

## **Drama Technique: An Effective Way to Facilitate Students' Language Acquisition.**

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### **ABSTRACT**

Educators need to be creative in finding a new approach to motivate students to learn language. The process of teaching and learning needs to be compatible with students' interest in order to encourage them to acquire language effectively. It is quite challenging for educators to find an appropriate method or teaching strategy that would alleviate students' motivation to participate actively in teaching and learning process due to the nature of learner-centered approach that is widely adapted in education nowadays. This study mainly intends to explore the promising outcome of strengthening students' speaking skills by integrating drama as part of the learning activities. Drama technique is undoubtedly one of the most convincing ways which is believed to build students' confidence in the language thus improve their speaking ability. For this particular study, a group of international students from Nakhon Pathom Rajabhat University (NPRU) are selected to give their feedback on the drama activity that was conducted in class during the Communicative English Course organized by UniMAP. The group of students were given an opportunity to share their thoughts and views throughout the implementation of drama activity held in class. Based on the students' response, the answers have been analyzed thoroughly and it was found that students have positive and optimistic point of view about incorporating drama to increase their level of confidence in acquiring language which consequently contribute to improving their capability in language skills such as speaking, listening, reading and writing more confidently in English.

**Keywords:** experiential learning, language acquisition, role play

### **1. INTRODUCTION**

Learning and mastering a language is really important to enable learners to communicate with people and language is also regarded as the driving force in the process of acquiring new sets of knowledge. It is undeniable that English is the frequently used conversational language all over all over the world (Nishanthi, 2018). It is a known fact that having a good command of English will promise learners a broad career opportunity in the future. Therefore, it is prominent for learners to be fluent in English because of the benefits that they could reap as a result of being proficient in the language. However, due to the learners' low proficiency in English, they do not have enough confidence and courage to utilize English in the classroom or in any conversation on a daily basis and it is found that they try to diverge from communicating with others in English. Instructors are responsible to implement creative strategies to teach English to learners by integrating activities with topics that they are familiar with in the quest to encourage them to learn English better (Rao, 2019). One of the most chosen method to teach language to the learners is dramatization. Dramatization technique has always been one of the preferred strategies used by instructors for a long time to help enhance students' language learning skills (Rew & Moon, 2013). One of the types of dramatization is role play, the approach that is frequently used by teachers to stimulate students' interest in sharpening their speaking skills. Role play would benefit the classroom as it has the power to alleviate students' motivation to converse with one another and also has the capacity to assist students in turning

their imagination into reality. The activity brings to life students' inner imagination; therefore, they learn instinctively by transforming the idea they had in mind into reality (Clawson, 2006).

This study focuses on Thai university students learning English as a foreign language. The group of students were tested in the pre-test and their result showed that they are at the A1 & A2 level based on the Common European Framework of Reference (CEFR) language proficiency measurement. In order to meet the needs of English as a Foreign Language (EFL) learners, teachers need to apply activities that are familiar to them such as enacting real daily life roles which allow them to deliberately act out various characters and scenes (Masoumi-Moghaddam, 2018). In other words, dramatization, specifically role play would be a perfect method to enhance students' speaking skills. The research will emphasize specifically on the students' responses about the possibility of role play being a technique to learn speaking skills through the compilation of their reflective writing. Dramatization is known for its effectiveness to help students learn language successfully and it has been proven by multiple research from across the globe. It is important to explore the possibilities it has on strengthening students' speaking skills in the context of learning English as a foreign language. Investigating about the potential of role play would bring significance in terms of pedagogical changes in the classroom setting and the impact it would have on the teaching and learning practices helps to create a range of language acquisition strategies to students. In this particular study, role play is considered to be a motivating force to learning English as a Foreign Language (EFL) setting, with the emphasis on speaking skills.

