

**INVESTIGATING TACTILE LEARNING IN DRAMA:
IMPACT ON ENGLISH VOCABULARY AND
STUDENTS' ENGAGEMENT
(A Case Study at Eighth Grade Students of
SMPIT Khairunnas Kota Bengkulu)**

T H E S I S

Submitted as a Partial Requirements for the degree *Sarjana
Pendidikan* (S.Pd) in English Study Program



**AMRINA SIHOMBING
SRN. 2111230060**

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TADRIS
STATE ISLAMIC UNIVERSITY OF FATMAWATI
SUKARNO BENGKULU
2025**

**INVESTIGATING TACTILE LEARNING IN DRAMA:
IMPACT ON ENGLISH VOCABULARY AND
STUDENTS' ENGAGEMENT**
(A Case Study at Eighth Grade Students of SMPIT Khairunnas Kota Bengkulu)

THESIS

**Submitted as a Partial Requirements for the degree *Sarjana
Pendidikan* (S.Pd) in English Study Program**



AMRINA SIHOMBING
SRN. 2111230060

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TADRIS FACULTY
FATMAWATI SUKARNO STATE ISLAMIC
UNIVERSITY OF BENGKULU
2025**



**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU**

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telp. (0736) 51276-51171-51172-53879. Fax. (0736) 51171-51172
Website: www.iainbengkulu.ac.id

PRONOUNCEMENT

I have been marked below:

Name : Amrina Sihombing
SRN : 2111230060
Study Program : English Study Program
Faculty : Tarbiyah and Tadris

I hereby sincerely state that the thesis titled: **“Investigating Tactile Learning In Drama: Impact On English Vocabulary And Students’ Engagement (A Case Study At Eighth Grade Students Of SMPIT Khairunnas Kota Bengkulu)”** is my real masterpiece, the things out of my masterpiece in this thesis are signed by citation and referred in the bibliography, if later proven that may thesis has discrepancies, i am willing to take the academic sanction in the form of refealing my thesis and academic degree.

Bengkulu, 2025



Amrina Sihombing
SRN. 2111230060

**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU**

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telp. (0736) 51276-51171-51172-53879, Fax. (0736) 51171-51172
Website: www.iainbengkulu.ac.id

RATIFICATION

This is to certify the thesis entitled : **Investigating Tactile Learning In Drama: Impact On English Vocabulary And Students' Engagement (A Case Study At Eighth Grade Students Of Smpit Khairunnas Kota Bengkulu)** By Amrina Sihombing (2111230060) has been approved by the board of Thesis Examiners as the requirement for the degree of Sarjana Pendidikan in English Education Program.

Chairman

Prof. Dr. A. Suradi, M.Ag

NIP.197601192007011018

Secretary

Yashori Revola, M.Pd

NIP.199008032023211015

Examiner I

Fera Zasrianita, M.Pd

NIP.197902172009122003

Examiner II

Hanura Febriani, M.Pd

NIP.199002142020122004

Bengkulu, August 2025

Approved by the Dean of Islamic and Tadris Faculty

Dr. H. Mus Mulvadi, M. Pd

NIP.197005142000031004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU**

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211

Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172

Website: www.uinfasbengkulu.ac.id

ADVISORS SHEET

Subject : Amrina Sihombing

SRN : 2111230060

**To : The Dean Of Tarbiyah And Tadris Faculty UINFAS
Bengkulu**

Assalamualaikum Wr.Wb

After reviewing, providing guidance, and making necessary
corrections, we, as the supervisors, we state that the thesis of:

Name : Amrina Sihombing

SRN : 2111230060

**Title : "Investigating Tactile Learning In Drama:
Impact On English Vocabulary And
Students' Engagement (A Case Study At
Eighth Grade Students Of SMPIT
Khairunnas Kota Bengkulu)"**

**Has Already Fulfilled The Requirements To Be Presented
Before The Board Of Examiners(Munaqosyah) To Gain Bachelor
Degree In English Education. Thank You For The Attention.**

Bengkulu,

2025

First advisor,

Second advisor,

Fera Zasrianifa, M.Pd

Andriadi, M.A

NIP.197902172009122003

NIP.198402212019031001



**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU**

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telp. (0736) 51276-51171-51172-53879. Fax. (0736) 51171-51172
Website: www.iaibengkulu.ac.id

