

FROM AVERSION TO ENGAGEMENT: TRANSFORMING EFL HIGHER EDUCATION STUDENTS' APPROACH TO ENGLISH IDIOMS THROUGH ROLE-PLAYING

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Abstract: This study employed a Classroom Action Research (CAR) approach to investigate the effectiveness of role-playing techniques in enhancing EFL students' proficiency in idiomatic speech while addressing issues of boredom in the language learning process. Through CAR, the researcher examined the teaching-learning environment and the speaking abilities of EFL students, utilizing interviews with the English teacher and students, observations, and assessments to gather both qualitative and quantitative data. Pre-test, post-test data from two cycles indicated a significant improvement in EFL students' comprehension of idiomatic speech following the incorporation of role-playing activities. Initially, students demonstrated limited proficiency, with an average theoretical score of 62.57 and a 28.57% success rate on practical tests during the first cycle. However, after modifications, the mean theoretical score increased to 80.00 in the second cycle, accompanied by a practical test success rate of 85.71%. These results underscore the efficacy of role-playing in enhancing EFL students' grasp of idiomatic speech. Furthermore, the study revealed a tendency among learners to prioritize literal word meanings over metaphorical interpretations, contrasting with native speakers. This insight highlights the importance of considering learners' perceptions in assessing idiom learning and processing. In conclusion, this research emphasizes the significance of incorporating experiential learning approaches, such as role-playing, in EFL instruction to foster deeper comprehension and engagement with idiomatic expressions.

Keywords: Classroom Action Research (CAR); idiomatic expression; Indonesian EFL; role playing; Teaching English as Foreign Language (TEFL)

INTRODUCTION

The main goal of this research was to tackle the difficulties encountered by Indonesian students learning English as a foreign language, specifically those in higher education, by focusing on the teaching and learning process. Initial investigations carried out at Universitas Katolik Santo Thomas highlighted a significant absence of motivation among English as a Foreign Language (EFL) students, with 89% expressing a lack of interest in learning English. In light of this, the study aims to change negative attitudes towards

the significance of English and alleviate student apathy by employing effective teaching methods.

Putting this fact aside, the goal of the research was to dispel the notion among EFLs that English was important and to prevent EFLs from becoming bored while learning the language (Jannah et al., 2020; Patra et al., 2022). This study made the decision to use a learning technique that makes it possible for EFL students to acquire English actively and, most importantly, enjoyably. One tactic that was thought to enable EFL students to be active and give them an enjoyable

approach to study English was role play (Bi, 2021). The goal was to motivate EFL students to practice speaking since it's the most useful language ability to have and one that's crucial to acquire (Wu & Miller, 2020; Zhou, 2021).

Role play was a technique where two or more EFL debate a particular topic or situation (Nguyen & Nguyen, 2020). The choice to employ role-playing as a therapeutic tool was not taken lightly. According to the theory study and research findings, role play offers multiple benefits for the university learning process, particularly in pre-service teacher education programs. The bare minimum for a role play was to assign one or more group members a role and a task or goal to accomplish. Role-playing was an attempt to solve problems through modeling. It could be done in groups, in couples, or alone, with each participant given a role to complete (Dindar et al., 2020).

While some EFL play the role of the spectators, others role-play as the actors. This was done to give EFL the opportunity to improve their communication skills and to educate them how to communicate regularly in authentic English (Kadam et al., 2022; Mohamed Nor et al., 2021). Role-playing had been shown to be effective in achieving affective, cognitive, and behavioral learning objectives (Xu et al., 2021). Acting out a distinct character allows EFL to develop empathy and perspective taking (Herliani et al., 2020). As a result, the learner could become more introspective and self-aware. When using the talents, EFL apply the theories they had learnt (Nguyen & Nguyen, 2020). Learning was aided by the strengthening of EFLs' cognitive ties to the subject (Sinclair et al., 2022; Surur & Dengela, 2019). Numerous scenarios had seen the application of this instructional tool.

This research used idiomatic phrase as the subject of its learning materials (Ahdillah et al., 2020; Amalia et al., 2021; Efendi & Hardjanto, 2023). It would be difficult for an EFL to recognize and comprehend idioms. They could be hard to find for a number of reasons. These difficulties include the idioms' familiarity, regularity, and similarity to the two languages (Beck & Weber, 2020). Moreover, speakers who fail to understand the idioms' intended meaning might also fail to understand their context and content (Hubers et al., 2020; Miller, 2020) Native English speakers utilize idioms to communicate, but because they had metaphorical meanings, non-native speakers find it difficult to understand them (Efendi & Hardjanto, 2023).

