



## Secondary Students' Emotional Engagement In Role Play Assisted Speaking Classroom

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### Abstract

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*The objectives of this research is to explore how far students' emotional engagement when learning speaking using the role play method. This research is a qualitative research. The sample of this research is five students from eight grade of Junior High School in Karawang. The data were gathered by using observasion and interview. The data were analysed by thematic analysis. The findings showed that students have positive emotional engagement such as enjoyment, happiness, and confidence. Students also experience negative emotions such as boredom, frustration, and anxiety. In conclusion, positive emotional engagement in students indicates that students still have the desire and enthusiasm in facing difficulties during the learning process so that they are able to more understand the learning material. Negative emotional involvement indicates the lack of interest in students towards learning processes and materials, so it makes students difficult to focus and understand learning material.*

**Keywords:** *emotional engagement, role play, speaking*

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## INTRODUCTION

Many teachers have tried methods to improve their students' speaking skill to speak English; one of the methods that used by the teachers is role play. Role play has been widely used in speaking. It serves students to have exposure how they use English. Some studies about the effectiveness of role play in improving students' English speaking skills have been carried out by many researchers. Clarita, Rahmawati, and Sudibyo (2020) in their research concluded that the use of role-play techniques can improve the students' speaking abilities in their experimental research. In addition, library research on the effectiveness of role play has also been carried out by Pinatih (2021). The result shows that role-play method can greatly improve students' speaking skills in class. The same research was also conducted by Krebt (2017); Wulandari, Pratolo, and Junianti (2019); Sari, Mulyadi, and Theriana (2020); Clarita, Rahmawati, and Sudibyo (2020); and Sari, Prawati, and Afrianto (2021). The results of all the research they conducted using the role play method showed that most students experienced an increase in their English speaking skills.

Even though role play is effective in enhancing students' speaking skills, it cannot be denied that many students feel less confident and feel anxious when doing role play practice (Wulandari et al: 2019; Clarita et al: 2020), whereas a good learning method should be able to bring a sense of comfort to students (Zainar,

Fitria, and Eddy: 2021). According to Zaniar et al (2021), the effectiveness of learning methods will lead to high student academic achievement at school. The success of the learning method is related to a number of individual student characteristic factors when the learning process occurs. One of the individual characteristics of students is student's emotions (Boerema, 2005 as cited in Dhamaryana, 2012). Emotionally engaged students are more intrinsically motivated in achieving learning outcomes and are more active in participating in class. Students' emotional engagement is generally understood to be the primary mechanism that enables motivational processes to contribute the learning and development (Dhamaryana: 2012).

Seeing that there is a relationship between emotional engagement and the learning method, the researcher tries to explore the students' emotional engagement in role play to see how far their emotional involvement is when doing role play practice. There is gap between previous researches because the previous have only discussed about how effective role play is in improving students' speaking skills. Then in this study, researcher will try to see the students' emotional engagement based on the indication of their positive and negative emotion.

## **METHODS**

The researcher design this research based on qualitative research, preferably a study case to answer the research question "How are students emotional when using the role play method?". According to Yin (2017) case studies are research that emphasizes a deeper understanding of certain phenomena for individuals. Case studies are also useful in exploring issues about which little or little is known about a particular phenomenon. As the researcher explained that research on students' emotional engagement in role play is still little done, so the researcher chose a case study as a research design. The case study is a qualitative design that uses a small sample, therefore the researcher only uses 28 students as the population and five students as sample for this study. In this case, small sample selection is supposed to reflect whole population. Researcher expects that with a small sample, the research process will run effectively and optimally.

The research site is the place or environment where the phenomenon is being studied. The participants of this research are eight grade students of MTs Al-Ikhlâs Proklamasi Karawang. The reason for choosing eighth grade students as participants was based on consideration that English material in grade eight had a lot of conversational material so that researchers could apply the role play method in their learning process. The sample of students who will be selected for the interview is five students. Students who will be interviewed were selected based on recommendations from the English teacher at the school. The reason for choosing the research location at MTs Al-Ikhlâs Proklamasi Karawang was because there had never been any research on Role Play at this school and the researcher had teaching experience in that school before.