LEMBAR PENGESAHAN PEMBIMBING

**Pembimbing I dan Pembimbing II menyatakan skripsi yang
ditulis oleh:**

Nama	: Amrina Sihombing
NIM	: 2111230060
Jurusan Prodi	: Tadris Bahasa Inggris
Semester	: VIII
Fakultas	: Tarbiyah dan Tadris

**Skripsi yang berjudul: “Investigating Tactile Learning In
Drama: Impact On English Vocabulary And Students’
Engagement (A Case Study At Eighth Grade Students Of
SMPIT Khairunnas Kota Bengkulu)” telah dibimbing,
diperiksa dan diperbaiki sesuai dengan saran Pembimbing I dan
Pembimbing II. Oleh karena itu, skripsi tersebut sudah
memenuhi persyaratan untuk ujian munaqosyah.**

Bengkulu, 2025

Pembimbing I

Pembimbing II

Fera Zasrianita, M.Pd

Andriadi, M.A

NIP.197902172009122003

NIP.198402212019031001



**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU**

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211

Telp. (0736) 51276-51171-51172-53879. Fax. (0736) 51171-51172

Website: www.iainbengkulu.ac.id

PERSETUJUAN SKRIPSI

Judul : Investigating Tactile Learning In Drama:
Impact On English Vocabulary And Students'
Engagement (A Case Study At Eighth Grade
Students Of SMPIT Khairunnas Kota
Bengkulu)
Nama : Amrina Sihombing
NIM : 2111230060
Program Studi : Tadris Bahasa Inggris
Jurusan : Tadris
Fakultas : Tarbiyah dan Tadris

Bengkulu, 2025

Disetujui oleh,

Pembimbing I

Pembimbing II

Fera Zasrianita, M.Pd

Andriadi, M.A

NIP.197902172009122003

NIP.198402212019031001

**Mengetahui,
Ketua Jurusan Pendidikan Bahasa**

Muhammad Hidayaturrahman, M.Pd

NIP.197805202007101002

MOTTO

لَا يَكْلَفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

(Q.S Al-Baqarah:286)

The merit in action lies in finishing it to the end

(Genghis Khan)



DEDICATION

Alhamdulillah rabbi'l'alam, The researcher would like to dedicated this thesis to:

1. Allah SWT, as the only one God, the researcher would like to say Alhamdulillahirobbil'alam, there is no word which can describe how grateful I am for every mercy, healthy, and happiness on my way finish this thesis.
2. My beloved parents, My Father Bincar Sihombing I love you more than you can see and I promise i will do the best for you Insya Allah and My mother who gave birth to me Latifa Hanum Siregar, and my mother Ermina Siregar, who have cared for, educated, and raised me with endless love and affection. Thank you beyond words to my beloved parents for your prayers, struggles, sacrifices, and tireless devotion for your child. May Allah always bless you, in this world and in the hereafter.
3. To all my brothers: Abang Habibullah Sihombing, S.Pd., Abang Muhammad Ebin Rajab Sihombing, M.Ag., Sabaruddin Sihombing, Bangkit Tua Sihombing, Muhammad Ade Fitrah Sihombing, and the youngest Muhammad Fadhil Sihombing. And to my sister in law, Ellis Mariana Siregar, A.Md.Keb. May we, as brothers, always be surrounded by goodness and never lose the bond of love and affection between us.
4. My supervisor, Fera Zasrianita, M.Pd and supervisor II Andriadi, M.A. Thank you very much for your suggestion, corrections, and ideas during the process of writing this Thesis.
5. All of the lectures of English study program who had taught the researcher during studying at UIN Fatmawati Sukarno Bengkulu
6. To All Ustadz-ustadzah of Ma'had Al-Jami'ah, Universitas Islam Negeri Fatmawati Sukarno Bengkulu—Ustadz Rozian Karnedi, M.Ag, Ustadz Dr. Kurniawan, M.Pd, Umi Esti Wahyu Kurniawati, M.Pd, and Ustadzah Usmi Laila, S.Sos,

M.Ag—who have guided me with their wisdom, care, and life lessons, helping shape the person I am today.

