

TACTILE LEARNING IN DRAMA: IMPACTS ON STUDENTS' VOCABULARY ACQUISITION AND ENGLISH LEARNING ENGAGEMENT

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Abstract: *Various efforts have been made to enhance vocabulary acquisition and students' engagement in English classrooms; however, studies that specifically highlight the application of tactile learning integrated with drama activities remain relatively limited. This study seeks to fill that gap. It aims to examine the impacts of tactile learning in drama activities on the English vocabulary acquisition and classroom engagement of eighth-grade students at SMPIT Khairunnas Bengkulu City during the English learning process. It used a case study with quantitative and qualitative approaches. The data were collected by conducting pre-test and post-test, Focus Group Discussion (FGD), Observation, and documentation. There were 87 students as respondents of the research. The result showed that the implementation of tactile learning through drama could improve students' English vocabulary acquisition. The use of tactile learning approach in drama activities gave positive impacts in improving students' engagement in English class. The result of the research strengthens opinion that tactile learning in drama activities is an effective and fun learning method to improve students' English vocabulary acquisition and engagement in English class.*

Keywords: *tactile learning; drama; vocabulary acquisition; learning engagement*

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INTRODUCTION

Vocabulary is as a main language element and crucial aspects in English language learning, especially EFL students in primary level of education. The ability to master vocabulary comprehensively is very essential to support students' English success because it helps students to speak, understand texts, and write effectively (Gavharoy, 2024). Students who have limited number of vocabulary mastery tend to be difficult in understanding learning materials as well as hard to express their idea and thought completely (Ling & Abdul Aziz, 2022). Therefore, mastering English vocabulary plays important roles in supporting students' success in learning English.

Besides vocabulary mastery, students' active engagement during the process of learning also becomes a key factor in improving students' learning result in various level of education (Li & Xue, 2023). Active participation in learning process covers behavior, cognitive, and emotional aspects (Li & Xue, 2023). Active students are more motivated, focused, and tended to be better in memorizing learning materials. Their activities can be in form of consistent present in the classroom, focus to the teacher during the lesson, and emotional interest toward learning materials and atmosphere. Cognitive engagement enables students to understand learning materials deeply and apply them in the wider context (Yang et al., 2023). In addition, a real contribution in classroom activities, such as: classroom discussion, also strengthen students' understanding and give more meaningful learning experience. Students' active engagement determines their academic success, especially in higher level education later (Yi et al., 2024). Students with active engagement commonly get better learning result, have positive attitude toward learning, and able to develop critical thinking ability. Therefore, it is important for educators to create learning atmosphere which support students' active engagement to reach maximum learning objectives.

Research on teaching English vocabulary has become a key focus in developing English education over the past decade. Numerous studies have explored effective methods, strategies, and techniques for teaching vocabulary, with results varying according to students' language backgrounds and learning styles (Almosa, 2023; Nurillo, 2023). Studies on students' engagement have examined factors influencing participation in both online and offline classrooms, such as learning habits, peer and teacher interaction, and social presence (Çelik & Baturay, 2024; Kianinezhad, 2024). In addition, research shows that interactive and participative teaching methods significantly enhance students' engagement and learning performance (Al Mamun & Lawrie, 2023; Nagale & Khandare, 2024).

Research on vocabulary acquisition for young learners still contains significant gaps. Most studies have focused on teenagers and adults, leaving limited knowledge about the most effective methods for young learners. Research examining specific strategies, particularly interactive activities designed for children, remains scarce. Similarly, studies on young learners' engagement are limited. Factors such as developmental needs, learning preferences, and peer interactions require further investigation. While student engagement has been widely discussed in online learning contexts, there is minimal research on how technology can effectively enhance engagement among young learners.

These two gaps are complementary, limited research on integration between vocabulary and students' engagement. Studies that combine vocabulary learning with student engagement, particularly among young learners, also remain limited. Research exploring how high levels of engagement can influence vocabulary acquisition in children is greatly needed. Although interactive learning models have been proven effective in enhancing student engagement in general, few studies have specifically examined how these models can be applied to vocabulary learning for young learners.

After conducting preliminary research through classroom observations and interviews with teachers and students at SMPIT Khairunnas Kota Bengkulu, particularly in the eighth grade, the researcher gained insight into the actual learning conditions at the school. The observations revealed that the teaching approaches used are varied and complex. One such approach is deep learning, which not only incorporates technology but also emphasizes deep understanding through meaningful activities, such as drama. In practice, the drama method has been actively integrated into the learning process, especially when relevant materials are available. Students are involved in various stages, from understanding the storyline, identifying characters, memorizing dialogues, to expressing vocabulary through the roles they play.