## **2. LITERATURE REVIEW**

Kalidas (2014) highlighted a few benefits of using drama as a tool for language learning, which are nourishing communicative skills, formulating knowledge domain, improving language fluency, building teamwork, and constructing soft skills among learners. Initially, drama activity opens up possibilities for learners to acquire second or foreign language effectively by the multiple stage of script reading rehearsal that they went through before the actual play happens. Next, learners are able to formulate new field of knowledge once they are involved in dramatization activity. Aside from improving language proficiency, learners are also acquiring detailed understanding of terms in Economics such as 'supply' and 'demand' because they are required to do some research on the terms that appear in the drama script. Ultimately, the most commonly known benefit of dramatization towards learners is improving their language ability, speaking wise, by allowing them to perform a variety of sketches or scenes based on the situation provided, which means they are encouraged to practice using myriads of new vocabularies that are acquired by reading the scripts and doing thorough research about the character that is assigned to them. Other than that, dramatization creates a strong team work among learners as the play itself requires combined effort from the facilitator, performer as well as the audience. Working in a bigger group creates different learning atmosphere, interestingly, students learn the most through an argument due to the collision of ideas with other performers. Eventually, they are required to somehow resolve their differences and the process of solving the issue between them creates strong team work. Lastly, dramatization allows learners to inculcate respect towards one another and learn to deal with different emotions while planning the play.

On the contrary, Samantaray (2014) has outlined several setbacks of dramatization such as the feeling of low self-confidence among learners to act out a scene for a play, learners refusing to participate due to the criticism from teachers and friends, the process of planning the drama requires longer time commitment and the difference in social status among the learners could trigger uncomfortable feelings as well. Nevertheless, despite the negative outcomes of dramatization activity, there are also numerous advantages that can be gained from it which are mostly related to improving their speaking ability. Among the responses shared by learners are they are encouraged to transform the creative imagination into a lively character, hence make them attain multiple set of vocabularies and polish

their ability and confidence to perform in front of the audience. Albalawi's (2014) study echoed the same finding in which learners feel that they can refine their creativity and thinking skills while performing the play thus confirming the potential it has to enhance language learning.

Furthermore, Uysal & Yavuz (2018) agreed that dramatization strongly supports learners' emotional, social and language growth by contextualizing the English language vocabularies into a leisure and casual classroom atmosphere. Primarily, learners' impromptu speech while performing a play seems to elevate their competency in communication skill. Students also learn to respect and comprehend the culture of the targeted language better by empathizing each character that is given to them. Similarly, Rew & Moon (2013) in their study with the primary school students pointed out that dramatization supports the students' language learning by allowing them to express ideas and emotion while playing the assigned character, which significantly contributing to the confidence in using the language spontaneously with less hesitation compared to before the activity is implemented. It is fascinating that one of the findings in the same study indicates that male and female primary school students have similar positive receptive level towards learning English through dramatization, which inevitably denies the common assumption that girls would potentially display higher level of passion than boys do. Learners, regardless of their gender, possess the same amount of enthusiasm when it comes to participating in active learning activities. Aside from the above assumption, another common belief is that students' overall performance in the drama activity is mainly influenced by their proficiency level, this myth is empirically challenged by the finding in this study which specified that students' language competency level does not affect their enthusiasm towards participating in the drama activity. Instead, learners who are highly or less proficient enjoy the activity as it allows them to express their imaginative and creative thinking altogether.

In the study done with Iranian school students to investigate the effectiveness of drama activity in the classroom, Masoumi-Moghaddam (2018) found several promising outcomes especially in terms of assisting learners to familiarize learners with basic grammatical aspects thus improving their ability to construct simple sentences. Students are aware of the fundamental grammatical rules through reading the drama scripts and the conversation they initiated with teachers and other classmates which resulted in the effectiveness of learning a foreign language. Before the actual play, learners are required to discuss and plan out the performance, at this stage, they learned a lot through giving instructions to and receive instruction from the instructor and fellow performers. Monologue is one of the techniques in dramatization and it is proven to be a successful language learning tool as it granted students with the opportunity to come out with their own dialogues. Students learn well from the technique since it allows them to control the creation of their own phrases and sentences. In other words, it is convenient for the students to have an authority towards their own learning phase. In short, students are able to formulate as well as conceptualizing the language more effectively than the one-way communication classroom activity.

