

## IMPROVING UNIVERSITY STUDENTS' UNDERSTANDING OF LITERARY WORKS VIA A DRAMA ROLE-PLAYING

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ผ่านการแสดงบทบาทสมมติแบบละคร

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### ABSTRACT

This research focuses on the pedagogical approach of using drama role-play teaching activities to enhance students' knowledge of literature comprehension. The study aims to 1) assess the impact of role-playing in teaching literature, 2) gauge student satisfaction with learning literary works through dramatic role-playing, and 3) improve students' language abilities through the execution of dramatic role-plays. The target group consists of 24 undergraduate students enrolled in the literature course during the academic year 2023, selected through purposive sampling. Data collection involved questionnaires, tests, and semi-structured interviews, approved by experts. Activities were organized, and non-participant observation was conducted. Data analysis included summarization, description, and the application of descriptive statistics to determine percentages and mean scores. The research findings reveal that: 1) students found inspiration in using literature for language learning and actively engaged in implementing role-playing principles, 2) students expressed high satisfaction levels with reading questions about literary works, indicating proficiency in knowledge, understanding, emotional connection, and the articulation of personal opinions, and 3) the study suggests the need to enhance the ability to select relevant topics, provide clear instructions, foster creativity, integrate vocabulary building, encourage collaborative work, offer constructive feedback, include various roles, and promote reflection and discussion. The research concludes that studying literature through dramatic role-playing can effectively encourage students to comprehend literary works, boost self-confidence, and foster collaboration among students.

**Keywords :** Role-playing, Teaching literary works, Short story, Reading comprehension

### บทคัดย่อ

การเน้นการเรียนรู้ด้วยการอ่านวรรณกรรมโดยผ่านกิจกรรมการสอนการแสดงบทบาทสมมติ เป็นงานวิจัยที่มีวัตถุประสงค์เพื่อ 1) ศึกษาผลลัพธ์ของการแสดงบทบาทละครในการสอนงานวรรณกรรมแก่นักศึกษา 2) สำรวจความพึงพอใจของนักศึกษาต่อการเรียนรู้งานวรรณกรรมโดยการนำเสนอการแสดงบทบาทสมมติแบบละครไปใช้ และ 3) เพิ่มความสามารถทางภาษาของผู้เรียนด้วยการแสดงบทบาทสมมติแบบละคร กลุ่มเป้าหมายมาจากการนักศึกษา ระดับปริญญาตรีที่ลงทะเบียนเรียนวิชาวรรณกรรมสำหรับการสอน ปีการศึกษา 2566 จำนวน 24 คน ด้วยการสัม

แบบเจาะจง โดยใช้แบบสอบถาม แบบทดสอบ และแบบสัมภาษณ์ชนิดกึ่งโครงสร้าง ที่ได้รับความเห็นชอบจากผู้เชี่ยวชาญในการเก็บรวบรวมข้อมูลด้วยการจัดกิจกรรมร่วมกับการสังเกตแบบไม่มีส่วนร่วม และวิเคราะห์ข้อมูลด้วยการสรุปบรรยายความ และใช้สถิติเชิงพรรณนาหาค่าร้อยละและค่าคะแนนเฉลี่ย ผลการวิจัยพบว่า 1) นักเรียนมีแรงบันดาลใจจากการอ่านวรรณกรรมเพื่อการเรียนรู้ภาษา และมีส่วนร่วมดำเนินการตามหลักการแสดงบทบาทสมมติเป็นอย่างมาก 2) นักเรียนมีความพึงพอใจเชิงบวกต่อการอ่านคำถมเกี่ยวกับงานวรรณกรรมที่บ่งบอกถึงความรู้ความเข้าใจ อารมณ์ และการถ่ายทอดความคิดเห็นของตนเอง 3) ความมีการเพิ่มความสามารถในการเลือกหัวข้อที่เกี่ยวข้อง คำแนะนำนำที่ชัดเจน สร้างเสริมความคิดสร้างสรรค์ บูรณาการสร้างคำถม การทำงานร่วมกัน การให้ข้อเสนอแนะเชิงสร้างสรรค์ บทบาทที่หลากหลาย การตื่นตระหนกและอภิปราย ผลการวิจัยชี้ให้เห็นว่า การเรียนวรรณกรรมผ่านการแสดงบทบาท สมมติแบบละคร สามารถกระตุ้นให้นักเรียนเข้าใจขั้นงานวรรณกรรม เพิ่มความมั่นใจในตนเอง และส่งเสริมการทำงานร่วมกันของผู้เรียน