7. To all santri and santriwati of Ma'had Al-Jami'ah, Universitas Islam Negeri Fatmawati Sukarno Bengkulu, who have become like family to me and taught me many meaningful lessons about the essence of life.
8. Especially to my friends in Al-Ittizan Generation 2021, thank you for all the beautiful stories, friendship, and extraordinary togetherness. I am proud to be a part of you. I hope we continue to maintain and bring blessings into our lives.
9. To all my friends Demi, Prima, Silka, Eliza, Naza, Vera, Windia, sarah, Delly, and Nenti, thank you so much for your motivation, companionship, support, and for listening to my struggles throughout this bachelor's degree journey. I hope we all succeed in this world and the hereafter.
10. To my younger roommates Kusmiati, Fatmawati, Angelina, Farhatunnisa, Tera, and Nadia, thank you for the moments we've shared together. Thank you for being witnesses to the journey of this thesis.
11. Thank you also to Ayuk Harnani Juwita Sari, S.Pd, and Miss Chindy Yulia Permata Sari, M.Pd who have helped and supported me from the beginning of my studies until now.
12. My beloved friends from B class 2021, KKN Enggano, and PLP II.
13. My almamater UINFAS Bengkulu
14. All of the people around me life whom could be not be mentioned one by one by me who has given a big inspirations, motivations, do'a for me.
15. Imadiksi KIP-K, thank you for helping me realize my dream, enabling me to complete my bachelor's degree successfully.
16. Lastly, for my self thank you for never giving up even tough every time cry, i hope my future partner will be proud of me.

ABSTRACT

Amrina Sihombing, SRN: 2111230060. Title of Thesis: “Investigating Tactile Learning In Drama: Impact On English Vocabulary And Students’ Engagement (A Case Study At Eighth Grade Students Of Smpit Khairunnas Kota Bengkulu)”. Thesis, Study Program of Tadris Bahasa Inggris, Tarbiyah and Tadris Faculty. Supervisors: 1. Fera Zasrianita, M.Pd 2. Andriadi, M.A.

Research on English vocabulary acquisition has been extensively conducted; however, studies focusing on young learners and their engagement in learning remain limited. This study addresses this gap by investigating the impact of tactile learning through drama activities on English vocabulary acquisition and student engagement among eighth-grade students at SMPIT Khairunnas, Bengkulu. The research aims to assess both the effectiveness of drama-based tactile learning in enhancing vocabulary mastery and the level of student engagement in the learning process. A case study design with a mixed-methods approach was employed. Data were collected through interviews, focus group discussions (FGDs), observations, vocabulary tests, and documentation. A total of 87 students participated in this study. The findings reveal that tactile learning through drama significantly improves vocabulary acquisition. Pre-test results indicated that most students performed poorly (mean score: 51.34), while post-test scores showed a substantial improvement (mean score: 79.60). Students demonstrated increased motivation, active participation, and greater confidence in using English. Notably, students who previously relied on scripts began to speak more spontaneously. Furthermore, 88.74% of respondents reported increased engagement, and 91.41% stated that this method helped them better understand the learning process and boosted their confidence. Engagement was evident across emotional, cognitive, and behavioral dimensions. These findings suggest that drama-based tactile learning is an effective and enjoyable strategy for enhancing vocabulary acquisition and fostering learner engagement in English language instruction.

Keywords: *Tactile Learning, Drama, Vocabulary, Students’ Engagement*

ABSTRAK

Amrina Sihombing, NIM : 2111230060. Judul skripsi : “Menelusuri Pembelajaran Taktil dalam Drama: Dampaknya terhadap Penguasaan Kosakata Bahasa Inggris dan Keterlibatan Siswa (Studi Kasus pada Siswa Kelas VIII SMPIT Khairunnas Kota Bengkulu)”. Skripsi, Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris.

Pembimbing: 1. Fera Zasrianita, M.Pd 2. Andriadi, M.A.