Demircioglu (2010) acknowledged that learning through dramatization is proven to be an approvingly successful language acquisition technique among students. The result of this study emphasized that the conventional, teacher-centred teaching strategy is no longer relevant towards learning new set of vocabularies, instead, students acquire knowledge effectively through an experiential learning method such as dramatization. Extracting parts of the Constructivism Theory concept, students should be given an opportunity to leverage and manoeuvre their own stage of learning, which at the end, they will learn more significantly due to the value of being able to steer their own learning style and phase. Students will appreciate the instructors' effort of letting them navigate their learning development because they do not feel the pressure of being controlled by others. Other than that, dramatization helps learners to acquire language skills more smoothly due to the amount of motivation and active learning experience provided by the teachers, friends and audience which eliminate the stressful learning environment compared to the usual one-way communication and conventional classroom teaching and learning activities. Most importantly, dramatization activity allows students to actively participate in a meaningful conversation which revolves around how they could improve the quality of their performance, acquire responses from sharing opinions, and take into consideration others' ideas.

According to Dorathy & Mahalakshmi (2011), task-based learning activities such as dramatization will enforce students to acquire a significantly wider range of knowledge and skills such as the ability to be on the same wavelength as others by playing different assigned characters, the capacity to be cooperative towards one another in the same team, the capability to create meaningful conversation among each other as well as the competency to administer the whole process of performance planning. Yet, the activity could also cause the feeling of unease among students due to the possibility of criticisms from the facilitator, other performers or the audience. It is common if the students enjoy receiving complements from people around them if they deliver a remarkable performance, but it will certainly be discouraging should they receive criticism due their inability to perform well. Such embarrassment will be a huge disappointment to students. Therefore, instructors or facilitators should be prepared for this particular scenario so that the activity that is supposed to be fun does not turn out to be a traumatic experience for the students, so as to avoid degrading their self-esteem. Leaving aside the negative drawbacks, dramatization also offers students with various benefits such as identifying language error or mistake either by recording the video and let the students spot their own language inaccuracy or by writing the incorrect language on the board and let the them point out what needs to be corrected together. On top of that, the role of a teacher is to mainly facilitate, observe and participate in the group activity as well.

Magos (2008) stated that though role play could generate students' motivation to learn language better, instructors need to be mindful of the time given to the students for preparing the whole play to avoid giving pressure to them thus resulting in poor performance. The activity is supposed to create excitement through active and experiential learning, and adequate preparation time is needed to help students control their performance anxiety as well as to ensure they perform the best they could. It is an intriguing discovery that students from middle Eastern countries are more cautious while performing the role play compared to those from European countries due to the cultural differences. They were found to be refraining themselves from performing more outwardly in front of others because several cultural restrictions and they that led to reason why they were more reserved while performing. Another interesting finding through this study is that students participated enthusiastically when they have the opportunity to showcase their culture to others. When they were presented with the chance to exhibit their unique culture, they were not hesitant and yet, more than willing to perform confidently. Lastly, it is observed that some of the learners were negatively affected by their friends' remarks about the error and mistakes they made while performing thus demotivating them to continue their performance. It is very important for instructors to control the situation so that students will enjoy the performance without feeling degraded for their mistakes.

An active learning method such as dramatization or specifically role play has definitely proven to be having a promising impact on the possibility of language acquisition. The activity has the capacity to encourage students' active participation in the play performance regardless of their language proficiency level. However, at some point, experiential learning might not always present excellent outcome for the learners, as it is found that by Lee (2015) that some students did not reap the benefits of the considerably active and experiential learning due to the failure to understand the assigned character well. When students are given a character to play, or a situation to act out, some might not be able to be in the character's shoes, hence they did not possess as much empathy to the character that they are supposed to play, leading to the total failure of the objectives set by the teacher prior to the activity. Nevertheless, teachers may exercise their creativity by giving students the character that they are familiar with such as the ones which are culturally and socially related to them. For example, students could be playing the role of a teacher, a mother and a father, characters that they encounter every single day and they have no problem playing. It is suggested that teachers have to think of ways to create a suitable activity that the students might be able to enjoy and relish themselves in order to obtain the learning objectives. Teachers do not have to eliminate the entire activity due to the students' poor performance, but their role is to make the activity suitable for the students.

