The Effect of Using Drama on Jordanian EFL Eighth Grade Students’ Achievement in Writing

By

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Abstract

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This study aimed at investigating the effect of using drama on eighth grade students' achievement in writing. It attempted to answer the following questions:

1. Is there any significant effect for the use of drama on EFL Jordanian eighth grade students’ achievement in writing in English as represented by their respective scores on the test as a whole?

2. Is there any significant effect for the use of drama on EFL Jordanian eighth grade students' achievement in the various aspects of writing, as measured by their respective scores on the thesis statement, unity, completeness and coherence, wording and cohesion, and organization components of the test?

The sample of this study consisted of 80 male students purposefully selected from Hutheifa Ben Al-Yaman School for Boys. The students were distributed into two sections, one constituted the experimental group, and the other constituted the control group. In order
to answer the questions of the study, the two groups were pre-tested, treated, and post-tested in the first semester of the academic year 2008-2009.

The instructional material was a story entitled *The Boy from the Past* which was taken from the students' own textbook, *Action Pack 8*. As for the experimental group, the story was rewritten by the researcher in a dialogue format and taught through dramatization. The dialogue consisted of thirteen scenes which were used to train on five aspects of writing, viz., *thesis statement, unity, completeness and coherence, wording and cohesion, and organization*. The experiment comprised nine sessions and took place over nine weeks. On the other hand, the control group was taught traditionally using the techniques suggested in the teacher's book. The cooperative teacher was introduced to the various details of the experiment and was trained to conduct it under the supervision of the researcher. Ongoing meetings were held with him before, during, and after the experiment in the classroom.

The findings of the study indicated that the students' achievement in writing improved significantly in favor of the experimental group. The result also revealed statistically significant differences in the students' achievement on the components of the test *thesis statement, unity,
completeness and coherence, wording and cohesion, and organization
due to the teaching technique in favor of the experimental group.

**Keywords:** Drama, Dramatization, Thesis Statement, Unity,
Completeness and Coherence, Wording and Cohesion, Organization,
Traditional Method.