Drama has become one of the most favored learning media among students at this school due to its enjoyable and interactive nature. Some students, however, struggle with understanding and memorizing vocabulary, which the teacher addresses using a step-by-step approach, such as translating words individually before comprehending the overall meaning. Tactile learning has been integrated through drama, positively influencing students' activeness and confidence, including those initially passive. Despite these efforts, the application of tactile learning and drama remains limited and unsystematic. Therefore, this study is essential to explore how tactile learning within drama can systematically enhance English vocabulary acquisition and student engagement.

In an effort to address research gaps and enhance the effectiveness of English language learning among students, it is essential to explore various teaching methods that can support vocabulary acquisition and student engagement. Therefore, this study aims to investigate the effect of tactile learning through drama activities on vocabulary acquisition and student engagement in the English learning process among eighth-grade students at SMPIT Khairunnas Kota Bengkulu.

LITERATURE REVIEW

Tactile Learning in Education

Tactile learning has various definitions, but all emphasize the learning process that involves developing the sense of touch through physical activities, such as feeling surfaces to enhance understanding and sensory skills. Tactile learning involves exploring the world through the sense of touch, which is essential for children's cognitive development (Kachur, 2025). Tactile stimulation can transfer skills from one part of the body to another and activities such as drawing and manipulating objects allow information to be processed through the hands (Frank et al., 2022).

Tactile learning through multisensory stimulation increases students' conceptual understanding and cognitive engagement (Liu et al., 2020). Direct interaction through touching and manipulation of concrete object may integrate inter-modal information to strengthen students' knowledge and retention. Hence, this approach also improves students' focus and self-control, especially for impulsive students through fun and structural physical activities. Besides encourage students' independence in learning and adaptability toward complex exercise, tactile learning creates inclusive, interactive learning environment as well as relevant to the need of education in the twentieth-first century.

Some activities like word card manipulation, writing in sand, playing drama, or using tactile instruments to help students understand vocabulary, structure, and concrete pronunciation. This method can improve students' focus and engagement, including students with special needs or non-visual learning preferences (Dikra, 2024). In short, integrating tactile experience in learning activities create fun and interactive learning atmosphere in learning English.

Drama in Language Learning

Drama is an art of narrative which communicate story through dialogue, action, and character expression in the context of structured conflict and emotion emotion (Aristotle,

330 BC). As performance art, drama is not only entertaining the audience, but it also as educational media, social reflection, and cultural transformation (Drama, 2020). Involving verbal and non-verbal elements such as: body movement, music, and property, drama creates aesthetic and immersive experience (Zakopoulos et al., 2023). In addition, drama also covers improvisation form such as drama process which enlarge pedagogic and participative functions, make drama as adaptive and multidimensional medium (Lim & Park, 2023).

The use of drama in the classroom is effective in improving students' English skill through participative and communicative approaches. Drama makes students explore their language in authentic context that strengthen students' speaking skill, fluency, and understand expression and intonation (Mugiraneza et al., 2024). In addition, drama builds students' self-confidence and creates collaborative and fun learning environment (Dawoud et al., 2024). By involving the role of relevant drama play or script, this technique motivates students' learning and linguistics awareness in deep that make it as innovative and sustainable pedagogic approach (Başaran, 2024).

Drama also improves English vocabulary mastery because integrating deep contextual and multisensory learning. Through some activities like dialogue, role play, and improvisation, students can know new vocabularies and apply them meaningfully in various communication situations (Alshraideh & Alahmdi, 2020). Vocabulary acquisition through drama can improve longer retention and the use of vocabulary productively through fun learning experience (Kalogirou et al., 2019). Through integrating visual, kinesthetic, and emotional aspects, drama helps students in active and sustainable vocabulary acquisition process.

Drama as a Method for Teaching English Vocabulary

Vocabulary constitutes the set of words that an individual understands and uses to communicate effectively in a language, serving as the primary foundation for the acquisition and use of a foreign language (Teng & Mizumoto, 2024). In the context of second language learning, vocabulary mastery not only supports speaking, reading, writing, and listening skills but also enhances comprehension of structure and meaning in both academic texts and everyday communication. Therefore, vocabulary expansion is a strategic component for improving language proficiency and achieving academic success across disciplines (Nishonova, 2022).