**คำสำคัญ :** การแสดงบทบาทสมมติ, การสอนการอ่านวรรณกรรม, เรื่องสั้น, การอ่านเพื่อความเข้าใจ

## INTRODUCTION

In recent years, a shift has occurred in perceiving literary works not merely as an end in themselves but as a fundamental component and authentic source for language curricula. For English as a Foreign Language (EFL) instructors, teaching literary works carries substantial importance, necessitating a clear communication of the numerous advantages to students. Through reading, students can actively engage with texts, discovering, translating, evaluating, and describing key concepts and topics. An understanding of how these concepts influence both contemporary and historical culture and society, coupled with the fostering of students' moral character and emotional maturity, becomes pivotal in the pedagogy of literary works (Thompson & Evans, 2005, pp. 79-80).

This study focuses on O' Henry's short stories, a rich source offering valuable lessons for future generations. Alcott et al. (2021) explained that O'Henry which was authored by William Sydney Porter under the pseudonym "O. Henry," these short tales, numbering over 250, have gained global recognition. Renowned for employing surprise or twist endings to underscore underlying ironies, O. Henry wrote in a dry, humorous tone. Notably, the fascination with O. Henry's literary components lies in their potential to enhance reading comprehension, expose readers to diverse written terms and phrases, and provide insights into different cultures (Teferra, 2022, p. 9; Heni, 2022, p. 65). Thus, literary works, portraying societal behaviors and lifestyles, are considered significant products of literate culture. In an EFL context, their use is crucial, offering students opportunities to explore various perspectives, broaden their outlook, and unintentionally instill values of diversity and morality (McKay, 2001, p. 78). In contexts where English is seldom used in daily conversations, literary works serve as essential teaching tools by exemplifying language usage in context (Teferra, 2022, p. 8). Whether comprising short stories

or novels, the essence of teaching literary works lies in cultivating the creative process (McKay, 2001, p. 79). Commencing with the creative process, educators guide students through story development, addressing complex problems, reaching a climax, and concluding. Effective teaching is ideally supported by students who display a genuine interest and willingness to delve into literature (Hall, 2005).

The module aims to equip second-year English-major students at Nakhon Ratchasima Rajabhat University with a foundational understanding of various literary genres, enhance their reading proficiency, and familiarize them with notable authors, poets, and representative works, contributing to a broader comprehension of life and humanity. By engaging in self-study and participating in classroom presentations, students will hone their skills in translating and analyzing information embedded in literary works, concurrently boosting their confidence in using English and refining their collaborative and teamwork abilities.

## RESEARCH OBJECTIVES

1. To investigate the effects of drama role-playing in teaching literary works on the reading comprehension skills of university students
2. To explore students' satisfaction with learning literary works by implementing drama role-playing through questionnaire and interview
3. To increase students' language abilities through dramatic role-playing

## RESEARCH BENEFITS

1. The use of drama role-playing focusing on reading literary works can promote university students' comprehension of the elements of literary works.
2. The findings would be useful for teachers of literary works or related courses who tend to increase students' reading comprehension and English-speaking ability.

### Literature Review

#### O. Henry's Short Stories

O. Henry's storytelling brilliance lies in his artful use of charming and ironic twist endings, so iconic that narratives with surprising turns are colloquially labeled "O. Henry stories." Unlike macabre endings in works like Shirley Jackson's "The Lottery," O. Henry's twists evoke endearment, humor, and irony (Alcott et al., 2021; Henry, 2020). Exemplifying this style is the renowned narrative "The Gift of the Magi," where O. Henry's masterful storytelling transforms a potentially tragic plot into a heartwarming tale. Centered on a financially constrained couple unable to afford Christmas presents, the husband sells his cherished pocket watch to buy a brooch for his wife's hair, while she sacrifices her long hair to purchase a chain for his watch (Henry, 2020).

