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บทคัดย่อ

งานวิจัยนี้ทำเพื่อศึกษาผลของการใช้กิจกรรมการแสดงละครต่อความรู้ทางไวยากรณ์ภาษาอังกฤษของนักศึกษาระดับปริญญาตรี และเพื่อสำรวจทัศนคติของนักศึกษาที่มีต่อประสบการณ์การเรียนไวยากรณ์ภาษาอังกฤษผ่านกิจกรรมการแสดงละคร โดยศึกษาแบบกลุ่มตัวอย่างซึ่งเป็นนักศึกษาปริญญาตรีชั้นปีที่ 2 วิชาเอกภาษาอังกฤษจำนวน 125 คน ซึ่งลงทะเบียนเรียนวิชา Practical English Structure ในภาคการศึกษาที่หนึ่ง ปีการศึกษา 2560 ที่มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตสุราษฎร์ธานี การเก็บข้อมูลได้ดำเนินการโดยการใช้ข้อสอบวัดความรู้ไวยากรณ์ภาษาอังกฤษก่อนและหลังการทดลอง โดยนำผลคะแนนของนักศึกษาที่ได้จากการสอบก่อนและหลังการทดลองมาเปรียบเทียบโดยใช้ paired sample t-test และ Hedges'

ของ effect size นอกจากนี้ยังใช้บันทึกการเรียนรู้ของนักศึกษาและแบบสอบถามทัศนคติในการเก็บข้อมูลเชิงคุณภาพด้วย ผลการวิจัยพบว่าผลคะแนนความรู้ไวยากรณ์ภาษาอังกฤษก่อนและหลังการทดลองมีความแตกต่างอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ขนาดความต่างมีค่าเท่ากับ 1.14 ซึ่งถือว่าเป็นขนาดความต่างในระดับมาก นอกจากนี้ ผลการวิเคราะห์บันทึกการเรียนของนักศึกษา และแบบสอบถามทัศนคติแสดงให้เห็นว่า�ักศึกษามีทัศนคติที่ดีต่อประสบการณ์การเรียนไวยากรณ์ภาษาอังกฤษด้วยกิจกรรมการแสดงละคร ผลการวิจัยแสดงให้เห็นว่ากิจกรรมการแสดงละครเป็นอีกทางเลือกหนึ่งที่มีประสิทธิภาพในการพัฒนาความรู้ทางไวยากรณ์ และการสร้างทัศนคติในเชิงบวกต่อการเรียนไวยากรณ์สำหรับผู้ที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

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Fostering Undergraduate Students' English Grammatical Knowledge through Drama Activities*

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Abstract

The present study was conducted to explore effects of drama activities on students' English grammatical knowledge and to investigate their attitudes towards grammar learning experiences through drama activities. The participants included 125 second-year English major undergraduate students who were enrolled in the Practical English Structure course in the first semester of the academic year 2017 at Prince of Songkla University, Surat Thani Campus. Data were collected using a grammar test administered before and after the

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implementation of the treatment. The mean scores the students obtained in the pre-test and the post-test were compared using paired sample t-test and Hedges' g effect sizes. Students' logs and attitudinal questionnaires were additionally used to collect qualitative data. The findings revealed a statistically significant difference between the mean scores the students obtained in the pre-test and post-test of grammar achievement test at a significant level of 0.05. Calculation of the effect size yielded a value of 1.14 which was considered large. The data obtained in students' logs as well as attitudinal questionnaires reflected the students' positive attitudes towards their grammar learning experiences through drama activities. It is suggested based on the findings that drama activities can be an effective alternative means to foster grammatical knowledge and to create positive attitudes towards learning grammar among learners of English as a foreign language.

Keywords: Grammar, Grammatical knowledge, Drama activities, Undergraduate students, Attitude

1. Introduction

As a fundamental element of all language skills, grammar plays a significant role in all aspects of language learning development. Hence, insufficient grammatical knowledge could make learners' ability in developing their language skills unavoidably impeded (Widodo, 2006; Cam & Tran, 2017). Grammar, therefore, should be particularly prioritized in an EFL classroom.

Despite its significant role in language performance, grammar instruction appears to be one of the most challenging tasks in foreign language pedagogy (Abdo & Al-Awabdeh, 2017). Richard and Reppen (2014) add that grammar involves both the knowledge of how sentences are formed and the ability to utilize the forms to convey meaning in spoken or written texts. To promote learners' acquisition of both form and meaning is considered tough. In teaching grammar, therefore, teachers must encounter various challenges likely to undermine students' grammar learning capacity, and conspicuous among these is students' negative attitudes towards the grammar itself.