In a study by Krebt (2017), it is proven that students work best within a group because the task or responsibility is distributed to and carried by each member fairly. This type of dependent learning is one of the best, most effective techniques in order to encourage students to learn language better due to the amount of support received before, during and after the role play performance. From

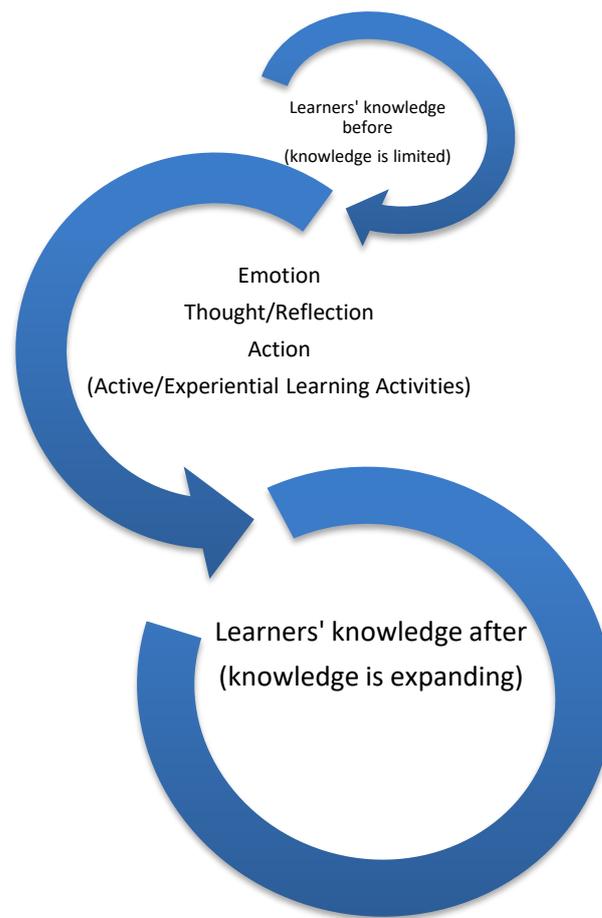
observation, students are very supportive of each other which is seen through the first stage of the role play activity. The planning phase encourages students to brainstorm the idea and this is the part where students are sharing their point of views, while the second stage is when the play actually takes place, students are helping put each other by reminding their friends of each other's lines when they forget the script, or randomly suggesting words for their friends during the play. The last stage is when the role play act is over and students were seen to complement each other for their performance. Students were found to be enjoying themselves and at the same time, learn a whole new set of vocabularies and improve other parts of language aspects.

## **2.1 Theoretical Framework**

The theory of learning that will be utilized in this research is Jarvis's (2006) Model of Learning Process. The theory explains about the process of experiential learning developed through three key elements which are emotion, thought or reflection and action. The three components constitute changes in learners after they went through a set of learning experience. Substantially, the theory rationalizes learning process to be dependent on active experiential learning assembled by activities including the ones that stimulate physical, emotional and intellectual development thus constructing a different set of changed identity.

At the first stage of the learning theory, learners are considered to be inexperienced due to the lack of knowledge in certain aspects of learning. At this phase, teachers are responsible to equip the knowledge gap with experiential learning activities that suit the learners' interest such as role play and other common learning methods. Along with it, came the second stage of learning process where students are equipped with activities that will assist them to develop new set of skills. Teachers may opt for any kind of experiential learning activities to help learners enhance their speaking ability including role play. At this particular learning phase, learners are expected to build their speaking ability in English using their emotion, thought process by reflecting on the activities as well as action. Ultimately, the final stage of the learning cycle creates learners equipped with new set of skills and knowledge.

In essence, the learning process promotes significant increase of dynamic development of skills by learners individually, or in group. The development of skills is obtained throughout the role play via active thinking and group discussion with other learners. The myriads of active learning thus producing a wide range of language skills physically and mentally. Aside from developing skill set in language, role play would also establish lifelong learning process to learners when they stumbled upon larger set of knowledge which are acquired in the role play activity itself. For instance, learners are intended to only enhance their speaking skills, but they also learn how to accept and process instruction, read and write the play's script well, maneuver the direction of the play, develop the character and storyline. Learners will somehow acquire skills and knowledge more than what's intended. The Model of Learning Process also acknowledges the combination of three significant elements of learning process which are emotion, reflection and action whilst acting out a scene through the role play activity. Learners acquire knowledge actively by the conversation they had with teachers and fellow classmates. In the end, learners will turn out to be more experienced and skilled than before after going through the process of experiential learning, in which at this stage, they will be a completely changed person. Figure 1 describes about Jarvis's (2006) model of learning process, the progression of how dramatization supports students' language acquisition.