Additionally, Salayo and Lontoc-Macam's (2019, p. 158) exploration of character delineation in O. Henry's works, focusing on the transitivity system, reveals material processes as dominant, emphasizing characters' actions and transformative impact, demonstrating the effective teaching of literature, particularly character development, through the transitivity system.

### **Teacher's Approaches in the Teaching of Literary works at university**

Short, Day, and Schroeder (2023) stated that teacher's approaches to the teaching of literary works were the perspective challenges the suitability of fiction or literary works for language instruction. However, proponents of using literature highlight its stimulating and motivating impact in EFL/ESL courses. Consequently, many countries have reintegrated literary texts into their study programs and curricula, acknowledging the potential benefits of literature in language education. Also, Carter, and Long (1991) outlined three literature teaching models: the Cultural Model, treating literature as teacher-centered facts; the Language Model, using language teaching strategies for linguistic goals; and the Personal Growth Model, focusing on language use in specific cultural contexts. These models are integrated into six teaching approaches: Language-Based, Paraphrastic, Information-Based, Personal-Response, Moral-Philosophical, and Stylistic. Teachers should embrace an interactive, student-centric approach to literary comprehension (Short, Day, & Schroeder, 2023).

Furthermore, Hikida et al. (2019) stated that teachers undergo systematic training in an integrative pedagogical paradigm that blends theoretical knowledge with practical competencies for teaching reading processes. Pedagogical programs delve into theoretical foundations like literacy development, reading theories, and cognitive mechanisms central to comprehension. This theoretical acumen forms a foundational framework for teachers to make judicious decisions in instructional methodologies. Ayu and Aminatun (2021) revealed that teacher preparation includes supervised teaching practice, allowing prospective instructors to apply acquired theories in authentic classroom contexts, implement reading strategies, cater to diverse learner needs, and navigate instructional materials.

### **Reading Prose Comprehension for University Students**

Mastering prose comprehension is pivotal for university students, forming the cornerstone of academic success (Peregoy & Boyle, 2008; Shahid & Khurram, 2021, p. 8). This skill involves understanding and interpreting non-poetic written passages, demanding more than grasping literal meanings. Students must delve into deeper levels, making inferences, recognizing implicit ideas, and critically evaluating arguments (Abrosimova et al, 2019, p. 110; Cahyani, Syahrir, & Puspa sari, 2023, p. 67). Purposeful reading, active strategies like annotation, and fostering critical thinking, note-taking, vocabulary, disciplinary awareness, time management, collaborative learning, and metacognition contribute to a sophisticated approach at the university level (Hutahaean & Ali, 2022, pp. 33-34; Lovrovic & Kolega, 2021, p. 115; Gopal & Mahmud, 2019).

## **Drama Role-playing**

Drama role-playing serves as a vital practical tool, stimulating ideas, thoughts, and feelings for knowledge communication and skill development (Amir et al., 2020; Karaosmanoğlu et al., 2022; Negara, 2021). Its pedagogical value, rooted in problem-solving and conflict resolution (Maley & Duff, 1978), influences others' thinking (Peregoy & Boyle, 2008). In literary works, it inspires emotions and ideas to convey information and life experiences (Franchisca, 2021, p. 49). Role-playing fosters engagement, language learning, communication skills, and student motivation (Amirkhanova & Bobyreva, 2020; Ladousse, 2004), driving innovation, activity planning, and logical thinking. Intrinsic and extrinsic elements, including character, characterization, motivation, conflict, event, plot (setting and place), underscore its impact (Amir et al., 2020; Karaosmanoğlu et al., 2022).