This research will be conducted for 2 days. On the first day, the researcher will hold a discussion with the English teacher about the learning process. Researchers will also adjust the material that will be studied by students with the role play method which will be practiced later. Next, the researcher will explain the learning process with the role play method to the teacher as follows: 1) The teacher

explains to students the meaning and how to apply role play in this lesson. 2) The teacher conveys the dialogue that has been made before, then asks students to think about it in order to habituate and train students' pronunciation skills, as well as regulate and combine the composition of vocabulary, sentences, and dialogues as a whole. 3) The teacher divides students into groups or pairs, according to the learning design and situations that have been made before. 4) The teacher starts the activity of roleplay by asking students to play it seriously. 5) The teacher asks to change roles to the students if they felt have mastered the previous role. 6) Students perform their role play in front of their friends, and the teacher give chance for students to expand basic dialogues. 7) The teacher evaluates and discusses with students about the learning.

On the second day, the researcher will start making observations when the English teacher teaches speaking using the role play method while completing the observation checklist that the researcher made before. After the learning activities are completed, the researcher will ask five students who have been recommended by the teacher as a sample to be interviewed. Interviews will be held with individual students.

To analyse the data, researcher uses data analysis by Miles and Huberman (1994). This model consists of four main things: data collection, data reduction, data presentation, and conclusion. The description of the interactive model proposed by Miles and Huberman is as follows: 1) Data Collection Stage. The researcher collects data in the form of words, phenomena, photos, attitudes and daily behavior. Then researcher makes records of data collected through observation, interviews, and documentation. 2) Data Reduction Stage. During data reduction process, researcher has to reduce the data collection such as making summaries, tracing themes, making clusters, making partitions, or writing memos. This data reduction process is carried out continuously until the final report is completely prepared. 3) Data Presentation. In the data presentation stage, the researcher presents a structured set of information that provides the possibility of drawing conclusions and taking action. In this stage, the researcher can also present pictures, charts, or tables. In this stage, the researcher will see the result from the analysis of their data and determine whether to draw conclusions or continue the analysis. 4) Drawing Conclusions and Verification. Drawing Conclusions is the result of research which answer the research focus based on the result of data analysis. The verification may be as brief as the rethinking that went through the researcher's mind while he is writing, a review of field notes, or it may be as thorough and laborious as reviewing and brainstorming among colleagues to develop intersubjective agreements or also extensive efforts to place copies of a finding in another data set.

## **RESULTS & DISCUSSION**

### ***Results***

This finding obtained that the participants' feelings or emotions during the role play activity in class. There are two categories of students' emotional engagement. Positive emotional engagement and negative emotional engagement.

## **Students' Positive Emotional Engagement in The Implementation of Role Play Method**

### **1) Enjoyment**

The feeling of enjoyment was indirectly experienced by student 1. At first, she found it difficult when pronouncing a vocabulary. However when she had tried to say the word over and over again she felt that it became easy. According to Hidi and Renniger (2006), the extra effort expended by students as happened to student 1 is one of the effects of the feeling of enjoyment that students unconsciously feel during the learning process.

*"Awalnya aku susah banget waktu bilang "Previous". Trus aku coba ulang-ulang kata itu. Akhirnya bisa juga kak ngucapin kata itu dengan benar. Pas udah sering diucapin sekarang rasanya jadi gampang."*

At first, i had difficulty in pronounce "Previous". Then after i tried to said the word over and over again, I can pronounce the word correctly. I actually feel that word is so easy to say. (Student 1)

Student 2 enjoyed it when her English teacher explained the meaning of each sentence in the conversational text. According to her, this made her know a lot of new vocabulary.

*"Emm, aku suka waktu bu guru kasi penjelasan tentang gimana cara baca kalimat-kalimat itu sama kasi tau artinya. Bikin kosa kata bahasa inggris aku nambah."*

"Umm, I like when my teacher give an explanation about how to pronounce the sentences and tell us the meaning of the sentences. It makes my vocab increase." (Student 2)

Student 3 also felt this feeling. According to him, he was very challenged when faced with learning that required him to memorize. This is in line with the statement of Hidi and Renniger (2006) who said that the feeling of enjoying makes students' learning performance increase. When students enjoy the learning process, students will show their best performance and put out the maximum effort possible in the learning process.

