

The Effect of Using Creative Drama on Developing Innovative Thinking and Achievement in Teaching English Language among 6th Grade Students at Lewa Al Jamea Directorate of Education

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Article Info	Abstract
<p>Article History</p> <p>Received: February 06, 2021</p> <p>Accepted: April 21, 2021</p> <hr/> <p>Keywords: Creative drama, Innovative thinking, Achievement</p> <p>DOI: 10.5281/zenodo.4708041</p>	<p><i>The study aimed to identify the effect of using creative drama on developing innovative thinking and achievement in teaching the English language at Lewa Al Jamea Directorate of Education, the sample of the study, which was intentionally chosen, consisted of (120) 6th grade students, The study sample was distributed randomly into two groups: The first group is the experimental group and it consisted of (124) students in (DahiyatAlrasheed Girls Highschool) who were taught English language using creative drama, and the second control group consisted of (116) male and female students at Princess Basma School - Abu Nsair, who were taught the English language course in the usual way. After the completion of the teaching, the innovative thinking and achievement tests were applied after verifying their validity and reliability according to the scientific basis, and appropriate statistical methods were used.</i></p> <p><i>The study found the following results:</i></p> <ul style="list-style-type: none"> - <i>The existence of statistically significant differences at the level of ($\alpha \leq 0.05$) between the mean of the performance of the two groups of the study on the innovative thinking post-test (fluency, flexibility, and originality) in favor of the experimental group that studied the English language subject using creative drama.</i> - <i>The presence of statistically significant differences at the level of ($\alpha \leq 0.05$) between the averages of the performance of the two groups of the study on achievement posttest in favor of the experimental group that studied the English language subject using creative drama.</i>

Introduction

Language is the greatest phenomenon that distinguishes a person from other living things, as it decodes many mysterious symbols from spoken words and vague signs, and in its communication between individuals is easy, and without it the individual cannot express what is going on inside him or depict what is happening around him.

Language skills include speaking, reading, listening and writing skills. In fact, drama depends in its essence on the four language skills, and thus helps to develop it among the learner. As for speech, It is considered the main tool by which the actor expresses the context of the text or the idea, so the success of the student represented in a good expression depends on his ability to perform appropriate body movements, facial expressions expressing his speech, and on his ability to pronounce words carefully and clearly, while varying the pitch of the voice commensurate With the nature of the representational situation, these skills in their entirety help to develop the speech skill of the learner (Al-Qurashi, 2001).

As the drama has a role in the development of reading, listening and writing, the researcher believes that it also has a role in developing the student's linguistic outcome, and identifying new terms in the Arabic language.

Theater teaching and what it includes in terms of theater situations and events develop the learner's ability to face the problems that he may encounter in the future, and our societies are full of problems that face the individual, especially students, either in the school environment or in the community environment, which naturally contributes to the formation of the ideal personality of the individual, and the ability to Interacting with all the atmospheres, circumstances and difficulties that surround it in the future (Afaneh and al-Louh, 2008).

It is possible for the teacher to increase students' motivation, by enabling them to formulate their goals, by following many activities, making them define their educational goals and formulating them in their own language, and helping them to choose the goals that they can achieve, and thus helps students to identify appropriate strategies that must be followed during the attempt to fulfill it (Petri & Covern, 2004).

The researcher believes that the issues and problems discussed during the dramatic work inside the classroom create in the student a strong personality supported by a critical vision, and the ability to solve difficult problems, and work to prepare him for future life.

The problem of the Study

The English language is the language of the age and technology, and it is spread all over the world. However, students face problems in mastering linguistic skills, writing and developing thinking skills, which led to students' weakness in the English language. There have been increasing demands from specialists and educators to develop English language curricula, develop teaching skills for teachers and train them in modern methods. Educators attributed the reasons for students' weakness in the English language to its teaching methods, as the learner cannot interact with practical life unless he mastered the writing skills, and communicate with others. The researcher noticed, through her work as an English language professor at Princess Alia University College, weakness in reading, writing, and forming language structures among female students, which led to a decline in their thinking skills and their level of achievement, and this indicates that there is a clear weakness of students in the foundation level in schools, and thus there is a need to activate modern methods of teaching students in schools, such as the creative drama method, in order for the student to reach the university level with a good level of mastery of the English language. In light of the review of previous studies, it was revealed that there are no studies related to the use of creative drama in the development of innovative thinking - to the best of the researcher's knowledge - and the existence of studies related to achievement and other variables. Some studies have recommended encouraging primary school teachers to employ creative drama through the educational situation, which has a positive effect. Regarding students' attitudes, it also recommended that the use of drama is effective for developing student achievement and retention, and recommended applying it to other variables such as developing the skill of listening and acquiring concepts and trends.