Drama is an effective pedagogic method in teaching English vocabulary because it integrates interactive, multimodal, and contextual aspects which support students' active

engagement in learning process (Tabassum & Naveed, 2024). Through role play, dialog, and drama play or script, students do not only memorize vocabulary, but they also understand the meaning and the use in a real situation. This approach aligns with associative and active strategy that strengthen memory and understanding through direct experience (Aljburi, et al., 2024). It means that integrating drama in learning vocabulary support holistic learning and improve sustainable and contextual vocabulary mastery.

Drama is effective for vocabulary learning because it provides authentic context, interactive, and multimodal that strengthen students' lexical acquisition. Through representation of a real situation, students involve in using vocabulary actively with verbal and non-verbal expressions, help to improve students' retention and understanding vocabulary meaning in deep (Pratiwi et al., 2024). In addition, drama support visual and kinesthetic learning preferences through tactile and expressive experience, enlarge individual learning scope. When drama is integrated with technology and traditional approach, it enriches vocabulary learning environment and adaptive toward students' need with higher effectivity (Nurutdinova et al., 2016).

Students' Engagement in Language Learning

Students' engagement is a multidimensional construction which reflect the level of students' active participation, affective, and cognitive in learning process (Kassab et al., 2023). Students' engagement covers physical presents, contribution in class discussion, and mental engagement in understanding learning materials. In the context of contemporary pedagogy, students' engagement becomes crucial indicators of learning succeed especially through innovative and contextual such as drama and tactile learning (Oliveira et al., 2023). Students' engagement in the classroom has a function to strengthen students' learning experience through social interaction, multisensory stimulus, and emotional connection that improve students' motivation and knowledge retention (Xu et al., 2023).

Students' engagement in the classroom is influenced by several independent factors, such as: learning motivation, learning strategy, and a good learning environment (Zhang & Kim, 2024). Intrinsic motivation – students' curiosity and interest on the leaning materials – becomes main support of students' active participation in the classroom (Millican et al., 2023). Moreover, the use of contextual approach like drama and tactile learning can improve relevance and students' emotional engagement. Positive and interactive classroom environment also contribute toward maximum students' engagement, especially when teachers support students' autonomy and competency through flexible teaching strategy and learning-need oriented (Skarpaas, 2024).

Innovative method and approaches play important roles in improving students' engagement effectively. Interactive and participative approaches, such as: discussion, simulation, and drama, enable students involve in contextual and meaningful learning process (CAO, 2024). On the other side, tactile learning strengthens students' kinesthetic engagement through exploration on physical objects which impact on students' learning motivation and understanding. The integration of these methods creates holistic learning experience, dynamic, and sustainable.

Integration of Tactile Learning and Drama Methods

Tactile elements such as: drama play or script, properties, and physical objects allow students to understand and remember vocabularies through direct experience and manipulation of concrete objects (Phutane et al., 2022). On the other hand, drama activities give authentic context to language users, integrating acting, dialogue, and creative expression which strengthen students' communication skill. The integration of these two approaches creates interactive and fun learning-based experience as well as support the development of students' linguistic competence and affective holistically.

Tactile elements make students conduct physical interaction with their learning materials, strengthen their vocabulary and concept retention through concrete experience (Lin, n.d., 2024). On the other hand, drama encourage students' emotional and social engagement, support students' self-expressions and empathy through contextual simulation. The combination of tactile learning and drama results multimodal and inclusive approaches, support various kinds of learning styles and improve students' intrinsic motivation, and creates interactive, collaborative, and transformative learning environment.

The use of tactile learning and drama activities integrates multisensory experience into learning language process. These approaches help students to understand and internalize vocabulary through physical interaction and learning media, such as vocabulary card and character costume that prove students' improvement in memory retention (Boggs et al., 2007). When combined with drama activities, tactile learning does not only strengthen cognitive skill but also support students' emotional and social development through simulation of role play and collaborative works. This approach is related to embodiment theory which said that physical experience strengthens cognitive process (Duffy & Duffy, 2014).

In summary, integrating tactile learning and drama is an effective pedagogical approach for improving vocabulary mastery and student engagement. Tactile learning,

through movement, repetition, and interaction, links vocabulary with concrete experiences, strengthening memory and real usage. Meanwhile, drama fosters creativity, collaboration, and communication. Together, they create meaningful emotional, cognitive, and physical experiences, supporting more active, enjoyable, and engaging English learning.

