

The Use of Creative Dramatics to Improve Social Skills in Kindergarten

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Abstract—The objective of this study was to observe the use of creative dramatics that can improve the level of social skills in kindergarten pupil who showed the least abilities to say courteous greetings which are integrated into the curriculum as a part of the daily plan make a meaningful difference on the acquisition of social skills of children aged five to six. Data were gathered through observation, journal, and rating-scale checklist. During the pre-intervention, the children had difficulty in his social skills. During the intervention period children gradually showed development in his social skills. During the post-intervention period, the child showed the improvement in most of his social skills. There are some implications showed to researcher in findings the present studied. The use of creative dramatics needs a lot of time and preparation, specifically role playing proves to be an effective intervention in developing the social skills of a child with least abilities to say courteous greetings. The researcher of creative dramatics as an intervention in a child's social skills should also try to find out if the activities are appropriate to the child. Many things should be considered first before implementing this approach.

Keywords— Social skills--is the ability to assess what is happening in social situation; skill to perceive and correctly interpret the actions and needs of the children in the group at play; ability to imagine possible courses of action and select the most appropriate one” (Rogers and Ross, 1986)

Socially skilled individual --can act appropriately in his social environment in which they live, can conduct interpersonal relations and can fulfill their social requirements (Avcıoğlu, 2001).

Creative dramatics--is defined as the creation of dramatic moments in the game processes and life situations during in-group interaction processes under the leadership of an expert by using the improvisation and role playing techniques etc (San, 2002).

I. INTRODUCTION

Social skills are important for academic success and social well-being from early childhood to adolescence. Children without adequate social skills are at risk of peer rejection, behavior problems, and poor academic achievement. Social skills can be taught and they include both observable and non observable cognitive and affective elements which are target oriented and which change depending on the social context

A socially skilled individual can act appropriately in his social environment in which they live, can conduct

interpersonal relations and can fulfill their social requirements (Avcıoğlu, 2001). As a part of behavioral conducts, social skills enable individuals

Nowadays experts agree that play is beneficial to children and their overall healthy development. Through socio-dramatic play, children learn to assert themselves in a way to build their competence in later adult roles (Elkind, 1981). Smilansky (1968) pioneered the idea of a positive correlation between children's socio-dramatic play and their success in school.

Creative dramatics is defined as the creation of dramatic moments in the game processes and life situations during in-group interaction processes under the leadership of an expert by using the improvisation and role playing techniques etc (San, 2002). Drama is very important for the teaching-learning process and it provides students' development in the cognitive, affective and psychomotor domains and yet it is viewed as a game. Drama is an effective method to teach skills like literary development, self efficacy, understanding one's self, developing sympathy, social awareness, creativity, critical thinking, self realization, problem solving, and producing solutions to problems (Genç, 2003).

Creative dramatics activities can be said to have important contributions to children's socialization and becoming a member of the society because creative drama activities take place in groups (Heathcote and Wagner, 1990; cited in Kara and Çam, 2007).

Creative dramatics like role playing is a portrayal of life. Children need only a safe, interesting environment and freedom to experiment with roles, conflict, and problem solving when doing creative play. When provided with such an environment, children become interested in and will attend to the task at hand (Way, 1967).

Statement of the Problem

This study aimed to find out the effect of creative play in the development of the social skills of a kindergarten pupil of Ungka II Elementary School, Ungka II, Pavia, Iloilo.

Specifically, this study aimed to answer the following questions:

1. What is the level of social skills as manifested by the child before the conduct of creative dramatics activities?
2. What is the level of social skills as manifested by the child during the conduct of creative dramatics activities?
3. What is the level of social skills are manifested by the child after the conduct of the creative dramatics activities?
4. Are there significant differences in the level of social skills

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manifested by the child before, during, and after the conduct of dramatics activities?

Hypothesis

There are no significant differences in the level of social skills manifested by the child before, during, and after the conduct of the creative dramatics activities.

II. ACTION RESEARCH DESIGN AND METHODOLOGY

This section discusses the research design, the sample, the data gathering instrument used in this study.