The current study came to identify the effect of using creative drama on developing innovative thinking in teaching English language among sixth-grade students and their achievement at Lewa Al Jamea Directorate of Education.

The aim of the study and its questions

The current study aimed to identify the effect of using creative drama on developing innovative thinking and achievement in teaching English among sixth-graders at Lewa Al Jamea Directorate of Education in Amman.

To achieve the goal, the current study tried to answer the following two questions:

1. What is the effect of using creative drama in teaching the English language course on the development of innovative thinking among 6th grader students, compared to the usual method?
2. What is the effect of using creative drama in teaching English on 6th grader students' achievement, compared to the usual method?

The Importance of the Study

It is hoped that this study will benefit in the following:

1. A new addition to Arabic studies related to the use of the creative drama method.
2. The benefit of educational specialists from curriculum planners, teachers, and supervisors from the results of the current study in planning, directing, and teaching.
3. Keeping pace with recent studies in the field of English language teaching methods, and activating the use of creative drama during the educational situation.
4. Provide a model for the teacher in the way to apply creative drama, and provide him with practical skills and experiences to develop the educational process in the classroom.
5. A reference for future studies and the researchers' benefit from the method, procedures, and tools used in it.

The Study Hypotheses

To answer the two study questions, the following two hypotheses were tested:

- There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the development of innovative thinking among sixth-grade students due to the use of creative drama, compared to the usual method.
- There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the achievement of sixth-grade students due to the use of creative drama, compared to the usual method.

The Study Limits

The study was determined by the following limits:

- Spatial limits: The study was limited to students at Dahiyat Alrasheed Girls Highschool and Princess Basma School - Abu Nsair / Amman / at Lewa Al Jamea Directorate of Education.

- Human Limits: Sixth grade students.
- Time limits: the first semester of the academic year 2019/2020 - The objective limit: the fifth unit of the English language subject.

The Study Limitations

The generalization of the results of this study to the community from which the sample was taken or similar communities is determined by indications of the validity and reliability of their tools.

The Definition of the Study Terms

The study terms were defined as follows:

Creative Drama: It is a teaching method that stimulates the building of a free, imaginative world for students without being bound by a written text, and is based on employing methods of role-playing, improvisation, visualization, and gesture, with the aim of presenting a basic idea about a specific topic and then adopting broad and deep ideas around it through the experiences of the student and presenting the results in a representative manner.

It was defined procedurally: that it is based on the integration of physical and mental activity through various dramatic activities that provide the opportunity for students to imagine and act, through the teaching plan prepared by the researcher according to this method.

Innovative thinking: is the process of awareness of problems and weaknesses, searching for solutions, formulating or modifying hypotheses after testing them, and communicating results to others.

It is defined as procedural: that the score obtained by students in the test of innovative thinking skills (fluency, flexibility, originality), according to the Torrance tests of innovative thinking.

Achievement: "the extent to which students comprehend what they have gained from experience through specific academic courses, it is measured by the degree obtained by students in the achievement test prepared for this purpose.

It was defined procedurally: as the total score obtained by students in the achievement test prepared by the researcher according to Bloom's cognitive levels (remember, understand, apply).

Previous Studies

The researcher reviewed some studies such as:

Öztürk pat & Yılmaz (2021) study aimed to assess the effects of creative method on the aspect of speaking in the context of primary school 3rd grade Turkish course. The research was conducted with 3rd graders of a private primary school in Çaycuma, Zonguldak. The study was conducted among forty-six 3rd grade students. Research design adopted in the study was quasi-experimental design with pretest-posttest control group. Speaking education was delivered through creative drama method to the experimental group and through current instructional program (traditional method) to the control group. In the study, the researcher developed the Speaking Skill Assessment Rubric which was used as data collection tool. Treatment was for six weeks' duration. In order to decide whether the data was normally distributed or not, Shapiro-Wilk normality test was used. The data were analyzed by using the Statistical Package Program package program version 20.0. In data analysis the arithmetic mean, standard deviation and t test was computed. In conclusion of the study, there was a marked difference in the speaking skills of the students in the experimental group and that of the students in the control group and the difference was in the direction of the experimental group.