METHOD

This research applied case study design with mixed methods to investigate the impacts of tactile learning and drama integration toward students' vocabulary acquisition and students' engagement at the eighth grade of SMPIT Khairunnas Bengkulu City. Case study helped researchers to explore in deep the specific phenomenon in the context of education (Heale & Twycross, 2018). More specifically, this study applied a convergent parallel mixed method where quantitative and qualitative data were collected during the same phases, analyzed separately, and then integrated to provide a comprehensive understanding of the research problem. Then, qualitative approach used to investigate students' subjective experience through observation and interview (Lim, 2024). On the other hand, quantitative approach helped researchers to measure real impacts through vocabulary test and questionnaire to measure students' engagement in the classroom (Stockemer et al., 2019). For the quantitative strand, pre-experimental design was implemented where the teacher conducted treatment while the researchers observed and recorded the outcomes, making it an observational study rather than a quasi-experimental design.

The population of the research was all students at eighth grade of SMPIT Khairunnas that consisted of 87 students, 47 male and 40 female students, distributed in four classes, namely: 8A (25 students), 8B (22 students), 8C (20 Students), and 8D (20 students). This research applied total sampling because of small number and homogenic population. Therefore, all population became sample in this research. This technique helped researchers to show representative and deep data about tactile learning and drama impacts. It can give holistic description about the impacts of tactile learning and drama toward students' vocabulary acquisition and their engagement in the classroom.

The instruments in this research were Focus Group Discussion (FGD), observation, and documentation for qualitative data, and questionnaire and vocabulary test for quantitative data. FGD was systematically arranged based on five indicators, referred to Paul Nation's (1997) insights related to language learning. Observation was developed based on Montessori principles (2013) to measure students' participation and interaction.

Then, questionnaire was developed based on Austin's insights (2012), and vocabulary test referred to Nation and Meara (2013) to measure students' vocabulary mastery. The combination of the instruments was designed to get holistic data related to the impacts of tactile learning in drama toward students' engagement and students' English vocabulary acquisitions.

Data were collected through several stages. First, an FGD with students and the teacher explored perceptions and experiences of tactile learning using a semi-structured guide. Second, classroom observations recorded participation and vocabulary use during exercises and performances. Third, documentation, including photographs, videos, and notes, was gathered. Fourth, a Likert-scale questionnaire was distributed for quantitative data. Finally, pre- and post-tests objectively measured students' vocabulary mastery improvement.

Quantitative data were analysed using descriptive and inferential statistics following Gay (2012), including mean, percentage, and paired sample t-test to measure pre-test and post-test differences. Qualitative data were analysed thematically with Miles and Huberman's (1994) model of data reduction, display, and conclusion drawing. Results from FGD, observation, and documentation were categorized by themes, enabling researchers to holistically understand tactile learning's impact on vocabulary mastery and student engagement in drama.

RESULTS AND DISCUSSION

Results

English Vocabulary Mastery: Students' Result in Pre-Test & Post-Test

The results of the descriptive statistical analysis of the pre-test and post-test data showed that the average pre-test score was 51.34, which is categorized as low, with a standard deviation (SD) of 14.359. The lowest pre-test score was 21, while the highest was 95.

Table 1.

Deskriptif Statistics Result

		Statistik Deskriptif			
		Mean	N	Std.Deviation	Std. Error Mean
Pair 1	Pretest	51.3448	87	14.35985	1.53954
	Posttest	79.6092	87	13.84579	1.48442

The post-test results showed an improvement with an average score of 79.60, which falls into the good category, and a standard deviation of 13.845. The lowest post-test score was 35, while the highest reached 98.

Table 2.

Student Categories in the Pre-test

No.	Score	Category	Total	Percentage (%)
1	85-100	Excellent	2	2.29
2	70-85	Good	13	14.94
3	55-70	Fair	12	13.79
4	40-55	poor	51	58.62
5	0-40	Very Poor	9	10.34

Tabel 3.

Student Categories in the Post-test

No.	Score	Category	Total	Percentage (%)
1	85-100	Excellent	35	40.22
2	70-85	Good	41	47.12
3	55-70	Fair	5	5.74
4	40-55	Poor	4	4.59
5	0-40	Very Poor	2	2.29

The pre-test results indicated most students were in the low category, with an average score of 51.34. Only 2 students (2.29%) achieved very good scores, 13 (14.94%) were good, 12 (13.79%) were fair, 51 (58.62%) were poor, and 9 (10.34%) were very poor. After implementing tactile learning through drama, the average post-test score rose significantly to 79.60, with 35 students (40.22%) very good and 41 (47.12%) good.