Students' negative attitude towards the grammar is deemed to be one among different crucial factors making grammar instruction becomes more difficult. According to Matas and Nataло (2011), grammar is, more often than not, associated with feelings of boredom. It can also cause uncomfortable moments or even fears (Al-Mekhlafi & Nagarathnam, 2011). As attitude is deemed to cause significant effects on language learning outcome (Adithepsathit, 2018), this negative disposition can block learners' acquisition of an input and subsequently obstruct the success of their language learning (Krashen & Terrell, 1983; Brown, 2000). As a consequence, grammar

instruction needs to be delivered through teaching techniques that offer enjoyment to minimize such emotional negativity which later equips their grammar acquisition.

Among various techniques, drama activities could be considered a promising alternative technique as previous research studies have confirmed their multiple benefits to language learning. As shown from those studies, they have caused positive effects especially on the enhancement of speaking (Janudom, 2009; Nguyen & Do, 2017; Tipmontree & Tasanameelarp, 2018) and vocabulary (Janudom, 2014). Additionally, an application of drama activities such as dramatization has been found to help lessen learners' anxiety on speaking English, yet foster their positive attitudes towards English communication (Inphoo & Nomnian, 2019). As the advantages contribute to both language skills improvement and positive attitude promotion, a crucial language learning factor, it is subsequently hypothesized that the benefits could contribute to the learning of grammar. This study, therefore, was conducted to examine the effect of students' grammar learning through specifically designed drama activities and their attitudes towards the grammar learning experiences through drama activities.

2. Literature review

The importance of grammar in language learning, as well as teaching, has been extensively acknowledged. Indeed, according to Rinvolucri (1984) and Purpura (2004), grammar is central to language learning and language use. However, the enquiry of how it may best be learned and taught is still unclear. As Thornbury (1999, p. ix) remarks, the question of how grammar should be taught or learned

has not been yet clearly clarified. However, the importance of grammar instruction in foreign language pedagogy seems to be obvious as many studies, such as Celce-Murcia and Hilles (1988), Widodo (2006), and Richards (1996) have shown that grammatical knowledge is vital for EFL and ESL learners' competency.

Grammar is defined differently among scholars in the field. According to Richards and Reppen (2014), grammar involves both the knowledge of how sentences are formed and the ability to utilize the forms to convey meaning in spoken or written texts. Ur (2009, p. 3) defined grammar as “the way a language manipulates and combines words (or bits of words) so as to express certain kinds of meaning, some of which cannot be conveyed adequately by vocabulary alone.” Meanwhile, Celce-Murcia and Hilles (1988) define grammar as rules which govern the system of word and sentence formation. Based on these, grammar could be defined as the rules which govern the formation of words and sentence to convey intended meanings.

As it could be perceived through the definitions, learning grammar is not that simple. To assist students in acquiring grammar, English teachers need to find grammar teaching methods appropriate for their students. Many studies have been conducted to explore alternative effective techniques to enhance students' grammar acquisition. Some of the prominent ones include Task-based Language Teaching (Yildiz & Senel, 2017), popular culture material (Hua & Li, 2015), and games (Cam & Tran, 2017).

Currently, another outstanding teaching method which has been extensively utilized in language classroom is drama activities. With various activities consisting of games, mime, role-playing, improvisation, simulation, storytelling, and dramatization, drama

activities could be applied to fulfill different needs and learning purposes. Allowing students to imitate, mimic, and express themselves through gestures and facial expression which can support learning process is additional benefits of drama activities. (Maley & Duff, 2005).

As experts in the field of teaching English through drama techniques, Maley and Duff (2005, pp. 1-2) outline multiple benefits of drama activities on language instruction which include the value in garnering learners' engagement both physically and mentally towards learning enhancement. The benefits additionally involve the experiences of language learning in context, along with an enjoyable and pleasant learning atmosphere. With a similar view, Stern (1980) confirms that drama activities boost motivation as well as self-esteem, and thereby diminishing boredom, another obstacle preventing students' mastery of grammatical knowledge.

The possible value of drama in grammar instruction is also implied by Piaget whose cognitive constructivism theory states that it is through active experience that assimilation and accommodation are engendered and subsequently enhance cognitive growth and knowledge construction (Wadsworth, 1996).