Yulistia, Firdaus, and Maulidah (2021, pp. 115-117) followed those ideas through their study, they investigated the impact of employing role-playing methods on student learning outcomes in Indonesian subjects. The results revealed a significant positive effect of the role-playing method on learning outcomes, as evidenced by pre-test and post-test scores in the class XI drama material at SMK Ma'arif Nu Mantup. Also, Nguyen (2021, pp. 306-307) studied the scarcity of research on using role-playing in teaching English literature in Vietnam. Involving 100 senior English majors, it explores Pre, While, and Post activities, revealing enhanced interest and appreciation for literary works in Van Lang University's curriculum.

### **Benefits of Drama Role-playing in Teaching Literary Works**

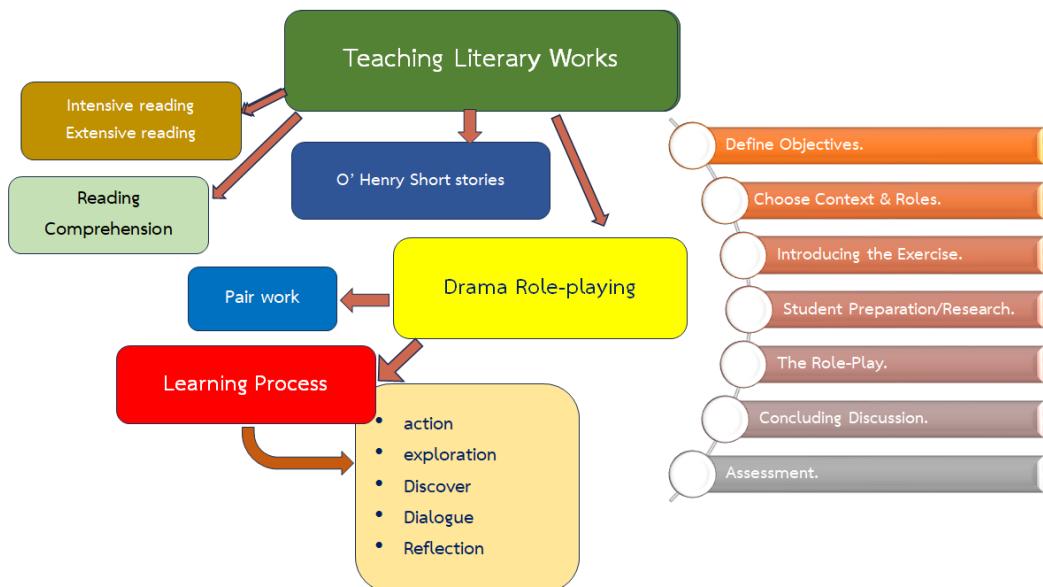
The benefits of implementing drama techniques in English language teaching. It also focuses on the means and strategies of creating a learner-centered classroom to enhance English as Foreign Language learners' communication skills (Bessadet, 2022, p. 527; Negara, 2021, p. 33). Drama role-playing combines thought, language, and feeling in a range of energetic and creative ways (Amir et al., 2020; Hutahaean & Ali, 2022), although there are recognizable practices in the drama that students might acquire, reaching new understandings implies a creative and personal involvement, fostering deeper understanding, cultivating critical thinking, promoting experiential learning, and enhancing communication skills.

This effective strategy engages students, making learning enjoyable and memorable, and catering to diverse learning styles (Berdiyeva, 2023, p. 89). Through drama role-playing, students were motivated to read and find more understanding of the content of the literary work (Amirkhanova & Bobyreva, 2020, p. 98). Therefore, students have enough knowledge to relate to themselves and answer the given questions. Answering self-related questions enables students to develop creative thinking skills and see the world in a multidimensional way. Students can also learn more about a culture by exploring the storyline, widening their vocabulary range, and developing their speaking skills during presentations.