The improvement in learning outcomes was evident in the shift of score categories. Students in the "Fair" category decreased from 12 to 5, "Poor" from 51 to 4, and "Very Poor" from 9 to 2. Conversely, "Very Good" increased from 2 to 35, and "Good" from 13 to 41. These changes indicate significant improvement in vocabulary mastery, further confirmed by the paired sample t-test statistical results.

Table 3.

T-test calculation Results

Paired Sample T-test									
Paired Differences									
		Mean	Std. Deviation	Std. Error Mean	95% confidence interval of difference		T	df	Sig. (2-tailed)
					Lower	Upper			
Pai r 1	Pretest- Posttest	- 28.26437	11.17145	1.19771	-30.64533	-25.88341	-23.599	86	,000

The significance value ($p = 0.000$) was far below 0.05, indicating a significant difference between pre-test and post-test results. This finding proves that tactile learning-

based drama positively impacted students' vocabulary mastery, further supported by frequency distribution and statistical results, confirming its effectiveness in improving vocabulary skills.

Students' Engagement in Learning English Vocabulary

The results of students' engagement in learning drama were summarized in the following table 4:

Table 4.
Students' Engagement in Learning Vocabulary

Variable	No. Questions	Indicator Observation	A	B	C	D
Student Engagement	1	Students actively participate in drama activities (e.g., acting, speaking, performing).	Yes	Yes	Yes	Yes
	4	Students interact with their classmates in the context of drama.	Yes	Yes	Yes	Yes
	5	Students show strong emotional engagement with the characters they portray.	Yes	Yes	Yes	Yes
	6	Students collaboratively discuss drama roles and vocabulary with classmates.	Yes	Yes	Yes	Yes
	7	Students use physical movements in drama to support dialogue	Yes	No	Yes	Yes
	8	Students adjust facial expressions and body language to drama situations.	Yes	No	Yes	Yes
	9	Students actively participate in decision-making during drama roles and scenes	Ya	Ya	Ya	Ya
Vocabulary	2	Students use English vocabulary clearly during the performance.	Yes	Yes	Yes	Yes
	3	Students show understanding of vocabulary through dialogue in drama.	Yes	Yes	Yes	Yes
	10	Students improve vocabulary usage through creating increasingly complex dialogues.	Yes	Yes	Yes	Yes

Based on the observations, the eighth-grade students of SMPIT Bengkulu City showed significant improvement in English vocabulary mastery through drama activities. Initially, students relied on memorizing scripts and vocabulary. However, with frequent drama exercises, they began using vocabulary spontaneously and naturally, responding to dialogues more fluently and confidently during both practice and performances.

Students' speaking fluency also improved notably. At first, some hesitated to use new vocabulary, but repeated drama exercises helped them pronounce words more confidently. Interaction between students developed as they engaged in improvisation based on the drama context. This shows they were not merely memorizing words but understanding meanings and using them contextually.

The aspect of self-confidence also improved throughout the activities. Students who were initially passive began to speak actively and engage in group discussions. Some of them even used new vocabulary outside of the drama sessions. Overall, the tactile approach in drama-based learning contributed positively to the improvement of students' vocabulary, speaking skills, and confidence in using English.

Students' Engagement in Learning English: Tactile Learning in Drama Activity

The descriptive statistical analysis of the questionnaire showed that most students had a positive perception of tactile learning in mastering English vocabulary. For Vocabulary and Student Engagement (questions 1–10), 572 responses (66.51%) agreed and 193 (22.44%) strongly agreed that the method aided understanding and memory, while only 95 students (11.05%) disagreed. This suggests movement, role-play, and real objects effectively enhance vocabulary mastery.

Table 5.

The Effect of Tactile Learning on Student's English Vocabulary Mastery

Variable	Indicator	No. Items	Respondents' Responses	F	%
Vocabulary and Student Engagement	The Effect of Tactile Learning on English Vocabulary Mastery.	1-10	Strongly Disagree (1)	10	1.16
			Disagree (2)	85	9.89
			Agree (3)	572	66.51
			Strongly Agree (4)	193	22.44
			Total	860	100

For the variable Reflection and Personal Experience, focusing on the effect of tactile learning on engagement (questions 11–20), 558 responses (64.14%) agreed and 214 (24.60%) strongly agreed that tactile learning increased activity, enthusiasm, and emotional involvement. Kinesthetic and collaborative activities created an interactive, enjoyable atmosphere. However, 98 responses (11.27%) disagreed, suggesting additional strategies may be needed for some students.