The Action Research Design

An action research is a systematic form of inquiry that is collective, self reflective, critical and undertaken by the participants of the inquiry. This research design will be utilized by the researcher in this study. This involves not merely the gathering and tabulation of data, but it will also involve the interpretation of meaning and significance of what is described. This description is often combined with comparison or contrasts of the checklist results. It also involves measurement, interpretation and evaluation of data gathered. (Best, 1983)

The intervention was conducted using creative dramatics activity specifically role playing. Role-playing is a form of creative dramatics which uses props and other materials, where children are given a role to play in a given situation.

The Sample

The participant of the study was a 5 years old kindergarten pupil enrolled during the S.Y. 2013-2014 at Ungka II Elementary School, Pavia, Iloilo. The participant was chosen since he is the direct pupil of the researcher and has the least abilities to say courteous greetings.

The Data Gathering Instrument

Journal

The researcher used journal where she wrote down all her observations. It contained notes about the behavior of the children and how they responded to the activities during the intervention.

Checklists

The Rating Scale Checklist which was utilized by the respondents is a revised School and Community Social Skills Rating Checklist Adapted from the Social Skills for School.

The checklist was divided into four columns: the first column was the list of the courteous greetings; the last three columns were the levels of frequency which represents the occurrence of the social skills, wherein the respondents should put a check on which level of frequency he/she relates. The levels of frequency were as follows:

Always – meant that the respondent always observes that the behavior occurs.

Sometimes – meant that the respondents often observe that the behavior occurs,

Never – meant that the respondents did not observe that the

behavior occurs.

Data Collection Procedure

The researcher asked permission to carry out the study from the school principal, the respondents and the parents. The said study did not interfere with the usual operations of the classroom, but would only further develop and improve the current schedule and lessons.

A letter of agreement was written and signed by all parties. After discussing the research study with the researcher's adviser, the researcher and adviser agreed on the children to be observed for the study.

Intervention

The subject chosen for the study was a 5 years old kindergarten pupil of Ungka II Elementary School, Ungka II, Pavia, Iloilo. Data were collected regarding the present social skills of the child.

Phase I. Negotiation with the Child and Parent

The researcher conducted an informal interview with the parent to gather information which may be utilized in the study, as well as to provide some background of the child.

Phase II. Establishing the Baseline Data

The researcher gave rating scale checklist to be answered by the the parent and the researcher as well, who will conduct the research study. The checklist was administered before conducting creative dramatics activities. The respondents filled up the checklist by relating on the behaviors they have observed on the child.

Phase III. Intervention Period

The researchers conducted creative play activities through role playing. The researcher incorporated three different creative dramatics theme during the three-week duration of the study. The themes used were: Bahay-bahayan, Birthday Party and Playtime.

Phase IV. Evaluating Results for Intervention

The researcher made a table that showed the result of the level of social skills manifested by the child before intervention, during intervention and after intervention.

Data Analysis Procedures

To answer the problem, data were shown through the table where it was noted the level of social skills manifested by a child gathered through the rating-scale checklist.

Statistical Tools

This action research sought the help of an expert to present the result and findings of the study. The researcher, together with the statistician used frequency and t-test to analyze the data for the results of before, during and after interventions.

III. PRESENTATION, ANALYSIS, AND INTERPRETATION OF RESULTS

This chapter presents the outcome of the study. It includes the descriptive data analysis and inferential data analysis.

Descriptive Data Analysis

Level of Social Skills Manifested by a Child Before the Intervention

It is presented in table 1 that before intervention the level of social skills manifested by a child was low (M = 1.51) when taken as entire group.

When classified according to certain categories such as: to play jackstone (M = 1.33), play jackstone (M = 1.40), and lift the bowl game (M = 1.80), a child manifested a low social skills.

TABLE 1: LEVEL OF SOCIAL SKILLS MANIFESTED BY A CHILD BEFORE THE INTERVENTION

Before Intervention	Mean	Description
To play jackstone	1.33	Low
Play Jackstone	1.40	Low
Lift the Bowl Game	1.80	Low
Over-all Mean	1.51	Low
Legend:	1.00 – 1.67	Low

Level of Social Skills Manifested by a Child During the Intervention

Table 2 shows that during the intervention the level of social skills manifested by the child was average (M = 2.29).

When classified according to certain categories such as: attending a birthday party (M = 2.13), game time in a birthday party (M = 2.27, and giving of gift or greet the celebrant (M = 2.47), a child manifested average social skills.