Idiomatic phrases come in three different varieties. These categories include partial idioms, phrasal verbs, and prepositional verbs. The form that was most frequently used typically results in phrasal verb since it had a hybrid definition that combines the definitions of verb and adverb. A series of verbs, adverbs, and prepositions make up the verb's preposition. Examples of prepositional verbs that exhibit this were summon, bring up, break into, despair, and others. A partial idiom, which had one word with an ordinary meaning and another with a special meaning and specific order, was the third type of idiom. From happiness to sorrow, love to hate, and even the spirit of a brave person turned cowardly, idioms could portray a vast spectrum of emotions (Borrelli et al., 2020; Rapturi et al., 2022).

Additionally, idioms could be employed to convey place, time, and measurement. Types of idiomatic usage could be used to categorize them; keep in mind that idioms were a multifaceted and intricate concept. The reason readers struggle to understand the words or sentences of the idiom being interpreted was attributed to idiom appropriateness. Idioms were particularly fascinating to study because of this. When learning new material, many of them do not quickly grow bored (Ristanti et al., 2023).

This study aligns with a broader discourse on the challenges faced by EFL learners in mastering idiomatic expressions, as evidenced by recent investigations into the attitudes and learning strategies of Afghan undergraduate EFL students. The study aimed to explore Afghan EFL learners' perceptions of the importance of acquiring idiomatic knowledge, the difficulties encountered in understanding idioms, and the strategies employed to overcome these challenges (Orfan, 2020).

Consistent with findings from previous research, the study revealed a positive attitude among Afghan EFL learners towards the significance of learning idioms (Orfan, 2020). However, contrasting results from other studies (Alrajhi, 2020; Namaziandost et al., 2021a) underscore the variability in EFL learners' attitudes towards idiomatic expressions. Moreover, the research shed light on the difficulties encountered by Afghan EFL learners in comprehending idioms, including cultural barriers, lack of exposure in EFL courses, and the absence of analogues in their first language (Orfan, 2020).

Additionally, the strategies employed by Afghan EFL learners to navigate idiomatic

expressions, such as using idioms in sentences and predicting meanings, offer insights into effective learning methodologies (Orfan, 2020). These findings complement the broader discussion on language acquisition strategies and their relevance to idiomatic proficiency (Bao et al., 2021; Cucchiaroni et al., 2022). Furthermore, the study's exploration of the influence of gender and first language on EFL learners' attitudes and learning strategies contributes to a nuanced understanding of individual differences in language acquisition (Orfan, 2020). By elucidating the multifaceted nature of idiomatic learning, this research underscores the importance of tailored instructional approaches that address the diverse needs of EFL learners (Orfan, 2020).

While previous research had explored various strategies for idiomatic learning, such as memorization, predicting meanings, and using idioms in sentences, the application of role-playing techniques represents a novel and distinct approach to idiomatic instruction. Existing methods mentioned in the literature primarily emphasize individual learning strategies, such as rote memorization and contextual prediction, to facilitate idiomatic understanding. These approaches often prioritize passive learning and might not fully engage learners in authentic language use or communication. Additionally, traditional instructional methods tend to focus on vocabulary acquisition and grammatical structures, overlooking the dynamic and contextual nature of idiomatic expressions.

In contrast, the current study proposes the integration of role-playing techniques as an active and experiential learning approach for idiomatic expression acquisition. Role-playing immerses learners in interactive scenarios, requiring them to engage in spontaneous communication, negotiation, and problem-solving all essential skills for idiomatic proficiency. By assuming different roles and navigating diverse linguistic contexts, learners not only encounter idiomatic expressions in authentic settings but also develop a deeper understanding of their usage and cultural nuances.

Particularly in cross-cultural contexts, few studies had explored the potential of role-playing techniques as a targeted intervention for addressing these challenges. By leveraging the dynamic nature of role-playing, the current study offers a unique opportunity to bridge the gap between language instruction and real-world communication, thereby enhancing idiomatic proficiency in a meaningful and engaging manner.

In synthesizing these findings with the current research aims, this study seeks to build upon existing knowledge by investigating the efficacy of role-playing techniques in enhancing EFL learners' mastery of idiomatic expressions. By addressing gaps in the literature and leveraging insights from previous research, this study aims to offer practical recommendations for educators and curriculum developers seeking to optimize idiomatic proficiency among EFL learners in diverse linguistic and cultural contexts.