Teaching literature through role-play not only enhances student engagement and comprehension but also nurtures critical thinking, creative expression, empathy, and refined language skills, establishing a collaborative learning environment. Acknowledged as an effective EFL method, simulation/role-playing, endorsed by Campos et al. (2022), Amirkhanova and Bobyreva (2020), and Karaosmanoğlu et al. (2022), facilitates interactive language acquisition, boosting communication skills and student motivation. Irkinovich (2022) underscores the educational focus on utilizing role-playing in universities, tailoring games to students' language proficiency and group knowledge. This article emphasizes the significant utility of role-playing games in solidifying knowledge and facilitating foreign language learning for professional purposes. Supported by Amir et al. (2020) and Astri et al. (2020), this multi-sensory approach transcends subjects, appealing to diverse intelligences and learning styles, fostering real-world connections, improving comprehension, and enhancing retention.

### Research Framework

This research framework was created by derived from the literature review above and synthesizing and summarizing concepts related to teaching literary works for students' comprehension through drama roleplaying shown in figure 1.



**Figure 1** Conceptual Framework of Teaching Literary Works for Students' Comprehension through Drama Roleplaying

## RESEARCH METHODOLOGY

The population of this study's focal demographic comprises conventional undergraduate students enrolled at Nakhon Ratchasima Rajabhat University during the academic year 2022, constituting a cumulative population of 10,919 individuals (Academic Promotion and Registration office, Nakhon Ratchasima Rajabhat University, 2022). The identification of the target cohort was deliberate and not contingent upon probability considerations. Employing a purposive selection approach, 24 students, specifically enrolled in the academic course titled "Literary Works for Teacher of English" during the first semester of the Academic Year 2023, were designated as research participants. To represent the target group sequentially based on English alphabetical order, each participant is denoted by a distinct name and code, specifically referred to as student A through student X.

The research tools used are questionnaires (percentage analysis), tests that contained a question based on a 10-point Likert scale where items ranged from 1 (Strongly disagree) to 10 (Strongly agree) (Roy, 2020) and semi-structured interviews. A key question explored whether students considered role-play useful and the extent to which they benefited from it.

Data collection involved organizing classroom activities, pairing students to read and present on selected literary works. The curriculum, encompassing literature theory, comprised four weekly lessons, equating to 3 credits. Half the lessons were dedicated to theory and self-study. The design aimed to enhance literary understanding and encourage extensive reading. Interviews provided data, analyzed through content analysis for satisfaction assessment. Descriptive statistics, images, tables, and descriptions communicated research findings.

## RESEARCH RESULTS

The research on improving university students' understanding of literary works via drama role-playing shows the research results according to the following research objectives.

1. To investigate the effects of drama role-playing in teaching literary works on the reading comprehension skills of university students shown in figure 2.



**Figure 2** Drama role-playing in teaching literary works to university students

Figure 2, demonstrates that students are extremely motivated when exposed to literary texts for language acquisition, especially when they are exposed to what they genuinely appreciate. All of them took part in roleplays organized and conducted according to the above-presented principles. There were 10 pairs out of 12 pairs selected 'The Gift of Magi' to conduct their drama role-playing, one selected "The Last Leaf" and one was 'After Twenty Years'. Ten pairs gave the reason why 'The Gift of Magi' was chosen, it was because they love the storyline that spouses do not have money but try to make each other creditable gifts for Christmas. Everyone in the world has some precious possessions; these are what Della and Jim have.

Despite their financial struggles, both characters sacrifice their most cherished possessions for meaningful gifts. O. Henry skillfully employs language to depict life's poverty and misery while conveying deep emotions. The analysis underscores O. Henry's message about the true worth of love and human connections. The story, though seemingly somber, serves as a commentary on love's genuine meaning and sacrifice. It emphasizes that meaningful gifts express love and devotion, transcending materialism. The participants demonstrated the ability to distinguish between reading literary works and role-playing, using language and gestures fitting for characters, understanding character attitudes, accepting others' roles, questioning and challenging in character, developing characters to enhance drama, and expressing ideas and feelings through dialogue.

2. To explore students' satisfaction with learning literary works by implementing drama role-playing, the Interviews were used as a research tool. The student's improvement in effective reading literary works and drama-roleplaying is shown. The interview responses show that students gave similar responses to questions on drama-roleplaying. In general, students responded positively to reading literary works questions, which imply cognitive, affective, and transfer gains. From

their comments it can be inferred that the drama-roleplaying component had helped to improve their reading ability, thus the results explained that students had improved their understanding of literary works reading through drama-roleplaying.