**Figure 1: Jarvis's (2006) Model of Learning Process**

### **3. METHODS**

The data was collected through analysing the compilation of respondents' reflective writing on the possibility of role play being the platform for successful language learning. Learners' responses towards a certain activity reflects their holistic evaluation on the effectiveness of their learning experiences thus making them contemplate on future teaching and learning platforms (Campbell-Evans, 1998). Firstly, after the end of the role play activity, respondents were required to state their opinion about how role play could possibly be the effective method for language learning. After obtaining participants' reflective writing responses, instructor analysed the words, phrases and sentences used by them to describe how role play helped them acquire language successfully. The words, phrases and sentences which support and echo the effectiveness of role play will then be analysed using Jarvis's (2006) Model of Learning Process. The analysis consists of significant keywords highlighted by students to describe role play as the powerful tool to help them learn language better. Positive or negative remarks emphasised by the respondents will determine the effectiveness of role play to help students acquire language better.

### 3.1 Respondents and Procedures

This particular research is done at Universiti Malaysia Perlis, Malaysia. The respondents for the study were first and second year students enrolled in a degree program from different faculties at Nakhon Pathom Rajabhat University (NPRU), Thailand. They were 20 English as a Foreign Language (EFL) learners participating in the 14 days Communicative English Course at UniMAP. Their English language proficiency level varied from A1, A2 and B1 according to The Common European Framework of Reference for Languages (CEFR) language proficiency scale descriptor (Council for Cultural Co-operation, Education Committee, & Council of Europe, 2001). All the 20 students took part in the role play activity that was done with them as a part of the language learning activity. The role play activity is planned out for the participants to enjoy language learning as much as possible. They were divided into 5 different groups, with 4 members in each group. Each group was given a task to act out a situation where all of the students were obligated to communicate with each other based on the role play script that they had prepared beforehand. The participants were given approximately 10-15 minutes to perform their role play. After all the participants have presented their role play, they have to write a reflection on their thoughts and point of views about how the activity would help them learn language effectively.

### 4. RESULTS AND DISCUSSION

The analysis of compilation of respondents' reflective writing has proven that the role play activity brings significant transformation to acquiring language through active participation in experiential learning. This finding is confirmed by the participants' use of positive words reflective the effectiveness of role play activity to help spark their interest in learning a language.

Respondent 1:

*"It's fun and it's new thing at here. We can do activity at out side. I like out side. Performances must be team and prepared. Every group is very good and we got new vocabulary with role play/acting activity. Last, it's me wake up."*

Respondent 2:

*"I think it very happy and fun because it is relaxing."*

Respondent 3:

*"I think it so funny and relaxing."*

Respondent 4:

*"I think role play/acting make me learn new thing, more confident and improve myself."*

Respondent 5:

*"I think role play and acting made me safe-confidence, imagination, communication skills and fun".*

Respondent 6:

*"It's fun and enjoyable. I like acting role play."*

Respondent 7:

*"It's fun. Improve English conversation skill."*

Respondent 8:

*"Role play activity helps remember English sentences easier because we speak English and acting together, it's fun, so we can remember more easily than memorization."*

Respondent 9:

*"It was really fun. It makes us know about natural disasters and we can plan about what we should do."*

Respondent 10:

*"I'm eager to perform with my friends."*

Respondent 11:

*"I think it's breaking the ice and planning to act and it can help you not be shy."*

Respondent 12:

*"I think it helps me build confidence and courage."*

Respondent 13:

*"I think it made me brave and I was having fun doing this activity."*

Respondent 14:

*"For me, I think everyone is creative but it may be different in each group. I like this activity too much. It makes me happy."*

Respondent 15:

*"Well, it was very fun and I can go outside the class and relax."*

Respondent 16:

*"It's very fun because you can imagine anything you want to do in a scene with your friends. And it's a lot of creative thinking."*

Respondent 17:

*"I think, it the good activity and some the show is very funny."*

Respondent 18:

*"For me, I think dramatic make me have brave for acting out. And it's good for work group to make scene. I see every can change emotion follow characterists."*

Respondent 19:

*"Entertain people, comments on life, social reflection."*

Respondent 20:

*"Yes, I like this but I'm not very active because I have to respect the thought of the senior. Even though my ideas are better, I have to respect the decision of my generation."*

<b>Emotion</b>	<b>Thought/Reflection</b>	<b>Action</b>	<b>Knowledge Expansion</b>
<i>...fun.</i>	<i>...new thing...</i>	<i>...teamwork and preparation.</i>	<i>...got new vocabulary.</i>
<i>...happy, fun, relaxing.</i>	<i>Every group is very good...</i>	<i>...makes me wake up.</i>	<i>...makes me learn new thing, more confident and improve myself.</i>
<i>...funny and relaxing.</i>	<i>...makes us aware of natural disaster...</i>	<i>...we can plan about what we are going to act.</i>	<i>...build self-confidence, imagination, communication skills...</i>
<i>...fun and enjoy.</i>	<i>... each group has their own creativity...</i>	<i>Make us eager and easier to perform with my friends.</i>	<i>Improve English conversation skill.</i>
<i>...I like acting.</i>	<i>...you can imagine anything you want to do in a scene with your friends.</i>	<i>...planning to acting...</i>	<i>...helps remembers English sentence easier because we speak English and acting together.</i>
<i>... I can go outside of the class and relax.</i>	<i>...it involves a lot of creative thinking.</i>	<i>you can imagine anything you want to do in scene with your friends</i>	<i>...easier to remember than learning through memorizing.</i>
<i>...some of the performances are very funny.</i>	<i>...comments on life and social reflection.</i>	<i>...it's good for group work to act out a scene.</i>	<i>...breaking the ice and it can help you eliminate shyness...</i>
<i>...I'm not very active...</i>	<i>...I have to respect the</i>	<i>Everyone can change</i>	<i>...develop myself in</i>

	<i>thought of the seniors.</i>	<i>their emotion depending on their characters.</i>	<i>terms of acting ability and courage.</i>
	<i>Even though my ideas are better, I have to respect the decision of others who are older than me.</i>	<i>Entertain people...</i>	<i>...made me brave.</i>
			<i>...I think role play makes me brave to act out a scene in public.</i>

**Table 1: Categorization of responses extraction based on Jarvis's (2006) Model of Learning Process**

Words, phrases and sentences from the compilation of participants' reflection are extracted and categorized based on the elements in Jarvis's (2006) Model of Learning Process which are emotion, though/reflection, action and also respondents' knowledge expansion. Firstly, participants have responded positively in terms of emotion elements where the words such as *fun, funny, happy, relaxing, and enjoy* have been used to describe their experiences towards improving their language proficiency through role play activity. When the activities done in class or outside of the class were enjoyed by the students, this will undoubtedly lift their spirit and motivate them to learn better even if the task is difficult for them to carry. The phrase "*...some of the performances are very funny*" has proven that the role play activity attracted students' attention to learn the subject matter more successfully. The sentence "*I like acting*" showed that students already has the inner interest in the activity and the instructor simply needs to conduct the activity with students. While the sentence "*I can go outside of the class and relax*" exposed that students need to get away from the conventional classroom atmosphere that could somehow pressure them and learn in a different setting. The change of learning environment could significantly motivate them to learn effectively.

Examining the thought/reflection element in Jarvis's (2006) Model of Learning Process, the phrase "*...new thing...*" means that students were able to acquire new set of knowledge. The phrase such as "*Every group is very good...*" showed that students were observing their classmates well and evaluate their acting skills. They learn better when they observe others and it motivated them to produce a better acting quality, almost as good as their friends. In a way, they could possibly polish their acting skills as well as learn language successfully along the way. Next, the phrase "*...makes us aware of natural disaster...*" indicated that from the role play activity, students have built their awareness on the importance of knowing about current issues; specifically, on the environment which may improve their quality of thinking. The phrase "*...comments on life and social reflection*" reflected that students were aware about the aspects of life and they could also reflect it on their own which will encourage them to develop the maturity in terms of their thinking. Lastly, the phrases "*... each group has their own creativity...*", "*...you can imagine anything you want to do in a scene with your friends*", and "*...it involves a lot of creative thinking*" revealed that students were certain that they could ultimately establish their creative and imaginative thinking through role play activity. With the opportunity given to them, they could be in complete control of their own language learning as they may express their creativity and imagination as much as possible without boundaries.