It is crucial to highlight the innovative aspect of this study, particularly in addressing a research void within the field of language education. Previous studies had indeed demonstrated the efficacy of role-playing techniques in enhancing various language abilities. However, the unique contribution of this study lies in its focus on vocabulary mastery within the context of idiomatic expressions. A critical observation from prior research was the lack of emphasis on vocabulary enhancement, particularly concerning idiomatic expressions. While role-playing techniques had been extensively explored for their utility in developing language skills, there exists a notable gap in the literature regarding their application specifically for idiomatic vocabulary acquisition.

By recognizing and addressing this research void, the current study introduces a novel approach to language instruction that fills a critical gap in the existing literature. By integrating role-playing techniques with idiomatic expressions, this study not only offers a fresh perspective on language learning but also provides practical insights for educators and authors seeking to enhance idiomatic presentation in English as a foreign language instruction.

Moreover, the anticipated global applicability of this study underscores its potential to serve as a valuable reference for educators and curriculum developers worldwide. By providing innovative strategies for addressing the challenges of idiomatic expression acquisition, this study offers actionable recommendations that could inform instructional practices and contribute to the advancement of language education on a global scale.

METHOD

Classroom Action Research (CAR) was the methodological approach used in this qualitative study (Marsevani, 2022; Yanuarto, 2020). This study was carried out in two research cycles and combined qualitative and quantitative data to

produce thorough research results. The goal of the methodical data collecting and analysis was to improve several facets of professional operations. Essentially, CAR entails implementing concepts to bring about enhancements, including data gathering and analysis focused on a specific aspect of professional work. Its main objective was to improve school procedures while also raising the skills of people who carry out these procedures.

Action research in the classroom usually consists of four main stages. Reflective thought, a review of prior experiences, and the identification of viable solutions to current challenges were characteristics of the first step, planning. Researchers discuss the steps to be done, the strategies to be used, and the resources required to make the suggested changes during the action phase. The gathering of data, which entails a variety of tasks intended to evaluate the results of the carried out operations, denotes the observation phase. Examining the interactions between students, teachers, and other pertinent stakeholders might be one way to obtain this data. In addition, the research process's reflection phase was an important one. It entails the assessment of finished acts, in which researchers evaluate observed behaviors and ascertain the efficacy of the results. Finding problems from earlier study cycles was crucial during this stage (Permatasari & Akip, 2019).

Both quantitative and qualitative data were gathered for data analysis. Test results from both theoretical and practical exams were included in the quantitative data that was generated and examined. Through the use of observation sheets and interviews, qualitative data were acquired. While interviews were used to obtain diagnostic information regarding students' challenges with using idiomatic language and their reactions to the use of a role-playing approach in teaching idiomatic expressions, observation sheets offered comprehensive insights into how teaching and learning were carried out.

The instruments employed in this research were crucial in guaranteeing a thorough examination of the study's quantitative and qualitative components. These tools were carefully chosen and used to fulfill certain research goals and offer a comprehensive comprehension of the environment of the study. First, test scores were used to gather and analyze the quantitative data for this study. Both theoretical and practical evaluations were part of these exams. These tests were designed to

determine how well the students understood and used idiomatic language. The test results provided as numerical measures of their language ability, enabling a quantitative examination of their development over the course of the research cycles. After statistical analysis of the test results, the researcher was able to make significant inferences on the efficacy of the instructional interventions and the general increase in the students' idiomatic language ability (Namaziandost et al., 2021b).

Observation sheets were used in the study as a tool for gathering qualitative data. These worksheets offered in-depth explanations of the dynamics of classroom instruction. The efficiency of the role-playing method, the degree of student engagement, and the introduction and practice of idiomatic terms were all noted (Zhong, 2022). By identifying areas of success and areas in need of improvement, the qualitative data from the observation sheets contributed to a greater understanding of the teaching and learning processes. Apart from the observation sheets, the EFL teacher and the students were interviewed. The purpose of these interviews was to record the perspectives, experiences, and difficulties that the research participants had to deal with. These interviews yielded qualitative data that offered a useful narrative to support the quantitative results. The researcher could better comprehend the subjective parts of the study, such as the students' difficulties with idiomatic language and their reactions to the role-playing method, by getting direct insights from the participants.