76% reported improvement in comprehension.

65% reported improvement in reading literary works and general reading proficiency.

90% reported an increase in their knowledge of the elements of literature and vocabulary.

78% transferred reading improvements to the reading of other sources of literary works, such as poems, poetry, and novels.

63% increased the literary work reading habits and improved the use of the elements of literature.

At the end of the semester, an anonymous survey was conducted that the research results are shown in Table 1.

**Table 1** Questionnaires of students' opinions toward the drama rolplays

Questionaries	Average point
1. Do you find drama roleplays useful?	9.25
2. In what ways did you gain the benefit from the drama role-playing?	9.56
3. What drawbacks did you find in the drama role-playing?	8.62
4. In your experience, has the use of drama roleplays impacted your understanding and engagement with the subject matter?	9.10
5. Were there any challenges or limitations you encountered while participating in drama role-playing activities?	9.20
6. Considering your overall academic experience, do you believe drama roleplays have contributed to your comprehension and retention of the subject matter in comparison to traditional teaching methods?	9.65
7. Reflecting on the benefits and drawbacks you have identified; can you suggest specific strategies or modifications that could optimize the use of drama role-playing in the learning process?	9.40
8. In your opinion, could educators integrate drama roleplays more effectively into the curriculum to address potential challenges and ensure a positive impact on students' learning outcomes?	9.28
Total Average Score	9.37

Table 2 found that Twenty-four students rated their agreement with a statement, averaging 9.37 points. Interviews revealed insights crucial for teaching literature and drama role-playing. Students displayed mature, professional reflection on their performances. Researchers, selected for interest and willingness, achieved high interactive proficiency levels. Role-playing emerged as a tool for enhancing reading comprehension, as noted by interviewees invested in the subject., the following answers were recorded:

*“...Role-plays are excellent for developing fluency and spontaneity ...”* (Student A, Interview, February 16, 2023)

*“...The role-plays that were used varied not only in length but, naturally, in time management, necessary preparation, and post-task discussion...”* (Student B, Interview, February 16, 2023)

*“...This course is very different from any course I’ve ever taken at uni before, and the learning experiences that come of it are worth more than other courses I’ve taken, where I developed talents and had to challenge myself in ways that I had not done before...”*

(Student C, Interview, February 16, 2023)

*“...It was a great improvisational class; it was a real open scenario. Every class we had was an experiment and a process of exploration, and all of us had a hand in self-studying and extensive reading, whose results came out positive...”* (Student D, Interview, February 16, 2023)

*“...The course required us to be adaptable, creative, inventive and independent...”* (Student E, Interview, February 16, 2023)

*“...For me, this course helped me to actually imaginatively understand a text better...”* (Student F, Interview, February 17, 2023)

*“...It can build the opportunity for creativity, social interaction I have with friends, and exploration of different perspectives. It allows them to immerse themselves in fictional worlds. This can increase self-confidence and a willingness to take on new challenges...”*

(Student G, Interview, February 17, 2023)

*“...I think roleplaying encourages creativity and imaginative thinking. It allows me to step into different roles and explore various scenarios, fostering the development of a creative mindset...”*

(Student H, Interview, February 17, 2023)

3. To increase students' language abilities through dramatic role-playing, dramatic role-playing can be an effective and engaging way to enhance students' language abilities. Here are strategies to achieve this research objective: 1) Choose Relevant Topics: Select themes and scenarios that are relevant and interesting to the students. This can increase their motivation to participate and communicate, 2) Provide Clear Instructions: Clearly explain the roles, goals, and rules of the role-playing activity. This helps students understand their tasks and reduces confusion, 3) Encourage Creativity: Allow students to use their imagination when developing