Table 6.

The Effect of Tactile Learning on Student Engagement in the Classroom

Variable	Indicator	No. Items	Respondents' Responses	F	%
Reflection and Personal Experience.	The Effect of Tactile Learning on Student Engagement in English Language Learning.	11-20	Strongly Disagree(1)	20	2.30
			Disagree(2)	78	8.97
			agree (3)	558	64.14
			Strongly Agree (4)	214	24.60
			Total	870	100

For Reflection and Personal Experience (questions 21–30), 547 responses (64.35%) agreed and 230 (27.06%) strongly agreed that tactile learning provided meaningful experiences. Students reflected on their progress in understanding and confidence through activities like drama and games, enabling self-expression and evaluation. Only 73 responses (8.59%) disagreed, showing a small portion had not yet experienced reflective learning.

Table 7.

Students' Responses to Reflection and Personal Experiences

Variable	Indicator	No. Items	Respondents' Responses	F	%
Reflection and Personal Experience.	Reflection and Personal Experience.	21-30	Stronglu Disagree(1)	9	1.06
			Disagree(2)	64	7,53
			Agree (3)	547	64,35
			Strongly Agree (4)	230	27,06
			Total	850	100

Based on the three tables, most respondents strongly supported the effectiveness of tactile learning in English instruction. For vocabulary mastery, 88.95% agreed or strongly agreed that this approach enhanced understanding and retention. Grounded in experiential learning principles, the tactile method engages students' senses and bodies, allowing them to actively and contextually recognize and use vocabulary more naturally.

Furthermore, 88.74% of respondents showed high engagement, indicating that tactile learning fosters an enjoyable, participatory environment. Regarding reflection and personal experience, 91.41% agreed that this method allowed them to evaluate their learning process. Such reflection builds confidence and metacognitive awareness. Overall, tactile learning positively contributes to students' cognitive, affective, and metacognitive development in English language learning.

Students' Engagement in Drama Activity

This section presents the results of student interviews regarding their engagement in drama, including their responses, interactions, and perspectives on the role of drama in enhancing their learning motivation

Table 8.

The Result of Focus Group Discussion (FGD) With Students

Resp. No.	Cycle	Questions/Answers
1	Q1	<i>Can you describe your experience participating in drama-based learning that involved tactile techniques?</i>
	A1	<i>My drama-based learning experience using tactile techniques was enjoyable and effective, as movement and interaction helped me understand materials better, making learning lively and never boring.</i>
	B1	<i>At first, I was hesitant, but after trying it, I really enjoyed the learning experience.</i>
	C1	<i>I felt very happy because I could learn through movement. The tactile technique made it easier for me to understand the material.</i>
	D1	<i>I really enjoyed this learning because it was more interactive and fun compared to traditional methods.</i>
2	Q2	<i>What did you feel during the learning process? Was there any difference in the way you learned compared to other learning methods?</i>
	A1	<i>During drama-based learning, I felt engaged, confident, and expressive. Unlike passive methods, it made me active, enthusiastic, and better able to understand material easily.</i>
	B1	<i>I felt freer in learning, unlike the usual methods that mostly involve reading and writing.</i>
	C1	<i>I felt more active and not bored. Learning this way was more enjoyable compared to just reading books.</i>
	D1	<i>I felt more enthusiastic because I could learn while moving and expressing myself, so I didn't feel pressured.</i>
3	Q3	<i>Do you feel that tactile learning in drama helped you improve your English vocabulary? If yes, how do you remember and use the new vocabulary you learned?</i>
	A1	<i>Tactile drama techniques improved my English vocabulary, as experiencing situations directly made remembering new words easier through immediate practice.</i>
	B1	<i>Yes, because I could remember the words through direct experience while role-playing.</i>
	C1	<i>Yes, it was very helpful! I could remember vocabulary by connecting it to movements or expressions while acting.</i>
	D1	<i>Yes, I could remember vocabulary better because I used it in real contexts that were easier to grasp.</i>
4	Q4	<i>Can you give an example of new English vocabulary you learned during the drama learning process?</i>
	A1	<i>I learned vocabulary like whisper, gesture, stage, and expression, remembering well through direct drama practice.</i>
	B1	<i>I recently learned words like "tremble," "shout," and "glance."</i>
	C1	<i>Some of the new vocabulary I learned includes "whisper," "stumble," and "cheer."</i>
	D1	<i>The new words I learned include "whisper," "grin," and "crawl," all of which I connected with physical movements.</i>
5	Q5	<i>How do you feel about your involvement in this drama activity? Do you feel more actively engaged compared to regular learning?</i>