An implication of Piaget's theory underpins the application of drama activities on language instruction, especially grammar instruction in this context, in that active experiences play a crucial role in the learning process. It is found in the current teaching situation that most teachers are encountering a fact that learners can utter the rules perfectly, yet they, more often than not, are unable to meaningfully express themselves in real contexts (Al-Mekhlafi & Nagaratnam, 2011). This means that mastering grammar rules does

not fulfill language learning attainment. Students actually need both the knowledge of grammar rules and active experiences in applying the rules for conveying meaning in contexts. Herein, drama activities can satisfy the need. To illustrate, through drama activities, teachers are able to create different contexts for learners to gain their active experiences in applying different grammar rules which is considerably important for learning the grammar. In fact, previous studies have also proven the benefits of drama activities in specific areas of language learning such as speaking skill (Janudom, 2009) and vocabulary learning (Demircioglu, 2010; Janudom, 2014). Based on this empirical evidence, it is assumed that drama activities could also help enhance grammatical learning, yet very little evidence confirming or denying that potential is available, especially in a Thai context. Hence, the assumption is worth proving to shed more light on grammar instruction.

3. Research objectives

- (1) To explore the effects of drama activities on students' English grammatical knowledge,
- (2) To investigate students' attitudes towards grammar learning experiences through drama activities.

4. Research Methodology

The present study aimed at examining the effects of drama activities on a group of participants through comparison of data obtained prior to and following exposure to the treatment as well as investigating students' attitudes towards their grammar learning experiences through drama activities. Due to the constraint of

university registration system, a one-group pre-test-post-test design was employed in the study.

4.1 Participants

The study was conducted with an intact group of 125 second-year English major undergraduate students, arbitrarily enrolled in three different sections of a grammar course entitled Practical English Structures in the first semester of the academic year 2017 at Prince of Songkla University, Surat Thani Campus. The group was divided into 45, 50, and 30 students according to their enrolled section selection.

4.2 Data collection instruments

(1) Lesson plan

In the current study, eight lesson plans were formulated based on drama activities designed to facilitate students' acquisition of target grammar points. Each planned lesson took three hours. The target grammar points included five main types of words: nouns, pronouns, verbs, adverbs, and adjectives and three types of simple sentences: positive statements, negative statements, and questions. Three tenses (present simple, present continuous, and past simple) were mainly focused on through the simple sentences. These grammar points were selected because they were the main topics the course was required to deliver in the first half of the semester and based on the researcher's teaching experience, these grammar points were problematic for most students. This study mainly employed games, mime, and role-play while other kinds of drama activities such as storytelling, improvisation, and dramatization were applied once each. It should be noted that games, mime, and role-play were extensively employed at the beginning in order to familiarize students with teaching techniques which was considered

new for them. The first two activities, especially games and mime, did not require high demanding effort from the students as such activities made them feel more comfortable to be involved in.

Based on the literature review concerning grammar instruction from different experts in the field such as Celce-Murcia and Hilles (1988, p. 27) and Ur (1988, p. 7), the grammar instruction is broadly divided into four main steps. However, with the aim to promote both grammatical knowledge and students' attitudes, each lesson plan in the current study was arranged in five steps: (1) introduction which aimed to help the students recall their prior knowledge mainly through game, mime, or role play; (2) presentation which reinforced the students' understanding of the grammatical rules explicitly; (3) practice which provided the students opportunities to practice applying the structures they had learned from the first two steps; (4) production which required students to independently produce the language based on the situations assigned; and (5) demonstration which allowed students to demonstrate their work and to gain some experience in using the targeted language in communicative contexts which were assumed to help them absorb the target structures.

(2) Grammar test

The grammar test was developed based on the objectives of the test and the test construct before examining its validity by experts in the field, analyzing item difficulty and measuring the reliability. A grammar test of 60 items was divided into two parts with 30 items being multiple choices and 30 items of writing which required students to write different kinds of sentences based on different pictures provided to elicit their grammatical knowledge as specified in the lesson plans. Pearson's correlation coefficient

reliability for the multiple choices test was 0.917 at the significant level of 0.01. As for the writing part, two raters marked the test by using the same scoring criteria. The statistic calculation using Pearson's correlation coefficient revealed that inter-rater reliability was 0.90 at the significant level of 0.01, indicating the reliability of the test.

(3) Students' logs

Students' logs were used to elicit the students' opinions about their learning experience though drama activities. Their responses were based on five questions concerning how they felt, what they liked or disliked when learning English grammar through drama activities, and their evaluation on effectiveness of drama activities on their grammar learning.

