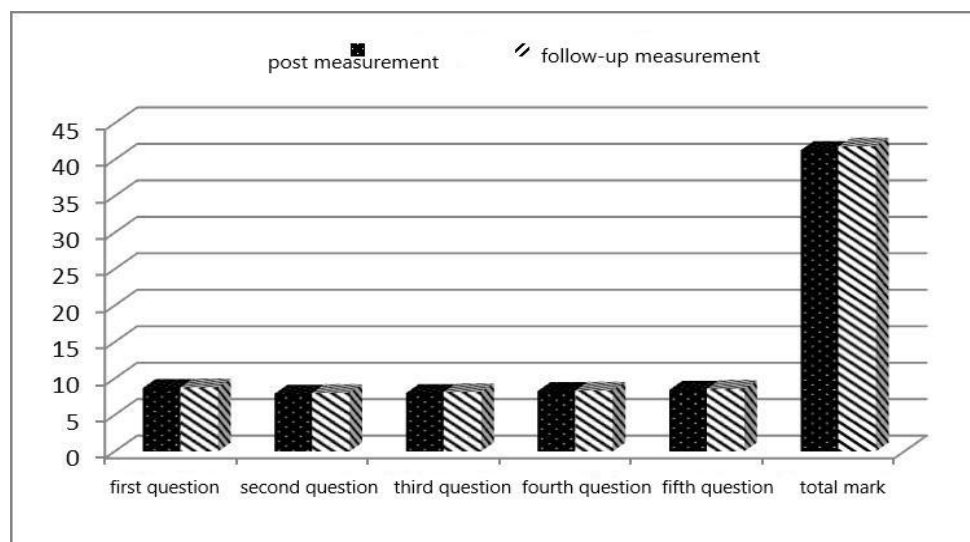


Figure 3. The Mean Scores of the Experimental Group in the Test of Speaking Skill in Standard Arabic, in the Post and Follow-Up Measures

IV. DISCUSSING RESEARCH RESULTS

The results of this research indicated the superiority of the students forming the experimental group, who studied through the drama strategy, compared to the students who studied according to the traditional way. It was noticed, during and after doing the research that the students' confidence in themselves and their abilities increased, especially after the teacher's role was greatly reduced, as the teacher became just a guide to the educational process. This significantly encouraged the students to speak and express their opinions, relying on some evidence and proofs, whether mental or transferable. It was noted that students merged and interacted together more during the educational process, and applied what they learned instead of remembering it, and thus the information was fixed in the learners' memory better. An increase in the interaction of learners and greater enjoyment in the educational process was observed despite the chaos that sometimes prevailed in the educational scene; the noise that was observed to increase in the learning environment that applied the drama strategy. But it was a creative chaos, especially when it comes to the students moving around in the class. "Drama helped satisfy their desires and improve their behavior" (p. 25) which is in agreement with Moore (2004). The enthusiasm of the students, their bearing the responsibility of learning, and the keenness of each member of the group to share the rest were noticed. Moreover, the educational scene was characterized by cooperation and participation, breaking psychological barriers between the teacher and the learner, as well as between the learners each other, increasing security, fun and desire to learn and increase achievement. This is consistent with the study of Salah (2013).

Based on the data analysis, it was found that the strategy adopted for teaching speaking skills for members of the experimental group was much effective than the traditional method followed for teaching the control group members.

Thus, the research was able to answer the question “What is the effect of using drama in developing the skill of speaking Standard Arabic among third-grade students?” It was found that there is an effective role for the drama strategy in developing speaking skill among the members of the experimental group, who were taught by the drama strategy. This result agreed with the findings of Göktürk et al. (2020), Sharif (2019), Ti (2018), Harmawati (2017), Alajmi (2017), Bou-hamdan et al. (2016), Agber (2015), Rababa'a and Habashneh (2015), Sirisrimangkorn and Suwanthep (2013) and Al-Amoush (2006).

V. RECOMMENDATIONS AND SUGGESTIONS

The researcher recommends investigating the impact of this strategy on other Arabic language skills, especially listening skill, as well as in reading comprehension.

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Dina H. Antar is an Assistant professor of Arabic Language and Culture. She holds a PhD in in Arabic Literature and its Criticism from Helwan University, Egypt, 2021, grade: excellent with first class honor; a MA in Arabic and its Literature from Helwan University, Egypt, 2016, grade: excellent, a General Diploma in Education, Damanhur University, Egypt, 2014, grade: very good, a BA in Arts and Education, Helwan University, Egypt, 2012, grade: very good, ranking first on college.

She is an Assistant professor of Arabic Language and Culture (2021-present), American University of Ras Al Khaimah, UAE. (2020-2021) she was also a part-time lecturer of Arabic Language in the same university. (2016-2020) a lead practitioner for Arabic and Islamic department and as an Arabic teacher, as a second position, at GEMS Founders School in Dubai. (2015-2016) she was an Arabic teacher in Wave Private School, Oman. (2012-2014) she was an Arabic teacher in Basioun Private School, Egypt.

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