	A1	<i>Drama activities made me happy and active; unlike regular learning, I moved, spoke, and interacted more with friends.</i>
	B1	<i>I was more active because I had to speak and express myself in front of my friends, and I felt more engaged compared to regular learning.</i>
	C1	<i>I felt more confident and brave speaking in front of my friends.</i>
	D1	<i>I was more confident speaking and more active in class because the atmosphere was less formal and more relaxed.</i>
	Q6	<i>What made you feel more engaged in learning English through drama? Was there any change in the way you interacted with your classmates or teacher?</i>
6	A1	<i>I felt more engaged learning English through drama, actively moving, speaking, and interacting with friends. Collaborative scenes and relaxed teacher interaction made learning enjoyable, focused, and strengthened classmate connections.</i>
	B1	<i>I became closer to my friends because we often discussed and practiced together.</i>
	C1	<i>I discussed more often with my friends because we had to work together on the drama scenarios.</i>
	D1	<i>I started speaking English with my friends more often without feeling awkward because of the supportive classroom atmosphere.</i>
7	Q7	<i>In your opinion, what is the main benefit of using tactile learning in drama activities for learning English?</i>
	A1	<i>Tactile drama learning helps me understand and remember English vocabulary better, as experiencing situations directly improves word usage, enhances creativity, and boosts confidence in speaking during everyday conversations.</i>
	B1	<i>The main benefit is improving vocabulary understanding in a more natural and enjoyable way.</i>
	C1	<i>The main benefit is improving vocabulary understanding in a more natural and enjoyable way.</i>
	D1	<i>The greatest benefit is boosting confidence in speaking, as I feel more comfortable expressing my opinions.</i>
8	Q8	<i>Do you feel more confident in using English after participating in this drama-based learning? Please explain further.</i>
	A1	<i>Drama-based learning increased my confidence in English, helping me speak comfortably, accept mistakes as normal, and express myself without fear while practicing actively.</i>
	B1	<i>Absolutely! I'm no longer afraid of making mistakes when speaking in English.</i>
	C1	<i>Yes, now I'm more confident speaking in English because I've gotten used to speaking during drama activities.</i>
	D1	<i>Now I feel more confident when speaking English in class, and I can speak more fluently.</i>
9	Q9	<i>What are your impressions after participating in this tactile learning through drama? Do you feel this learning method is effective in helping you understand vocabulary and communicate in English?</i>
	A1	<i>Tactile drama learning positively impressed me, improving vocabulary understanding, real communication skills, confidence, and enjoyment compared to usual English learning methods.</i>
	B1	<i>This learning method is very interesting and helps me practice direct communication.</i>
	C1	<i>This learning method is very effective; I can remember words more quickly because of the movement.</i>
	D1	<i>I really enjoy this method and feel that I understand new vocabulary faster because I immediately practice it in a fun situation.</i>
10	Q10	<i>What would you like to change or improve if this tactile learning method were applied in other classes?</i>
	A1	<i>I hope tactile learning includes more varied drama scenarios, role opportunities for all students, and additional props to enhance excitement and the drama atmosphere.</i>
	B1	<i>I want more different roles so that more vocabulary can be learned.</i>

C1	<i>I want there to be more different scenarios so that I can learn more vocabulary.</i>
D1	<i>I want more time for practice so that I can speak more fluently and deepen my understanding of vocabulary.</i>

Based on the Focus Group Discussion (FGD) with eighth-grade students at SMPIT Khairunnas, tactile techniques in drama-based learning positively influenced engagement in English. Emotionally, students felt enthusiastic, confident, and comfortable. They were not passive observers but actively moved, spoke, and expressed themselves. This method created a relaxed, enjoyable atmosphere, encouraging freer expression and reducing fear of mistakes during learning.

Cognitively, tactile techniques helped students understand vocabulary such as whisper, gesture, and crawl through direct experience and movement. Behaviorally, students became more active in discussions, role play, and collaboration. Interaction with teachers and peers improved, strengthening social relations. Suggestions for story variation and role play reflected active participation and a sense of belonging in this meaningful, enjoyable learning process.