An examination of the research findings that was more comprehensive was made possible by the integration of quantitative and qualitative data collection tools. It gave the researcher a comprehensive understanding of the study setting, allowing them to investigate the participants' actual experiences in addition to evaluating the pedagogical approach's efficacy. This thorough method to gathering and analyzing data was in line with the ideas of action research, which hold that significant advancements in professional practices could only be brought about by a thorough grasp of the context and the viewpoints of all parties concerned. In the end, the study process depended heavily on the tools employed. They made it possible for the researcher to gather, examine, and evaluate data in an exacting and methodical way. The combination of quantitative data from test results and qualitative data from observation sheets and interviews provided a comprehensive understanding of the research

context and findings, adding to the study's scholarly depth and academic rigor in the area of English for Specific Purposes and education.

RESULTS AND DISCUSSION

In accordance with the ideas put forward, the researcher developed a research plan by a working procedure in CAR. The step of this CAR covers two cycles. In a cycle, consisted of planning, action, observation, and also reflection. In the first cycle, instructor had not prepared adequately and caused the result of the research in cycle one did not success although it indicated progress of the EFL' achievement but not maximal yet. In the first cycle, EFL still not comfy with the new air of the teaching technique that the teacher use. They had never learnt as fun as through role playing before and it was normal if they could not follow the teaching and learning process so well.

Table 1. *EFL achievement in the first cycle of theoretical test*

No	Name	Score	Passing Grade	Completeness
1	AA	56	75	Incomplete
2	AB	56	75	Incomplete
3	AC	56	75	Incomplete
4	AD	52	75	Incomplete
5	AE	56	75	Incomplete
6	AF	68	75	Incomplete
7	AG	68	75	Incomplete
8	AH	68	75	Incomplete
9	AI	81	75	Complete
10	AJ	75	75	Complete
11	AK	81	75	Complete
12	AL	81	75	Complete
13	AM	90	75	Complete
14	AN	75	75	Complete
15	AO	75	75	Complete
16	AP	52	75	Incomplete
17	AQ	56	75	Incomplete
18	AR	56	75	Incomplete
19	AS	56	75	Incomplete
20	AT	81	75	Complete
21	AU	75	75	Complete
22	AV	56	75	Incomplete
23	AW	56	75	Incomplete
24	AX	56	75	Incomplete
25	AY	68	75	Incomplete
26	AZ	68	75	Incomplete
27	BA	68	75	Incomplete
28	BB	68	75	Incomplete
29	BC	68	75	Incomplete
30	BD	68	75	Incomplete
31	BE	75	75	Complete
32	BF	56	75	Incomplete
33	BG	52	75	Incomplete
34	BH	52	75	Incomplete
35	BI	62	75	Incomplete
Total Score		2190		
Mean		62.57		Incomplete

According to the information provided, a total of 35 students took the test. They include: 20 students had test results under 75. 15 students received test results over the 75-point threshold. The average test score for all 35 students would now be determined. To find the average score, add all of the individual scores and divide by the total number of students. $20 \text{ (scores below 75)} + 15 \text{ (scores over 75)} = 35$ was the sum of all students' scores. We might use this information to calculate the sum of all scores if the average score was, in fact, 62.57: Average score multiplied by the total number of students, or $62.57 * 35$, results in a total score of 2194.95 (rounded to two decimal points). As a result of the test's overall completion rate being "Incomplete," the students as a group did not reach the required passing score of 75.

Using the formula below, we could determine the minimal sum of scores needed for each student to pass the test: Passing score was equal to the minimum total required. 75 times 35 equals a total of 2625 students. The overall test completion rate was still not met because the actual total sum of scores (2194.95) was less than the necessary minimum (2625). To put it another way, even though the average result was 62.57, the students as a whole did not do well enough to pass the exam. This gap might mean that while some students performed above average, a large number of them performed well below the passing mark, lowering the overall completion rate.

Table 2. *EFL achievement in the first cycle of practical test*

No	Group	Score	Passing Grade	Completeness
1	Group A	80	75	Complete
2	Group B	60	75	Incomplete
3	Group C	60	75	Incomplete
4	Group D	70	75	Incomplete
5	Group E	80	75	Complete
6	Group F	70	75	Incomplete
7	Group G	70	75	Incomplete
Total Group that Pass the Passing Grade		2		
Percentage of the EFL who were Good in the Practical Test		28.57%		Incomplete

Using an observation sheet, the collaborator made observations for the Classroom Action Research (CAR) study. The purpose of these observations was to evaluate the effectiveness of the teacher, the disposition of the English as a Foreign Language (EFL) students, and the general

dynamics of the classroom while the students were learning. These observations served to ascertain whether the intended implementation of the planned teaching and learning design had taken place. The following information was included in the data entered into the observation sheet.