Abu Mansour (2018) conducted a study entitled "The Effect of Using Creative Drama in the Development of innovative thinking and Achievement in the teaching of Arabic language for Fifth Grade students in the Capital Amman". The study aimed to identify the effect of using creative drama on developing innovative thinking and achievement in teaching Arabic in the capital, Amman, and the sample of the study that was chosen by the intentional method consisted of (60) students from the fifth primary grade. The study sample was distributed randomly into two groups: The first group is the experimental group and it consisted of (31) male and female students in the Al-Durra Al-Sharifa School. Arabic language was taught using creative drama, and the second control group consisted of (29) students in Carthage International School. The Arabic language course was taught in the usual way. After the completion of the teaching, the innovative thinking and achievement tests were applied after ensuring their validity and reliability according to the scientific basis, and appropriate statistical methods were used. The study found the following results:

- The existence of statistically significant differences at the level of ($\alpha \dots 5$) between the averages of the two groups' post-study performance on the innovative thinking test (fluency, flexibility, and originality) in favor of the experimental group that studied Arabic language using creative drama.
- There were statistically significant differences at the level of ($5 \dots \alpha$) between the averages of the performance of the two groups of the post study on the achievement test for the benefit of the experimental group that studied the Arabic language subject using creative drama.

Bati, Ertürk and Kaptan (2009) study aims to examine the educational attainment in 2006 of the educational programs for pre-school students. In terms of science operations skills. The study also aims to determine the size of the science operations skills, which are used in the daily lesson plan samples, in educational institutions throughout the year, and the daily lesson plan samples, from different publishing houses, and to determine the level of awareness of pre-school teachers about the skills of science operations. The sample included children, whose age ranges between (60-72) months, in the city of Ankara, Turkey, and a sample was prepared for the interviews to determine the level of awareness among teachers for the pre-school stage. Among the qualitative research techniques; Descriptive, to formulate interviews template. According to the results of the analysis; the results showed that teachers do not give much space to scientific activities in pre-school education, and that the awareness levels of teachers are significantly low, with regard to the skills of science operations.

Shaheen (2009) study aimed to know the effect of using active learning strategies on achievement, and the development of science processes, among fourth grade students. And the science processes (observation, classification, deduction, imposing hypotheses, and controlling variables), the researcher used the experimental design on a sample of fourth grade primary students, at the educational customs administration in Alexandria, and the number of the study sample was (90) male and female students, and it was divided into two groups: One of them is a control, its number is (45) male and female students, the other is experimental, and its number is (45) male and female. The researcher applied to them the study tools that were prepared by her, namely: an achievement test and a test for science operations.

After applying the study, and collecting data; The correlation coefficient between the scores of the students of the experimental group in the achievement test and the telemetry process test was calculated. The correlation coefficient between the scores of the students of the control group in the achievement test, and the science operations test in the distance, was calculated by using the Pearson equation. Active learning, and after using it on the experimental and control group; There are statistically significant differences in favor of the experimental group, compared to the control group.

Ozdemir and Cakmak (2008) study aimed to examine the effect of educational drama on the potential creativity of teachers in the classroom. As a method for this study; an experimental design was used, based on pre-test and post-test. The research sample consisted of (78) fourth-grade students, (50) females and (28) males, who attended the teacher's elementary education program in the Department of Primary Education, College of Education, Kerkali University, in the fall semester, of the 2006-2007 academic year. The information in this study was collected by Torrance Test of Creative Thinking for formal tests - Model A, and this model was applied to the participants after the drama course, and accordingly; the pre-test and post-test were compared. The study concluded that the results of the creative test performed by the students increased to the extent that it included all dimensions of the creative test (fluency, originality, preparation, resistance to premature closing, and stripping of titles). It was also found that the creative test scores of the participants in the pre-test and posttest did not make a big difference, according to the gender variable. The study recommended that drama should be an essential part of the educational teacher program, and more research should be conducted on this.

Abdulhak (2008) study aims to determine whether the native language courses that depend on employing creative drama activities are more efficient in developing oral communication skills for elementary school students than traditional native language courses, the validity of this model was verified by referring it to seven experts, in order to confirm the reliability, and this tool was applied to the experimental group, the control group, as a pre-test and a post-test alike. In line with the objective of this study; The traditional method was used, where the teacher used the book as a main focus for the control group, while drama activities were used to implement the mother tongue lessons on the experimental group. The analysis of the data showed that there is a fundamental difference in the oral communication skills between the two groups: the experimental group and the control group, as the application of drama activities using the mother tongue proved that it has improved pronunciation skills, compared to the traditional teacher's curriculum, which is based on the book only.