TABLE 2
LEVEL OF SOCIAL SKILLS MANIFESTED BY A CHILD DURING THE INTERVENTION

During Intervention	Mean	Description
Attending a birthday party	2.13	Average
Game Time in a Birthday Party	2.27	Average
Giving of gift or greet the celebrant	2.47	Average
Over-all Mean	2.29	Average
Legend:	1.68 – 2.33	Average

Level of Social Skills Manifested by a Child After the Intervention

Table 3 reflects that after the intervention the level of social skills manifested by a child was high (M = 2.89).

When categorized according to certain role playing activities such as: courteous greetings (M = 2.80), bahay-bahayan (M = 2.87), and bahay-bahayan manners and sharing (M = 3.00) , the child manifested high social skills.

TABLE 3
LEVEL OF SOCIAL SKILLS MANIFESTED BY A CHILD AFTER THE INTERVENTION

After Intervention	Mean	Description
Courteous Greetings (Role Playing)	2.80	High
Bahay-bahayan – Meal Time (Role Playing)	2.87	High
Bahay-bahayan Manners and sharing(Role Playing)	3.00	High
Over-all Mean	2.89	High
Legend:	2.34 – 3.00	High

Inferential Data Analysis

Table 4 shows the data on the differences in the level of social skills manifested by a child before, during, and after the intervention.

Significant differences were noted in the level of social skills manifested by a child between before and during, between before and after, and between during and after respectively. Obtained ts = -13.312, -15.333, and 14.846, p < .05, hence, the null hypothesis is rejected.

TABLE 4
T-TEST RESULTS IN THE DIFFERENCES IN THE LEVEL OF SOCIAL SKILLS MANIFESTED BY A CHILD BEFORE, DURING, AND AFTER THE INTERVENTION

	Mean	t value	df	Sig (2 tailed)
a. Before Intervention and 1.51				
During Intervention	2.29	-13.312**	2	.006*
b. Before Intervention and 1.51				
After Intervention	2.89	-15.333**	2	.004*
c. During Intervention and 2.29				
After Intervention	2.89	-14.846**	2	.005*

* p < .05

IV. SUMMARY OF FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary of the Study

The intention of this action research was to find out the effect of the use of creative dramatics activities in the development of social skills in kindergarten.

Specifically, this study sought answers to the following questions:

1. What is the level of social skills as manifested by the child before the conduct of creative dramatics activities?
2. What is the level of social skills as manifested by the child during the conduct of creative dramatics activities?
3. What is the level of social skills as manifested by the child after the conduct of the creative dramatics activities?
4. Are there significant differences in the level of social skills manifested by the child before, during, and after the conduct of dramatics activities?

Summary of Findings

1. A child manifested low social skills before the intervention.
2. A child manifested average social skills during the intervention.
3. A child manifested high social skills after the intervention.
4. There are no significant differences in the level of social skills manifested by the child before, during, and after the conduct of the creative dramatics activities.

A significant difference existed between before and during, between before and after, and between during and after intervention.

Conclusions

The social skills of a child improve by the use of appropriate creative dramatics activities like role playing.

The use of role playing as creative dramatics activities proves to be an effective intervention strategy in helping a child to develop his social skills.

Implications

Role play is an effective intervention in developing child's social skills as revealed in this study. This is in support of the Piaget (1962) and Vigostky (1978) understanding on the role of play in children's development. They emphasized that the role of play makes a child become interactive, explorer, discover new things, and develop more complex understanding and skills.

Furthermore, through creative dramatics, children learn the dynamics of conversation: turn taking, asking and answering questions, listening and comprehension, and reading facial cues.

Recommendations

Based on the conclusion of the study, the following recommendations were advanced:

1. It is recommended to school administrators and classroom teachers shall use creative dramatics activities such as role playing in enhancing social skills of a child in kindergarten class for it develops values like cooperation, teamwork, and communication.
2. Teachers and researchers who wish to use role playing as creative dramatics activities as an intervention must use authentic interactive materials to serve its purpose.
3. The researchers should consider the suitability of activities provided to the child and the target social skills to be intervened.
4. The child can easily develop social skills being taught if various roles are portrayed by the child through role-playing during creative dramatics activities.
5. Future researcher might consider conducting another research.

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