Observation of the Teacher: The instructor gave a brief introduction and established the tone for the learning exercises at the start of the class. The EFL students received a quick, albeit incomplete, description of the course material from the teacher. The EFL students asked questions, but the teacher chose not to answer them. The EFL pupils didn't seem to be very interested in the lessons the teacher was trying to impart. Even so, several EFL students were still reluctant to participate in role-playing in front of the class, despite the teacher's strong encouragement. The instructor struggled to efficiently manage her time. When it came to working with pupils who were struggling, the teacher seemed impatient. The way the teacher presented herself to the students seemed a little awkward. The instructor skillfully wrapped up the class. The teacher was extremely well-groomed both in terms of look and dress.

EFL observation: It seemed that the EFL students were not as engaged in the learning process. The learning materials appeared to be confusing to the EFL pupils. The teacher was not given much attention by the EFL students. There was not much comment about the class from the EFL students. When instructed to establish learning groups, the EFL students encountered difficulties with collaboration. When requested to participate in role-playing exercises in front of the class, the EFL students felt ashamed.

Following the completion of the CAR project's first cycle, the researcher carried out a reflective analysis, taking the following factors into account. Ineffective time management throughout the course material delivery reduced the amount of time allotted for group discussions. It was suggested that time conditioning be improved. Possibly as a result of insufficient preparation, the teacher's technique of explaining the lesson content was not properly clear. Improved interactions between the teacher and EFL students were necessary to boost the students' participation in the learning process. It was essential to motivate EFL students to actively participate in group activities. The first cycle's implementation was not as successful as it might have been. The mean post-test score for EFL students was 62.57,

which was below the required minimum score of 75.00. Just 28.57% of EFL students performed well on the practical test, far less than the necessary 75% for success. As a result, it was decided that a second cycle would be required to improve EFL achievement and guarantee the success of the research.

The teacher acknowledged the problems in the second cycle and changed their approach to teaching while also enhancing the course materials. The results were very encouraging. The EFL students showed a discernible improvement in their learning. It was simpler for them to participate since they understood their roles in the teaching and learning process better. The EFL students were more seasoned and self-assured in their participation in the teaching and learning process after encountering the same course material twice.

Table 3. *EFL achievement in the second cycle of theoretical test*

No	Name	Score	Passing Grade	Completeness
1	AA	82	75	Complete
2	AB	93	75	Complete
3	AC	75	75	Complete
4	AD	82	75	Complete
5	AE	82	75	Complete
6	AF	82	75	Complete
7	AG	82	75	Complete
8	AH	82	75	Complete
9	AI	93	75	Complete
10	AJ	82	75	Complete
11	AK	82	75	Complete
12	AL	82	75	Complete
13	AM	93	75	Complete
14	AN	75	75	Complete
15	AO	82	75	Complete
16	AP	82	75	Complete
17	AQ	68	75	Incomplete
18	AR	82	75	Complete
19	AS	82	75	Complete
20	AT	93	75	Complete
21	AU	93	75	Complete
22	AV	82	75	Complete
23	AW	82	75	Complete
24	AX	82	75	Complete
25	AY	82	75	Complete
26	AZ	82	75	Complete
27	BA	82	75	Complete
28	BB	82	75	Complete
29	BC	93	75	Complete
30	BD	82	75	Complete
31	BE	82	75	Complete
32	BF	75	75	Complete
33	BG	75	75	Complete
34	BH	82	75	Complete
35	BI	82	75	Complete
Total Score		2800		
Mean		80.00	Complete	

The information in the table revealed that 30 out of 35 EFL students passed the second cycle of theoretical exams with scores equal to or higher than the required 75. This showed that the EFL students comprehend the English language well and were able to communicate clearly in it. The failure of 5 EFL students to pass the exam, however, should also be taken into consideration because it suggests that these students might require more assistance to advance their English language proficiency. There was no information in the data about the reasons why these students failed the test, although it might have been because of a number of things, including a lack of preparation, trouble understanding the test questions, or language obstacles.

The average test result for the EFL students was 80.00, which was just above the required passing mark of 75. This showed that, on average, the EFL students did well on the test and had a solid command of the English language. The distribution of scores among the EFL students was not disclosed by the mean score, it was crucial to remember this. Some students' scores might have been much higher or lower than the mean. Overall, Table 4's data offered insightful information on the performance of EFL students in the second cycle of theoretical testing. The majority of the EFL passed the test and demonstrated a strong command of the English language, but it was also necessary to give the students who failed the test additional support.