Penelitian mengenai penguasaan kosakata bahasa Inggris telah banyak dilakukan, namun keterlibatan pembelajar muda dalam proses pembelajaran masih jarang menjadi fokus kajian. Studi ini bertujuan untuk menganalisis dampak pembelajaran taktil melalui kegiatan drama terhadap penguasaan kosakata bahasa Inggris serta mengukur tingkat keterlibatan siswa kelas VIII di SMPIT Khairunnas Kota Bengkulu. Penelitian ini menggunakan desain studi kasus dengan pendekatan mixed methods. Data dikumpulkan melalui wawancara, diskusi kelompok terfokus (FGD), observasi, tes kosakata, dan dokumentasi. Sebanyak 87 siswa menjadi partisipan dalam penelitian ini. Hasil penelitian menunjukkan bahwa pembelajaran taktil berbasis drama secara signifikan meningkatkan penguasaan kosakata siswa. Nilai pre-test menunjukkan sebagian besar siswa berada pada kategori rendah (rata-rata 51,34), namun setelah penerapan metode ini, hasil post-test meningkat secara signifikan (rata-rata 79,60). Siswa tampak lebih aktif, termotivasi, dan percaya diri dalam menggunakan bahasa Inggris; mereka yang sebelumnya bergantung pada teks mulai berbicara secara spontan. Sebanyak 88,74% siswa menyatakan metode ini meningkatkan keterlibatan mereka, sementara 91,41% menyebutkan bahwa pendekatan ini membantu pemahaman dan meningkatkan kepercayaan diri. Keterlibatan siswa tercermin dalam tiga dimensi utama: emosional, kognitif, dan perilaku. Temuan ini menyimpulkan bahwa pembelajaran taktil berbasis drama merupakan strategi yang efektif dan menyenangkan untuk meningkatkan penguasaan kosakata serta keterlibatan siswa dalam pembelajaran bahasa Inggris.

Kata Kunci: *Pembelajaran Taktil, Drama, Kosakata, Keterlibatan Siswa*

ACKNOWLEDGEMENT

Allhamdulillah, All praise the researcher, pray for the presence of Allah SWT, for the abundance of His grace and guidance as well as Shalawat and greetings to the Prophet Muhammad SAW In order that the researcher can make a research thesis with the title” Investigating Tactile Learning In Drama: Impact On English Vocabulary And Students’ Engagement (A Case Study At Eighth Grade Students Of Smpit Khairunnas Kota Bengkulu). The researcher realizes that in making this thesis it will not be carried out without the help of all parties, on this occasion the researcher would like to express her deep gratitude to the honorable:

1. Dr. H. Zulkarnain Dali, M.Pd, the Rector of the State Islamic University of Fatmawati Sukarno Bengkulu.
2. Mr. Mus Mulyadi, M.Pd as Dean of the Tarbiyah and Tadris Faculty
3. Fera Zasrianita, M.Pd as the main supervisor
4. Andriadi, M.A as the accompanying supervisor
5. The lecturers and staff of the Faculty of Tarbiyah and Tadris at UIN Fatmawati Sukarno Bengkulu, who have guided and provided valuable knowledge throughout the writer’s studies at this university.
6. All existing lecturers in the English language education environment

7. All parties who have assisted in the preparation of this thesis

The researcher realizes that there are still many shortcomings and mistakes in writing this thesis. For this reason, the researcher expect constructive criticism and suggestions from readers. Finally, the researcher thank all the support and assistance In order that this proposal can be well structured

Bengkulu, 2025



Amrina Sihombing
SRN. 2111230060

TABLE OF CONTENTS

COVER	i
PRONOUNCEMENT	ii
RATIFICATION	iii
ADVISOR SHEETS	iv
LEMBAR PENGESAHAN PEMBIMBING	v
PERSETUJUAN SKRIPSI.....	vi
MOTTO	vii
DEDICATION.....	viii
ABSTRACT.....	x
ABSTRAK	xi
ACKNOWLEDGEMENT	xii
TABLE OF CONTENT	xiv
APPENDICES	xvii
LIST OF TABLE	xix
CHAPTER I INTRODUCTION.....	1
A. The Background of Research	1
B. The Identification of Problems.....	8
C. Limitation of the Problem	9
D. Research Questions	9
E. The Purposes of the Reseach	10
F. The Significants of the Research.....	11
G. Operational Defiinitions of Key Terms	12
CHAPTER II LITERATURE REVIEW	14
A. Tactile Learning in Education	14
1. Definition of Tactile Learning in Education.....	14
2. The Impact of Tactile Learning on the Learning Process.....	18
3. The Effectiveness of Tactile Learning in	