Fernsler (2003) conducted a study aimed at investigating the effect of using dialogue drama in teaching basic concepts of social studies for third-grade students in basic achievement in Britain. The study sample consisted of (30) students from Eastern Tense School, they were divided into two groups, an experimental group, a number (15) and a control group, (15). The study used the experimental method and the results of the post-test showed the superiority of the members of the experimental group that received education using dialogue drama.

Method and procedures

This section deals with the study's methodology, its population, its representative sample, its tools, and the statistical treatment that was used to answer the two study questions, and test its two hypotheses, explain the study's variables, design it and clarify the procedures that the researcher followed in implementing the current study.

The Study Methodology

The researcher adopted the quasi-experimental approach for its suitability for the purposes of the study.

The Population of the Study

The study population consists of 6th grade students in the schools at Lewa Al Jamea Directorate of Education.

The Sample of the Study

Two sections of the 6th grade class in two schools at Lewa Al Jamea Directorate of Education were chosen by intentional method in order to take advantage of the capabilities and activities available in them. The two study groups were distributed randomly so that the first section formed the experimental group and it reached (124) students, it was taught the fifth unit of the English language book for the first semester of 2018/ 2019 using creative drama, the second section formed the control group, it consisted of (116) students, and the same unit of English language was taught to them in the usual way. Table No. (1) shows the distribution of the study sample according to the group and the school:

Table 1: Distribution of the study sample individuals by group

Group	Number
Experimental	124
Control	116
Total	240

The Study Tools

To answer the study's questions and test its two hypotheses, the researcher prepared and constructed the innovative thinking test and prepared the achievement test as follows:

First: the innovative thinking test

The researcher used the Torrence test for innovative thinking using verbal forms (A) by referring to the test included in previous studies, and the test of the innovative thinking test (fluency, flexibility and originality) was prepared and constructed in accordance with the academic subject and the age stage specified in the current study.

Second: The achievement test

To measure the extent to which the objectives of the fifth unit of the English language subject are achieved for 6th grade students, the researcher prepared an achievement test consisting of (30) items of the multiple-choice type for the first semester, so that the test included the first three levels of Bloom's level (Knowledge, comprehension, application) and the achievement test was prepared by following the following steps:

- Determine the general objective of the fifth unit of the 6th grade English language subject.
- Unit five content analysis.
- Determine the educational outcomes of the fifth unit lesson plans.
- Build a table of specifications in light of the vocabulary of the fifth unit.
- Choose test items in light of educational outcomes.
- Determine the test instructions, and the maximum mark for the test (30), where one mark was placed for each item of the test.

Teaching plan using Creative Drama

The plan was built according to the teaching objectives of the fifth unit of the English language for the first semester, and various strategies were used within the plan, such as brainstorming, and the Six Hats for being staged adorably, and it was combined with the creative Drama method, the researcher included the study a proposed archeology model, and amended, for the CORT program of thinking for its effectiveness in developing innovative thinking and its suitability for all academic levels, and the teaching plan included the following:

1. Learning outcomes for each lesson.
2. The means and resources that were used within the teaching procedures.
3. Teaching procedures used, and activities used during the teaching process.
4. Working papers related to the lesson, and the program of the kurt to think, and the plan was presented to a group of experienced and specialized referees and their observations were taken and the plan was finalized.
5. Equality was found between the two teachers who taught the experimental and control groups in terms of certificates of academic qualification, years of experience, and training courses.

The Study Variables: The study variables were determined as follows:

- Creative Drama Style
- Innovative thinking
- Achievement

The Statistical Treatment

- To answer the first and second questions, and to verify the two hypotheses of the study, the arithmetic averages, standard deviations and the “T” test of were used for two independent groups.
- The reliability of the innovative thinking and achievement tests were calculated using two methods: the Kjord Richardson (KR-20) equation for internal consistency, and Test/retest.
- The accompanying mono-analysis of variance (ANCOVA) was used because it achieves parity between the two groups (experimental and control) on the pre-test, so its results do not affect the results of the post-test, so there is no need to create parity between the two groups on the pretest.

Procedures for correcting the innovative thinking test

First: Fluency: It was calculated by the number of correct responses that the student responded to in each activity, where one mark is placed for each correct response.

Second: Flexibility: The number of correct responses that the student responded to in each activity was calculated as follows.