Table 4. *EFL achievement in the second cycle of practical test*

No	Group	Score	Passing Grade	Completeness
1	Group A	80	75	Complete
2	Group B	80	75	Complete
3	Group C	70	75	Incomplete
4	Group D	80	75	Complete
5	Group E	90	75	Complete
6	Group F	80	75	Complete
7	Group G	80	75	Complete
Total Group that Pass the Passing Grade		6		
Percentage of the EFL who were Good in the Practical Test		85.71%		Complete

The results of the Classroom Action Research (CAR) project's observations on teachers and students learning English as a foreign language (EFL) were noteworthy. Regarding the instructor, it was observed that the instructor skillfully commenced classes, gave lucid explanations of

the course materials, and actively participated in answering inquiries from EFL students. It was very impressive how the teacher sparked the interest of the EFL students and promoted role-playing in the classroom. Positive evaluations were also given to time management, tolerance for resolving student difficulties, and general classroom performance. The teacher came off as more professional because to their well-groomed look.

According to observations, the EFL students actively participated in the learning process, showed a thorough comprehension of the subject matter, and focused intently on the teacher. During group activities, the students demonstrated strong collaboration, provided insightful criticism, and shown self-assurance when completing role-playing exercises in front of the class. These observations prompted crucial considerations about the value of using role-playing to teach idiomatic idioms. It was discovered that this method had a good effect on EFL students' acquisition of idiomatic language. The majority of EFL students showed growth in their grasp of idiomatic terms and demonstrated competency in employing them. They also spoke quite actively, which was noteworthy because they used colloquial language a lot.

There were notable advancements in the CAR project during its second cycle. In the second cycle post-test, the mean score of EFL students exceeded the minimal success threshold of 75.00, coming in at 80.00. A remarkable 85.71% of EFL students received good results on the practical exam, over the necessary 75% for success. This demonstrated the beneficial change in the teaching and learning process and indicated the research's effectiveness. Overall, the observations and reflections showed that teaching and learning idiomatic expressions through role-playing had significantly improved, which in turn had enhanced EFL student accomplishment and proficiency.

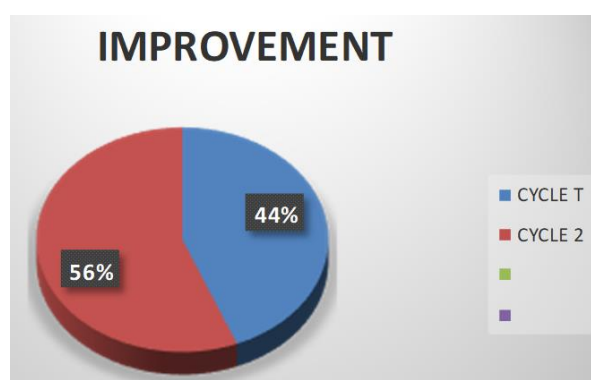


Figure 1. *The recapitulation of EFL achievement*

This study's primary goal was to observe how using a role-playing method could enhance one's grasp of EFL idiomatic expressions. This discussion of the phenomenon focused on EFL attitudes both before and after role-playing techniques were used in the classroom. There were two distinct points of view in this study. The first was their EFL performance, which was determined by their group and individual performance on the theoretical test. The EFL attitude during the research application process was the second. The test yielded the information needed for the first perspective. As a result, a quantitative analysis was done on the quantitative data. Based on observations and discussions with teachers and students, data was gathered for the second perspective. Teachers played the roles of collaborators and educators here. The data was collected and then descriptively analyzed based on the instruments that produced qualitative data.

Several conclusions might be drawn from the research that was done. While the research in cycle one revealed some progress in EFL achievement, it was not at its peak, and this was due to the teacher's poor preparation in the first cycle. During the first cycle, EFL students were still uneasy with the teacher's novel approach to instruction. It was understandable if they struggled to follow the teaching and learning process because they had never learned anything as enjoyable as through role acting. Modern design models need to incorporate incentive theories or models in order to promote efficient cognitive processing.

The first cycle's observation revealed that the EFL were less engaged in the learning process and unsure about the subject matter. This resulted from both the delivery of the study materials and the fact that they did not support EFL enthusiasts. Students were more likely to engage in active participation when they find the topic engaging and pertinent. Teachers could boost student involvement by relating the material to personal experiences, real-world problems, or interests of the students. When the course information was valuable, students were more likely to be motivated and engage fully in class discussions. Students that had a high level of emotional involvement love learning and become distracted by the passing of time. Feelings and behaviors linked to boredom, fury, worry, or despair were examples of poor emotional involvement (Ariska et al., 2022; Hubers et al., 2020).