*"Waktu aku nyoba buat hapalin percakapan, aku ngerasa kaya tertantang aja kak, apalagi percakapannya kan pake bahasa Inggris. Aku ngerasa keren pas hafal itu kalimat-kalimat yang pake bahasa Inggris."*

"When I try to memorize the conversation, i feel challenged, moreover it's in English. i feel that i was cool enough if I can memorize some sentences in English." (Student 3)

In addition, student 4 said directly that he enjoyed it from the beginning of learning to the end of learning. In fact, he didn't feel bored at all. Apart from because he likes hands-on practice-based learning such as role play, that feeling of enjoyment arises when he acts in front of his friends. This is because he feels cool because he acts as someone who is authoritative. This feeling also fueled his confidence so that he really immersed himself in the role when acting in front of his friends.

*"Aku suka banget jenis pembelajaran yang kaya gini, jai aku ga ngerasa bosen sama sekali. Aku juga tadi mendalami karakterku banget sebagai ketua harus berwibawa, aku ngerasa keren, kak jai aku enjoy banget hehe."*

“I really like this kind of learning, so I don’t feel bored at all. I really immersed myself in my role as an event chaiperson, i think that was cool, so i really enjoyed it.” (Student 4)

## 2) **Happiness**

According to students 1, she feels happy when she watches her friends play roles. According to her, her friends look funny when they act in front of the class because they used a Sundanese accent even though they was speaking in English. Students at the school are accustomed to using Indonesian and Sundanese when interacting. So it's quite difficult to get rid of the Sundanese accent when they speak English.

*“Menurutku pembelajaran pake role play seru. Lucu aja liat temen-temenku akting jadi orang lain. apalagi waktu mereka ngomong pake bahasa Inggris tapi logatnya logat sunda hahaha.”*

I think the learning with role play was fun. When my friends act in front of class, it was funny to see them act like everyone else. Especially when they spoke English but with Sundanese accent hahaha”. (Student 1)

Student 4 said that he felt happy when he performs in front of his friends. He feels himself cool when he appears in front of his friends because he gets the role of someone with authority.

*“Serunya waktu aku akting di depan kelas. Aku ngerasa keren, hahaha itu si yang aku rasain waktu itu. Aku kan perannya jai ketua acara farewell party. Karakterku sebagai ketua harus berwibawa. Jadi ngerasa keren aja.”*

“The learning was fun when i act in front of class. I think i am cool, hahaha that is what i feel in that moment. I act as the head of the event for farewell party. My character as a leader must be authoritative, and I think that was very cool.” (Student 4)

According to student 5, learning was quite fun when he practiced with his friends. According to him, during speaking practice before appearing in front of the class, he can also share knowledge with his friends, such as how to read difficult vocabulary, share new vocabulary, and share information about how to play a good role.

*“Lumayan seru waktu kita latihan percakapannya sama temen-temen sebelum tampil di depan kelas. Selain latihan, kita juga bisa sharing sama temen-temen tentang hal-hal yang kita gatau sebelumnya, kaya cara baca vocab yang susah. Terus kita juga bisa saling ngasi tau cara mainin peran yang bagus.”*

“It was pretty fun when we have time to practice the conversation with my friends before tampil in front of class. Besides practicing, we can also sharing with friends about something I don’t know, like how to read some difficult vocabulary. We even share information about how to play a good role.” (Student 5)

## 3) **Confidence**

Students' self-confidence when learning using the role play method was experienced by student 1. She explained that using the role play method, which required her to act in front of her friends, made her more confident. She also said that role playing is a suitable method for training her mind to become a more confident person.

*“Role play bikin aku belajar berbicara bahasa Inggris dengan lebih percaya diri di depan teman-teman. Menurut aku cocok untuk ngelatih mentalku biar jadi pribadi yang lebih percaya diri”*

“Role playing has made me learn to speak English more confidently in front of my friends. I think it is suitable for my mental training so that I can become a more confident person” (Student 1)

When student 1 was asked about feelings of nervousness and anxiety, she explained that one way to overcome her feelings of anxiety and nervousness was to memorize her lines carefully so that when she performed later, she wouldn't make too many mistakes.