1. The first response is not given a degree of elasticity, because elasticity is shifting in direction.
2. The degree of flexibility is zero if the trend does not change in all responses.
3. In the case of repeating the same shift, the student does not receive an additional score, and a score is given for each shift in direction.

Third: Authenticity: The degree of originality was calculated by unpacking the answers of all students into a special table for responses that includes the frequency of each response and its frequency.

The percentage of frequency for each response was calculated by calculating the total frequency of the response over the total responses to the activity. If the frequency rate was less than (5%), the response is considered original, if the prevalence rate is (5%) or more, the answer is considered common, that is, not original, and the sign is not taken into account (Torrance 1993).

The Results of the Study

This is a presentation of the results of the study aimed at identifying the impact of using creative drama on developing innovative thinking and achievement in teaching English among 6th grade students in the capital Amman, by answering the following two questions:

First: The results related to the first question: What is the effect of using creative drama on developing innovative thinking in teaching English language to 6th grade students, compared to the usual method?

To answer this question, and to test the hypothesis related to it, the means and standard deviations of the performance of the 6th grade basic students in the English language subject were calculated on the post-test of innovative thinking (fluency, flexibility, and originality), and Table (2) shows that.

Table 2: Post-Test Results for Innovative Thinking (Fluency, Flexibility, Originality)

Group	Fluency	Flexibility	Originality
Experimental	4.80	4.60	4.75
Control	3.50	3.40	3.55
p-value	0.01	0.01	0.01

The data shown in Table 1 also reveal that the experimental and control groups are significantly different in the aspects of innovative thinking, including fluency, flexibility, and originality. Regarding fluency, the experimental group that was taught through creative drama obtained a higher mean score of 4.80 with SE of 0.10 than the control group that was taught traditionally with a mean score of 3.50, SE of 0.15. This implies that through use of creative drama it was easier for the students to come up with the large number of ideas than through normal teaching learning activities.

As for flexibility, the experimental group was significantly higher than the control group, with mean of 4.60 (SE = 0.12) for the former and 3.40 (SE = 0.16) for the latter. This points to the fact that creative drama made students to change their thinking styles and learn how to consider other prospective which is important in flexibility for innovative thinking.

On originality, the experimental group scored a mean of 4.75 (SE = 0.11) which was higher than that of the control group mean of 3.55 (SE = 0.14). This result implies that creative drama made students generate out-of-the-box solutions and ideas, which supports the notion that creative drama enhances original thinking. In general, the findings suggest that creative drama enhanced the students' innovation capability in all aspects as defined and assessed in this study.

To determine whether the differences between the means are statistically significant at the level of ($\alpha \leq 0.05$) the accompanying mono-analysis of variance was applied and the results of the analysis of variance came as follows as in Table (3).

Table 3: One-way analysis of variance (ANCOVA) to find the significance of the differences in the performance of the seventh-grade basic students in the English language subject on the innovative thinking test according to the teaching strategy

Source	Sum of squares	df	Mean of squares	F-value	P-value
Between groups	1323.64	1	1323.64	204.96	2.81e-11
Within groups	114.58	18	6.42		
Total	1439.22	19			

The ANCOVA results show that there is a difference at the 0.05 level between experimental and control groups concerning innovation. The analysis of variance showed that F-value = 204.96, which is highly significant as compared to the table value at 0.05 level of significance P-value = 2.81 e-11. The between group sum of squares (1323.64) show the significant impact of the creative drama teaching strategy over the traditional method and the low within group variance (114.58) also ensures that the between group variance is highly significant.

In order to identify the relevance of the differences in the performance of the fifth-grade basic students in the Arabic language subject on the dimensional innovative thinking test (fluency, flexibility, and originality) according to the different teaching strategy, modified arithmetic averages and standard errors were extracted and table (4) shows that.

Table 4: The modified post-arithmetic averages and standard errors of the performance of the seventhgrade basic students in the English language subject on the Innovative Thinking Test (fluency, flexibility, and originality) after the different teaching strategy

N	Dimension	Experimental group mean	Experimental group STD	Control group mean	Control group STD
1	Fluency	4.8	0.1	3.5	0.15
2	Flexibility	4.6	0.12	3.4	0.16
3	Originality	4.75	0.11	3.55	0.14

The adjusted means support the earlier results that show that the students in the experimental group scored higher than the control group in all aspects of creativity. The results also show that the experimental group's fluency rating was higher (mean = 4.80, SE = 0.10) than the control group (mean = 3.50, SE = 0.15), and similar trends were observed for flexibility and originality. The standard errors of the experimental group are significantly lower than that of the control group, indicating a clearer distribution of scores, and therefore greater improvement among students who were taught through creative drama.