Cognitive engagement requires a self-regulated learning style and an appreciation of the value of education. Cognitively engaged students were motivated to learn in and out of the classroom. Cognitive engagement was influenced by how relevant the material was judged to be to the learner's experience (Alrajhi, 2020). A highly engaged cognitive learner would be able to apply the material to future practice and would be motivated to continue their studies even after class. It was also discovered from the first cycle observation that EFL practiced role-playing with little teamwork and felt isolated. This was more likely to be the teacher-created learning environment. An environment that was both safe and friendly was necessary for students to participate in class. Students might be reluctant to participate if they fear rejection, ridicule, or other unfavorable consequences. Teachers had a responsibility to establish a safe space where students could freely ask questions, discuss their opinions, and express their thoughts without fear of repercussions.

Higher education was where the idea that the learning environment affects performance had already been found. This emphasis on the learning environment had led to continued efforts to develop new measurements as well as assessments of assessments that determine residents' and students' perceptions of it. My curiosity on how educators and teaching strategies fit into the concept of a learning environment grew as a result of this growing interest. The areas of the learning environment include goal-orientation, interpersonal interactions, and organization/regulation (Cucchiari et al., 2022). The majority of statements used to evaluate the learning environment had something to do with both teaching and learner motivation, even when it was not stated explicitly. This was true for the vast majority of technologies used in learning environments. Millennial students placed a high value on the following: the material's relevancy, their independence, having options, and a relationship with their teachers demonstrated by two-way communication as well as respect, caring, and student expertise. Maybe the most difficult thing of all was scheduling this time and incorporating it into the curriculum on a regular basis. To promote relatedness, we need to take into account other people's involvement. There were many advantages to learning with and from peers (Bi, 2021; Zhong, 2022).

Another issue that surfaced during cycle one observation was that EFL provided less feedback

to the learning process and did not seem to be paying much attention to the teacher's performance. These issues might have arisen as a result of the learning technique not being spread with an active learning method. Furthermore, differentiated teaching was not used by the teacher during the learning stages. When it comes to active learning, the affective domain encompasses motivation-related characteristics including worth, self-efficacy, and belonging in addition to student enjoyment and learning judgments (Winkler & Rybnikova, 2019). The behavioral domain focuses on participation, attempting to be sincere, and attending class. The majority of previous research on active learning, which focuses on systematic reviews and evaluates cognitive advancements in student learning, deviates from the affective and behavioral elements (Owens et al., 2020). Teachers frequently cite time constraints and inadequate preparation as reasons for the challenges they face while implementing active learning. The academic world had focused increased attention on student resistance to active learning as one of these problems and a potential reason for instructors' low persistence rates with active learning.

Student resistance to active learning could manifest itself in a variety of ways, such as a lack of interest and participation in class activities, a drop in attendance, or poor course evaluations and enrollments. Relationship between affective, cognitive, and behavioral domains; conclusion that students were unlikely to exhibit a high level of behavioral engagement during science learning tasks if they do not also deeply engage with the content affectively and cognitively; and assertion that all three types of engagement were necessary for science learning (Theobald et al., 2020). The issues that surfaced during the first cycle of teacher observation were somewhat related to the findings of the EFL observation. This implies that the teacher's problems would be resolved along with the EFL problems. To be better in the following cycle, there were numerous things to consider from cycle one. The interaction between the instructor and EFL was highlighted in the reflection as the primary issue that needed to be addressed by the teacher.

Prior research in higher education had shown that student satisfaction, interest and commitment, and academic success were among the motivational, attitudinal, social, and academic outcomes that were significantly impacted by the quality of the teacher-student relationship at the

individual level (Luca, 2019; Matta, 2022). As was already indicated, teachers would try to establish close relationships with each member of the group because this was the setting that yields the best results. We argue that the positive affective health of student groups was positively connected with the efficacy of teacher-student interactions. Affective well-being, or how people feel about themselves, could be operationalized through the use of positive emotions. Compared to emotions, moods were more diffuse and less potent emotional reactions, but they could have more subtle and widespread effects (Udjaja et al., 2019; Valente et al., 2020).