(4) Attitudinal questionnaires

Attitudinal questionnaires arranged in a five-point Likert scale were used to investigate the students' perceptions on the drama activities and the effects on their grammatical knowledge. The questions were designed based on the concept of attitudes as proposed by Fazio and Petty (2008), and Oskamp and Schulyz, (2005). The reliability of the questionnaire calculated by using Cronbach's Alpha coefficient was 0.74 at a significant level of 0.01.

4.3 Data collection procedures

The main study and data collection were conducted with an intact group of 125 students in the first semester of the 2017 academic year. Those 125 students were enrolled in three sections: 45 in section 1, 50 in section 2, and 30 in section 3. The first week was devoted for administering the grammar pre-test to examine students' grammatical knowledge before implementing the treatment. The

students from all three sections took the test at the same time and in the same place. Then, the experiment was carried out three hours a week for each section, commencing from the second week to the ninth week. The treatment was implemented by the researcher once a week for each section based on the same eight lesson plans. At the end of each lesson plan, the students were asked to write in the logs in Thai to reflect their opinions about the lesson provided. Finally, after all eight lesson plans were implemented, the grammar post-test was performed to measure the students' level of improvement in terms of their grammatical knowledge. Attitudinal questionnaires were also used to survey the students' opinions about the effectiveness of drama activities in enhancing their grammatical knowledge.

4.4 Data Analysis

The data were analyzed both quantitatively and qualitatively. The dependent t-test was used to compare the mean scores of the pre-test and post-test. Moreover, Hedges' g effect sizes (Becker, 2000) was applied to measure the size of the effect caused by the experimental treatment. As for students' responses to the five questions given in the students' log, they were classified into two categories of positive and negative. Content analysis which is considered suitable for open ended survey questionnaire and narrative responses (Abrahamson, 1983 cited in Cho & Lee (2014)) was later employed to analyze the data obtained. Data from the attitudinal questionnaires were analyzed using descriptive statistics of percentage, mean, C.V., and S.D.

5. Findings

The research findings cover two major areas consisting of the

improvement on students' grammatical knowledge and their attitudes towards the learning experiences with drama activities.

5.1 Students' grammatical knowledge improvement

After the experiment, the effectiveness of drama activities on students' attainment of grammatical knowledge was investigated based on their grammar pre-test and post-test mean scores. The findings are presented in the following table.

Table 1: Comparison of grammar pre-test and post-test mean scores

	N	Total Scores	Mean	Std. Deviation	t-statistics	P. value
Pre-test	125	60	22.84	8.25	20.664*	0.0005
Post-test	125	60	33.95	10.22		

**significant at the 0.05 level (2-tailed)*

As shown in table 1, with maximum total scores of 60, the mean score of the grammar pre-test was 22.84, whereas the post-test was 33.95, showing the post-test being higher than the pre-test. When examining the size of effect caused by the provided treatment using Hedges' g formula, it was found that the effect size was large ($g = 1.14$).

Table 2: Comparison of grammar pre-test and post-test

(Part 1: Multiple choices)

	N	Total Scores	Mean	Std. Deviation	t-statistics	P. value
Pre-test	125	30	15.16	4.83	8.335*	0.0001
Post-test	125	30	17.74	5.13		

*significant at the 0.01 level (2-tailed)

As the above table shows, the mean score of the grammar post-test in the first part of the test was significantly higher than that of the pre-test of the same part. The size of the effect was medium ($g = 0.51$).

Table 3: Comparison of grammar pre-test and post-test

mean scores (Part 2: Sentence writing)

	N	Total Scores	Mean	Std. Deviation	t-statistics	P. value
Pre-test	125	30	8.08	4.61	20.947*	0.0001
Post-test	125	30	16.20	6.08		

*significant at the 0.01 level (2-tailed)

As for the second part of the test which requires the students to write sentences, table 3 above shows that the mean score of the pre-test was 8.08, while the post-test was 16.20, revealing the post-test being significantly higher than the pre-test of the same part. The obtained result from the measurement of the effect size was large ($g = 1.51$).

When comparing the result with the first part of the test, it was found that the treatment given caused greater effects on the students' ability to produce the whole sentence than their performance on multiple choices test which measures only one element of grammar at a time, implying that the treatment given produced greater effects on the students' writing performance than their performance on multiple choices test.