characters and scenarios. This promotes creative thinking and vocabulary expansion, 4) Integrate Vocabulary Building: Incorporate specific vocabulary or language structures into the role-playing scenarios. This helps students practice and reinforce new words or grammar concepts, 5) Peer Collaboration: Assign roles to small groups, encouraging students to work together. This promotes communication, collaboration, and the exchange of language skills among peers, 6) Provide Feedback: Offer constructive feedback on language use, pronunciation, and overall communication. Positive reinforcement and guidance can enhance students' language development, 7) Variety of Roles: Rotate roles within a group so that each student gets a chance to play different characters. This diversifies their language experiences and encourages adaptability, 8) Reflect and Discuss: After the role-playing activity, engage students in a reflection and discussion session. This provides an opportunity for them to share their experiences, learn from one another, and receive additional feedback.

## DISCUSSION

Even though drama reaches students of multiple intelligences, activities related to the step-by-step implementation of drama role-playing remain unexplored. This article initially explores the effectiveness of drama role-playing activities to overcome the difficulties encountered in the author's literary works course. After deepening on the themes, storylines, characters, points of view, symbols, and allegory, the teacher undoubtedly enables the students to better conceptualize their environment and find their own answers, enhancing the abilities and insights they will require while resolving issues on their own. Through dramatizations and role plays, students have a strong preference to sympathize and empathize with others, which helps them create rapport. They also have the propensity to negotiate issues and find solutions, which helps them feel like working and collaborating with others. which according to O. Henry's narratives exhibit a readability marked by a discernible emphasis on plot and character development, rendering them accessible and engaging to a wide readership (Henry, 2020), by the incorporation of creative learning approaches involves the deployment of strategies that enrich vocabulary, stimulate imagination, enhance motivation, and facilitate comprehension of dialogue within literary works (Nguyen, 2021).

The survey was conducted together with the students' interview to find out their opinions about the drama role-play activity and thereby facilitate them to share the steps they found the most rewarding. This was find out their opinions about the drama role-play activity and thereby facilitate them to share the steps they found the most rewarding and explain why they found the activity useful, which Amir et al. (2020) and Hutahaean and Ali (2022) explained that drama role-playing combines thought, language, and feeling in a range of energetic and

creative ways, also the study of Irkinovich (2022), her focus lies on utilizing role-playing in universities to promote students' extensive use of a foreign language in class. She emphasized the importance of tailoring role-playing games to the student's language skills and group knowledge level.

Instilling a sense of tolerance through literature. Personal and emotional immersion in learning enhances motivation, stimulating intellectual and psychological growth. Literary works serve to liberate students from teacher-centered environments, encouraging independent learning preferences. Advancing from literal understanding to inferential engagement, students speculate on characters, settings, and themes. Teacher preparation involves supervised practice, enabling instructors to apply theories, implement strategies, address diverse needs, and navigate instructional materials (Nuttall, 1996, p.78; Ayu & Aminatun, 2021).

### **Limitations of the Study**

However, there are two significant restrictions to take into account, the first is that thorough instruction should represent the teacher's responsibility for supporting the students while they perform, and the second is how interview data that is based on student views is limited. Therefore, this initiative creates the foundation for more action research activities. Based on the findings, changes might be made and additional pedagogical methods could be used to raise the standard of English literature teaching and learning in the context of using EFL.

## **SUGGESTIONS**

The use of literary works in the EFL classroom enables students to explore the linguistic and conceptual aspects of the written text without concentrating on the mechanics of language. The dramatization of literary works is a powerful tool in stimulating learning while acquiring a second language because the students become intellectually, and emotionally involved in the target language within the framework of the new culture. Dialogue provides students with a dramatic script. Students use the target language for specific purposes, language is more easily internalized, and therefore, language is remembered. Thus, drama role-playing activities are not separate activities, and they must be led by other activities such as introducing the author and the literary work, presenting the plot, and watching movies. These activities help students in the presentation group, and the whole class better understand the work and the theme before the performance to have appropriate feedback. The inventiveness of students is enhanced via role-playing performances, which also increase engagement. The fact that it fosters a setting in which pupils' linguistic abilities may be developed and exercised is the most noteworthy aspect that should be taken into consideration.

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