Exploring the action element, the phrases such as *“...teamwork and preparation”*, *“...we can plan about what we are going to act”*, *“Make us eager and easier to perform with my friends”*, *“...planning to acting...”*, *“you can imagine anything you want to do in scene with your friends”* and *“...it’s good for group work to act out a scene”* showed that participants were able to exhibit their teamwork as well as building the capacity to work together as a group. Working together in a group or collaborative learning will motivate the students to learn more successfully as students are found to be very supportive towards each other while doing activities assigned by teachers. While the phrases such as *“...makes me wake up”* and *“Entertain people...”* showed that students were motivated to learn if they are actively involved in the learning process. Unlike other one-way communication activity, role play helps students learn actively through their active involvement before, during and after the play. The phrase *“Everyone can change their emotion depending on their characters”* indicated that students were very talented in expressing their creativity through the transformation of characters while performing the role play.

Eventually, the three elements involved in the learning process which are emotion, thought/reflection and action contributed prominently to the respondents’ knowledge expansion. For example, phrases such as *“...got new vocabulary”*, *“...build self-confidence, imagination, communication skills...”*, *“Improve English conversation skill”*, *“...helps remembers English sentence easier because we speak English and acting together”* and *“...easier to remember than learning through memorizing”* significantly unveiled that students acknowledged the capability of role play activity to facilitate effective language learning to them. Lastly, phrases such as *“...makes me learn new thing, more confident and improve myself”*, *“...breaking the ice and it can help you eliminate shyness...”*, *“...develop myself in terms of acting ability and courage”*, *“...made me brave”* and the sentence *“...I think role play makes me brave to act out a scene in public”* indicated that respondents were definite that role play activity assists them to eliminate their language learning anxiety as well as the ability to speak and act in public. Students’ overflowing anxiousness in terms of acquiring language can be controlled, if not entirely eliminated through their active participation in the experiential learning such as role play.

However, only one student stated the drawbacks of being involved in role play activity. The phrases such as *“...I’m not very active...”*, *“...I have to respect the thought of the seniors”* and the sentence *“Even though my ideas are better, I have to respect the decision of others who are older than me”* displayed the downside of the activity since at the end, no matter how creative and enthusiastic they were to share their ideas, they still need to be aware of the seniority issue and they would not want to surpass their seniors’ opinions and point of view. This happened because they would like to show respect towards people older than them and would like to keep the harmonious learning environment.

## **5. CONCLUSION** (Cambria 11pt, Uppercase, Bold)

After analysing the compilation of participants’ reflection on the role play activity, it is discovered that the experiential learning could be one of the platforms to develop an effective language learning skill among students. There were multiple positive and promising views being shared by the students which were clearly shown in their reflection. Ultimately, the role play activity should be implemented as one of the techniques in helping students to acquire language consistently. From the finding of this study, learners prefer to be actively involved in the learning process and they would appreciate it if the teacher gives them the authority to control their own learning style. A learner-centred approach fits the students better compared to teacher-centred approach due to the opportunity to manoeuvre the direction of their learning process (Worthington, 2018). Role play activity is one of the approaches that presents both students and teachers successful learning outcome as stated in the reflective writing analysis above. Instructors have to come out with learning activities that facilitate not only the learning objectives, but also the students’ enjoyment throughout the whole learning process. To sum up,

the role of a teacher is to spark students' interest in every activity that they are conducting and they have to think of a creative way to create a pleasing atmosphere for the students to be involved in such a fun, learning activity.

### 5.1 Recommendation for Future Studies

The current research merely focused on exploring students' experiences, point of views, opinions and responses about the effectiveness of role play activity in facilitating an effective language learning platform. Hence, with the positive responses obtained from the current study, the researcher will conduct a focus group on the effectiveness of role play activity through students' assessment result. Learners' language ability will be evaluated to investigate the effectiveness of this particular approach towards language learning.

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