5.2 Students' attitudes towards learning experience through drama activities

Students' responses in attitudinal questionnaires revealed the students' attitudes towards the drama activities. The interpretation of the mean scores as suggested by Wijitwanna et al. (2013) is as follows: 4.50-5.00 strongly agree, 3.50-4.49 agree, 2.50-3.49 uncertain, 1.50-2.49 disagree, and 1.0-1.49 strongly disagree. The table below presents their attitudes towards learning grammar through drama activities.

Table 4: Distribution of students' attitudes towards learning grammar through drama activities

Items	Mean	S.D.	C.V.	Interpretation
1. I like learning grammar through drama activities.	3.63	0.78	21.37	Agree
2. Learning through drama activities encourages me to actively participate.	3.82	0.88	23.16	Agree
3. I enjoy learning through drama activities.	3.89	0.79	20.35	Agree
4. I feel learning through drama activities enables me to improve my grammar knowledge.	3.92	0.74	18.86	Agree
5. Learning atmosphere created by drama activities makes me feel more confident to speak English in class.	4.00	0.73	18.34	Agree
6. Learning English grammar through drama activities always makes me feel happy.	3.60	0.85	23.59	Agree
7. I will recommend this course to other students.	3.60	0.81	22.56	Agree
8. I think learning through lectures or doing exercises enables me to learn better.	3.45	0.99	28.52	Uncertain

Items	Mean	S.D.	C.V.	Interpretation
9. Learning through drama activities makes me feel uncomfortable to participate.	2.49	1.08	43.55	Disagree
10. Learning through drama activities makes me bored.	2.34	1.10	46.97	Disagree
11. I think I learn better through traditional teaching techniques.	2.69	1.15	42.82	Uncertain
12. I think learning grammar by focusing on rules and doing exercises is more effective than learning through drama activities.	2.63	1.09	41.38	Uncertain
13. Learning through drama activities makes me feel uncomfortable and anxious.	2.36	1.07	45.25	Disagree
14. Learning through drama activities makes me feel nervous and unconfident to speak English in class.	2.69	1.12	41.82	Uncertain
Grand mean score for positive question	3.78	0.05	1.32	Agree
Grand mean score for negative question	2.66	0.05	1.87	Uncertain

As the table displays, most students agreed that they enjoyed learning through drama activities and that such learning made them feel more confident in speaking English. At the same time, most of the students expressed that such activities enabled them to improve their grammatical knowledge and encouraged their active participation. Summarizing from students' responses, with the first seven positive based questions, the mean score showed "agree" whereas the last seven negative based questions, the mean score revealed "uncertain." It could be concluded that students have positive attitudes towards the drama activities implemented.

Consistent findings were also found from students' reflections in their logs. Based on the logs, the students expressed positive attitudes towards the given treatment due to four main reasons, as follows:

First, drama activities helped them understand grammar lessons better and more easily. They remarked, for instance, that (1) "*Being involved in drama activities enables me to understand grammar lessons more easily because I learn how to apply the grammar in context,*" and (2) "*I normally don't understand any English grammar, but I understand much better after I learn it with drama activities.*"

Second, learning English grammar through drama activities effectively drew students' concentration as well as their active involvement to the lessons they were learning, and therein fostered their grammar acquisition. In addition, many students found their learning experiences through drama activities happy, pleasurable, and enjoyable.

Third, learning through drama activities made students feel more confident in speaking English and expressing themselves.

Feeling more confident encouraged them to actively participate in any provided activities and with enough practice their grammatical knowledge was inevitably enhanced. They recorded in their logs, for example, that *“I feel more confident in expressing myself and the drama activities help me understand grammar lessons better.”*

Finally, learning through drama activities provided students with opportunities to improve other aspects of their potential. Some students remarked that drama activities enabled them to learn about team-work. Also, some of the students added that learning through drama activities fostered their thinking skills.

Some negative comments found were mainly due to students' unfamiliarity with the new learning experiences, making them feel uncomfortable being involved in the activities, especially the first time that the activities were introduced. They, for instance, reflected that (1) *“I like learning through these activities, but I dare not express myself,”* and (2) *“I don’t like acting out, but I found it enjoyable,”* or (3) *“The activities are enjoyable, but I feel unconfident to act out.”* The similar responses were, however, rarely found in the following grammar lessons.