English Language Acquisition.....	20
B. Drama in Language Teaching.....	22
1. Definition of Drama.....	22
2. The Use of Drama as a Teaching Method in English Language Classrooms.....	26
3. The Benefits of Drama in Enhancing Vocabulary Mastery	29
C. Teaching English Vocabulary	32
1. Definition of Vocabulary	32
2. Effective Strategies and Methods for Enhancing Vocabulary in English Language Teaching	35
3. Various Approaches to Vocabulary Learning, Including Traditional and Innovative Methods	38
D. Student Engagement in Language Learning	41
1. Definition of Student Engagement	41
2. Factors Affecting Student Engagement in the Language Classroom	44
3. Teaching Methods and Approaches to Enhance Student Engagement	47
E. Integration of Tactile Learning and Drama Methods .	50
1. Tactile Elements and Drama Activities in English Language Teaching.....	50
2. Implications of Integrating Tactile Learning and Drama Methods	52
3. The Use of Tactile Techniques in Drama Activities	

and Their Impact on Learning Outcomes	55
F. Theoretical Framework	58
G. Some Related Previous Studies	61
CHAPTER III RESEARCH METHOD	65
A. Research Design	65
B. Population and Sample	67
C. Research Instrument	68
D. Data Collecting Technique	77
E. Data Analysis	79
CHAPTER IV RESULT AND DISCUSSION	86
A. Result	86
B. Discussion	111
CHAPTER V CONCLUSION AND SUGGESTION	124
A. Conclusion	124
B. Suggestion	125
REFERENCES	

APPENDICES

- Appendix 1 : Preliminary Research Interview Instrument
- Appendix 2 : Preliminary Research Interview Result With The English Teacher
- Appendix 3 : Focus Group Discussion (FGD) Interview Instrument Grid
- Appendix 4 : Focus Group Discussion (FGD) Interview Instrument
- Appendix 5 : Transcription Of Student FGD Result
- Appendix 6 : Reading And Taking Notes (Memoing) On FGD Result
- Appendix 7 : Describing, Classifying, And Interpreting The FGD Result
- Appendix 8 : Observation Instrument Grid
- Appendix 9 : Observation Instrument
- Appendix 10 : The Result From Classroom Observation
- Appendix 11 : Observation Result Of Class 8A-8D
- Appendix 12 : Questionnaire Instrument Grid
- Appendix 13 : Questionnaire Instrument
- Appendix 14 : Questionnaire Data Tabulation
- Appendix 15 : Frequency Of Responden
- Appendix 16 : Short Plays
- Appendix 17 : Vocabulary Test Instrument Grid
- Appendix 18 : Vocabulary Test Instrument

- Appendix 19 : Key Answers
- Appendix 20 : Pre-Test Result
- Appendix 21 : Post-Test Result
- Appendix 22 : Frequency Table Pre-Test
- Appendix 23 : Frequency Table Post-Test
- Appendix 24 : Frequency Distribution Table Of Pre-Test
- Appendix 25 : Frequency Distribution Table Of Post-Test
- Appendix 26 : Paired Sample T- Test Result
- Appendix 27 : Attendance List Of Grade VIII Students Of
SMPIT Khairunnas Kota Bengkulu
- Appendix 28 : Supporting Documentation (Photos And
Documents)
- Appendix 29 : Whorsheet



LIST OF TABLE

Table 3.1	The Number Of 8th Grade Students At SMPIT Khairunnas Kota Bengkulu.
Table 3.2	Instruments and Data Collected
Table 3.3	Interpretation of Questionnaire Scores
Table 3.4	Interpretation of pre-test and post-test Scores
Table 4.1	Student Categories in the Pre-Test
Table 4.2	Student Categories in the Post-Test
Tabel 4.3	The Result from Classroom Observation
Tabel 4.4	Results of the Influence of Tactile Learning on Students' Mastery of English Vocabulary
Table 4.5	Results of the Influence of Tactile Learning on Student Engagement in English Language Learning
Tabel 4.6	Results of Students' Responses Related to Reflection and Personal Experience
Tabel 4.7	Students' Focus Group Discussion (FGD) Results