Discussion

This research analyzed the impact of tactile learning in drama activities on eighth-grade students' vocabulary acquisition and classroom engagement at SMPIT Khairunnas Bengkulu City. Pre-test and post-test results showed significant improvement in vocabulary mastery. Students reported feeling more active, motivated, and confident. Drama activities enhanced engagement emotionally, cognitively, and behaviorally, while physical expression made learning enjoyable, interactive, and supportive of group participation.

Unexpectedly, integrating tactile learning and drama also improved students' speaking skills, self-confidence, and communication. These methods promoted verbal and physical interaction in meaningful contexts, supporting cognitive, affective, and psychomotor development. Drama created an expressive, contextual learning environment, providing authentic experiences. Students became more fluent, culturally aware, and collaborative, demonstrating that drama-based learning connects theory and practice while enhancing linguistic and social competence.

This research findings are in line with Phutane's et al. (2022) who said that tactile learning and drama activities in learning English are very important, especially in using learning properties, word card, and doll help students to understand and memorize new vocabularies concretely. Lasisi (2020) and Lim and Park (2023) also showed that drama facilitate students' fluency in speaking and communication without depending on written

text. In this research, the students who were initially depending on drama play or script started to speak spontaneously and showing their confidence. Improvisation in drama enable the integration of vocabulary into applicative social context.

It is known that tactile activities can also strengthen students' memory and cognitive skill (Shenoy & Kumar, 2024). This approach involves physical and emotional aspects in learning which supports students' multisensory and retention improvement. The fact that students can be improved and used vocabulary in different situations proved the effectiveness of this method. Physical engagement such as role play and body expression improve information retention, strengthen students' behavior in learning (Faella et al., 2025).

Tactile learning and drama activities improved students' collaboration and confidence (Braha & Fuchs, 2025). Drama encourages students' collaboration in a group, problem solving, and evaluation on vocabulary reflectively. This is consistent with the result of FGD in this research which showed significant improvement in the aspects of students' emotional involvement and teamwork. In addition, drama created enjoyable learning experience and improve students' motivation to active in using English (Febrianti & Nurul Hidayati, 2022). It is reflected from this research results.

Students' engagement is a multidimensional construction that covers cognitive, emotional, and behavioral aspects (Guo et al., 2025). The result of this research showed that the integration of tactile learning and drama was succeeded in integrating those three aspects. Students become more confidence in expressing their idea and showed high enthusiasm in learning process. This research result supports insights that the integration of drama and tactile learning created holistic and contextual learning experience (Braha & Fuchs, 2025; Göksel, 2019).

This approach also gives new contribution rather than approach-based technology. Bazarova et al. (2024) highlighted the effectivity of films and digital application in mastering vocabulary which based on direct experience and students' emotional engagement that show significant result. Independent learning based technology enlarge students' vocabulary mastery individually (Show, 2024). However, this research focused on the important of social interaction through drama. Body expressions, intonation, and improvisation enable students to internalize vocabulary in a real context.

The combination of technology, games, and role play like drama are effective strategy in vocabulary learning (Isty et al., 2024). However, this research completes the insights of the strategy by combining tactile elements and dramatic expressions without

depending on digital devices. The focus on touching, movement, and narration opens a new space to vocabulary understanding in deep through physical experience.

The result of this research enriches the discourse about students' engagement in learning English. Boost, et al showed that technology-based activities can encourage students' engagement, but this research emphasizes physical activities in drama are more effective in building active participation and speaking confidence (Boost & Skills, n.d.). Zhang and Kim in their study emphasis students' cognitive engagement as a mediator of affective and behavior engagement which most of them focus on higher education (Zhang & Kim, 2024). This research gives real contribution on high school education by showing how the integration of tactile learning and drama form holistic learning experience.

CONCLUSION

After completing the research, it can be concluded that the integration of tactile learning and drama gave significant impacts on students' vocabulary mastery and engagement at the eighth grade of SMPIT Khairunnas. These approaches support the shifting from memorization activity to the use of English vocabulary spartanly with high confidence. In addition, tactile and drama activities also improve students' emotional, cognitive, and behavioral engagement as well as created active, enjoyable, meaning full learning environment. As the result, students' motivation and confidence become better in English language learning.

Based on the research findings, the researchers suggest to the English teachers in high school level to apply tactile learning through drama activities as an effective, earning strategy. Then, curriculum should accommodate learning methods which focus on real experience and collaboration to get contextual and enjoyable learning experience. Finally, the next researchers should conduct research in the level of primary and senior high school by integrating technology in learning process and integrating tactile learning to develop inclusive and adaptive learning environment.

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