The instructor attempted to enhance the learning materials and his teaching style in the second cycle after realizing his mistakes. The outcome was a complete surprise. The learning process was considerably enhanced by the EFL upgrades. Both the test and the field notes made throughout the exercise provided proof of it. During the role-playing exercise, the EFL considerably enhanced their conversational exchange and practiced using idiomatic expressions more effectively. Action research allows for the incorporation of variables such as time, teamwork, and context into the study (Yanuarto, 2020). The role-play was greatly influenced by the relationships between the EFL. The conversations took place prior to, during, and following the performances. The role-playing facilitated discussions and highlighted new habits and communication strategies. It was evident that the role-playing exercise frequently promoted student interaction and conversation, helping them to overcome their natural shyness. Furthermore, there was universal agreement among the EFL regarding the necessity of active participation in role-playing (Orfan, 2020).

EFL students had a better understanding of their roles in the teaching and learning process by the time they reach the second cycle. Since they were learning the same subject for the second time, EFLs might have more expertise and trust in the teaching and learning process, which made it easier for them to follow. This was consistent with a recent study that found that using the role-playing method improves EFL students' speaking abilities as well as their level of active participation in the teaching and learning process. The confidence in the interactions between EFL and teachers, as well as among EFL, was a result of sharing and/or discussion. When EFL practiced role acting in groups, their performance demonstrated that it was simpler for them to gain

confidence. This tactic was combined with role-playing techniques, which improved their grasp of idiomatic expression via practice. The test results demonstrated how each cycle had improved and how EFL students had collaborated to meet the teacher's objectives.

Additional insights were derived from the issue raised by the EFL fundamental understanding of idiomatic speech. The idiomatic expression of EFL was influenced by the lexicon of the language, particularly in relation to idiomatic expression. In both cycles, EFLs with weaker vocabulary mastery performed worse than those with stronger vocabulary mastery. This outcome was consistent with earlier studies that discovered students responded favorably to role-playing because they found it easy to understand and apply in the learning process. It could be used in a flexible manner in university settings. It expedited the students' understanding of the course topics, fostered their independence and responsibility as learners, increased their social awareness, and prepared them for teaching (Orfan, 2020).

This study concludes that although for native speakers this does not seem to be the case, for learners the individual words were more important than the figurative meaning. This result was supported by the variations in learners' and native speakers' intuitions and how they relate to idiom knowledge. These differences, along with the finding that EFL individuals were able to form reliable intuitions, suggest that intuitions require further attention and ought to be taken into account in studies pertaining to idiom processing and acquisition (Hubers et al., 2020; Orfan, 2020).

CONCLUSION

The conversation that follows was informed by other observations that led to the reflection. According to the first cycle's reflection result, the outcome was unsatisfactory and inconsistent with what was anticipated. Fear was sparked by the teacher's lack of tolerance when dealing with the EFL. This was undoubtedly bad since it made the EFL feel uneasy and afraid, which made the environment less favorable for learning. Some EFL members were passive in the group, which occasionally resulted in a minor issue in each group apart. In general, the first cycle's implementation went smoothly but was less favorable.

In addition to improving the learning environment and offering better answers to the issues from cycle one, the instructor in cycle two

also introduced more engaging teaching techniques to help students get past learning boredom. When these strategies were used, the learning environment improved and EFL students were able to work together more effectively in groups. In order to ensure the wellbeing of the pupils, the teacher improved relationships with EFL while implementing these methods. The EFL mean score was 28.57 in the practical test and 62.57 in the theoretical test. Since the outcome did not meet the requirements, a second cycle was required. The issues with the teacher and EFL had already been resolved, and EFL mastery in learning had also improved, according to the results of the second cycle. The EFL score in the theoretical test showed a mean of 80.00, whilst the practical test showed a mean of 85.71.

The goals of this study indicate that it was not limited to examining EFL performance alone. Additionally, this study attempted to close the gap between the studies listed in the introduction. The shortcoming in the prior research was that it did not specifically object to terminology, particularly idiomatic expressions, or conduct a deeper analysis. The research gap in this study had been examined and connected to the goal of the investigation. The research's important conclusions were linked to the usage of particular terminology, specifically idiomatic expressions. The adoption of role playing technique greatly improved EFL idiomatic expression mastery, as evidenced by the results and discussion above. This outcome successfully addressed the research gap regarding the role-playing technique for improving EFL idiomatic expression proficiency (Hubers et al., 2020; Orfan, 2020). As a result, one learning approach that was recommended for use in the classroom was role acting, particularly in the context of teaching language and idiomatic expression proficiency.

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