Second: The results related to the second question: What is the effect of using creative drama in teaching English language on the achievement of 6th grade students, compared to the usual method?

To answer this question and test the hypothesis associated with it, the means and standard deviations of the 6th grade students' performance in the English language subject were calculated on the pre/post thinking test. Table (5) shows that.

Table 5: Means and standard deviations of the performance of 6th grade students in English language on the pre/post-achievement test

N	Group	Test	Mean	Standard Deviation
1	Experimental	Pre-test	60	5.0
2	Experimental	Post-test	85	5.2
3	Control	Pre-test	61	5.5
4	Control	Post-test	70	6.1

Participants in the experimental and control groups were matched on their pre-test means scores of 60 and 61 respectively prior to the intervention. But in the post-test, it was observed that the experimental group mean has raised to 85, in contrast to the control group's mean raised to only 70. This significant enhancement for the experimental group supports the idea that creative drama enhances the learning achievement in English. The standard deviation of the control group was relatively higher in the post-test, showing that there is more dispersion in the scores in favour of creative drama than the tradition method.

To determine whether the differences between the means are statistically significant at the level of ($\alpha \leq 0.05$), the accompanying One-Way analysis of variance (ANCOVA) was applied, and the results of the analysis of variance came as shown in Table (6) as follows:

Table 6: One-way analysis of variance (ANCOVA) to find the significance of the differences on the performance of the basic seventh grade students in the English language subject on the achievement test according to the teaching strategy

N	Source	Sum of squares	df	Mean of squares	F-value	P-value
1	Between groups	1200.5	1	1200.5	150.25	3.5e-09
2	Within groups	140.0	18	7.78		
3	Total	1340.5	19			

The ANCOVA output for achievement indicates that the effect for the experimental and control group is highly significant. The F-value of 150.25 and the P-value of 3.5 e-09 indicate that creative drama teaching strategy positively influenced the students' achievement in English as compared to the traditional teaching approach. The between-group sum of squares is large (1200.5) and show that the intervention was very effective, while the within-group sum of squares is small (140.0) and represent the fact that variability within the groups was low.

Discussion of the Results

Consequently, this study found a positive impact of creative drama on creativity and academic performance of 6th graders. The findings reveal that the experimental group that was taught through creative drama performed better than the control group, which was taught through conventional teaching methods, in terms of all the dimensions of innovation, which include; fluency, flexibility, and originality. The present research results are also consistent with the previous research and discussions as well to the extent that creative drama improves innovation, creativity, and problem-solving talents among the students like it is revealed by Abu Mansour (2018) and Ozdemir&Cakmak (2008). In the current study, the experimental group responded to the fluency question with a mean score of 4.80, to the flexibility question with a mean of 4.60 and to the originality question with a mean of 4.75 while the control group scored a mean of 3.50 to the fluency question, 3.40 to the flexibility question and 3.55 to the originality question. This is in consonance with the findings of Abu Mansour (2018) on the effects of creative drama in teaching Arabic, in which the student as well exhibited higher level of creative thinking.

In the aspect of academic gain, the study showed a very significant improvement in the learning achievement of the students in the experimental group from a pre-test mean score of 60 to post-test mean score of 85 as compared to the slight improvement of the students in the control group from 61 to 70. These results support the conclusion of Shaheen (2009) who pointed out that active learning practices including creative drama enhance students' performance due to increased attention and retention. The results of this study are also consistent with the conclusion of Ozdemir and Cakmak (2008) that education drama improves creativity and accomplishment in classroom learning, which has supported the view that the integration of drama into the learning process helps students gain improved understanding of the knowledge they obtain.

The present study contributes to the existing literatures about the use of creative drama in educational settings, proving not only the positive effects for the promotion of creative thinking, but also for the academic performance. These outcomes have implications for the continued use of teacher-centred pedagogy that depends on the use of lecturing technique which was found to be less conducive to the development of critical thinking and creativity (Afaneh& al-Louh, 2008). Thus, this study supports the argument for the greater use of creative drama techniques in schooling because it suggests that these strategies are compatible with the new trend towards more active and student-centered learning throughout the world. Therefore the findings of this study are in support of the prior studies giving credence to creative drama in augmenting the creative thinking skills and the academic performance.

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