6. Discussion

As the findings have revealed, students showed a statistically significant improvement after being taught through drama activities. It can, consequently, be claimed that drama activities can effectively enhance students' grammatical knowledge. The possible reasons for the improvement could be as follows:

First, in learning grammar through drama activities, students gained active experiences. That is, in each activity, they involved

themselves physically and emotionally as active participants, not observers. It was possible that through these active experiences, the students are enabled to master the grammatical knowledge, resulting in the significantly higher mean scores as well as a large effect size after exposure to the treatment. As Piaget remarks, learners internalize what they are learning through their active experiences (Wadsworth, 1996).

Second, through drama activities, students gradually experienced the sense of achievement, which, according to Ur (1988) and Oxford (1999), contributes significantly to students' confidence and positive self-image as a language learner. The possible reason might be that the main focus of the drama activities was to help the students learn through the activities provided, rather than to evaluate them as pass or fail. Based on this, the students focused on what they were doing and learning rather than how they were going to be evaluated. Via this supportive learning experience, their confidence as well as their self-esteem was gradually enhanced. This evidence is consistent with what Stern (1980), and Maley and Duff (2005) propose in that drama activities help foster learners' self-esteem and confidence. It could quite possibly be based on the confidence and self-esteem the students perceived through their learning experience which promote their grammar learning achievement. As Brown (2000, p. 145) maintains, "no successful cognitive or affective activity can be carried out without some degree of self-esteem and self-confidence".

Third, repeated exposure to the learned items could be regarded as an additional factor promoting students' grammar acquisition. The lesson plans were designed to help the students

internalize target structures repeatedly through a variety of activities. Besides, before introducing new structures, the previous ones were reviewed. Being continuously exposed to the structures over and over again probably intensified the students' understanding of such exposure that consequently enabled them to better memorize the target structures. As claimed by Ur (1988), and Stevick (1982) repeated exposure to the learned items assists students to master target grammar and commit the items to the long-term memory.

Finally, students' favorable attitudes towards their learning experience through drama activities could be one of the main factors affecting the students' grammar learning attainment. Students' attitudes towards their language learning experience, according to Naimon (1978, as cited in Krashen, 1981, p. 33), are "the best predictor of success." Based on such findings, therefore, it could be claimed that drama activities promoted students' positive attitudes towards their grammar learning experience and subsequently benefited their grammar learning improvement.

7. Limitations of the Study

Although the findings revealed effectiveness of drama activities towards the enhancement of students' grammatical knowledge, it is noteworthy that the study had some limitations. That is, such findings may not be generalized to other populations as the study was conducted with a sample selected by means of an intact group. Moreover, due to the constraint of university registration system, only a one-group pre-test-post-test design was possible. Hence, internal threats to validity such as practicing out of class might somehow affect the result of the study.

8. Conclusion and Implications of the Findings

As evidenced by the research results, drama activities were effective on the enhancement of students' grammatical knowledge. Concrete support could be perceived through significant difference between mean scores the students obtained in the grammar pre-test and post-test, as well as the effect size. The students' positive attitudes provided additional substantial support for the claim on the benefits of drama activities for grammatical knowledge attainment. Based on these outcomes, the assumption concerning the effectiveness of drama activities to promote learners' grammatical knowledge achievement was confirmed and it is therefore worthwhile to apply drama activities to EFL classes to assist students' grammar learning.

A pedagogical implication obtained from the findings is that grammar instruction should be delivered either implicitly or explicitly as different students learn differently. Some students prefer explicit explanation of grammar rules in order to feel more secure while others master rules through implicit instruction. Learning via both methods makes students feel more secure while acquiring the form and meaning through implicit instruction.

It is suggested that drama activities be gradually and carefully provided, especially at the beginning of an English grammar class. Simple drama activities are recommended in order to familiarize students with the activities which are considered new for students. Once the familiarity is established, the students participate actively in various activities and they will finally internalize the grammatical knowledge being learnt.

To promote students' grammar learning, teachers should

continuously foster students' self-esteem as well as confidence. Negative evaluations should be avoided and the focus of the evaluations should be on their improvement. In addition, teachers should provide students with close supervision and constant guidance. Creating a relaxing, enjoyable and friendly learning atmosphere is also a must as these positive supports will boost students' self-esteem and confidence, which will subsequently promote their positive attitude towards the learning of grammar.

9. Recommendations for Future Studies

1. A further study should be replicated by using controlled and experimental groups to more empirically determine the effectiveness of drama activities to students' grammatical knowledge enhancement.
2. The present study employed immediate posttest to examine students' grammatical knowledge attainment. However, it still left a doubt concerning students' learning retention. Additional studies should be conducted to further inspect the effectiveness of drama activities in such aspect.

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