*“Kalau aku sih biasanya hafalin bener-bener biar ga terlalu banyak salah.”* “I usually memorize it really so I don't make too many mistakes.” (Student 1)

Student 4 also experienced self-confidence. He appeared confident in front of his friends. When asked about anxiety, Student 4 said that of course he felt anxious and nervous, but he tried to cover up his anxiety and nervousness so that he would look good. According to him, frequently practicing reading in English will make him fluent when performing and make his self-confidence increase so that he can overcome those feelings of nervousness and anxiety.

*“Kalau rasa gugup dan cemas itu pasti ada kak, cuman aku berusaha nutupin itu biar penampilanku bagus. Aku juga udah sering latihan baca kak tadi, jadi bisa percaya diri waktu tampil.”*

“There must be feeling of nervous and anxious, I'm just trying to cover it up so that I can look good. I also practiced reading a lot earlier, so I can still confident.” (Student 4)

### **Students' Negative Emotional Engagement in The Implementation of Role Play Method**

#### **1) Boredom**

Some students feel bored when learning using the role play method. One of them is Student 1. She started to feel bored while waiting for her turn to perform the conversation. According to her, most students in her class did not want to come forward first, including herself. This took long enough for her to get bored. Students don't want to come forward first because when there is a first appearance, the other students will focus on watching the students who perform the conversation first because they want to see and make them as an example for their performance later. In this case, most students chose to perform their conversation last because according to Student 1, students would no longer focus on paying attention to their friends who appeared at the end of class. Students who haven't perform the conversation yet will focus on practicing speaking with their friends, while students who have already perform the conversation will be engrossed in talking with their friends. This is also a sign of boredom experienced by other students, because when students feel bored, their focus on learning will be diverted to other things that they find more interesting.

*“Aku rasa yang paling ngebosenin tuh waktu guru aku minta muri yang udah hafal maju ke depan deh. Soalnya kita semua gaada yang mau maju ke depan paling pertama kak, termasuk aku hahaha. Jadi aku bosan soalnya lama nungguin ada yang siap buat tampil pertama. Mending tampil terakhir kak, soalnya temen-*

*temen udah paa ga fokus nontonin orang yang tampil. Paling cuman guru kita doang yang masih liatin”*

“I think the most boring thing was when my teacher asked those of us who had memorized it to come forward. There is no one who ready to come forward first. Including me haha. So I got bored because it took so long to wait for someone ready to perform their conversation first. It is better when I perform my conversation in the last, because my friends are not focused anymore to me. The only one who is still focused on watching is the teacher.” (Student 1)

Student 2 also experienced boredom. When Student 2 was asked about her feelings when learning using the role play method, she admitted that learning was not fun enough for her. Her boredom is created because she prefers learning English by doing practice questions rather than practice such as the role play method.

*“Bagi aku kurang seru kak. Aku agak bosan. Soalnya aku ga terlalu suka pembelajaran yang praktik gini. Mending ngerjain latihan soal-soal aja.”*

“It is not fun enough for me. I feel kinda bored. The problem is I don't like practicing English like this. I prefer to do the questions.” (Student 2)

Meanwhile, Students 3 and 5 felt bored during the discussion on choosing a theme for their role play. According to Student 3 and Student 5, it is better that the theme for the role play is chosen directly by their English teacher. They don't want to be involved in choosing a theme, because the process of selecting a theme is considered to take a long time, so it is prone to boredom. Even Student 5 admitted openly that he was not interested in being involved in the discussion because he wanted to take a rest soon.

*“Menurut aku waktu diskusi pemilihan tema itu bosenin kak. Males kak lama, mending langsung ditentukan aja sama gurunya. Aku ikut pilihan temen-temen aja biar cepet.”*

“In my opinion, it was kina bore when we discuss for theme, it took so long time. I'm lazy, it's better to just settle it with the teacher. Then I'll just follow my friends' choices.” (Student 3)

*“Engga kak, aku sih terserah yang lain saja. Biar bisa cepet istirahat kak hehe.”*

“No, it's up to my friends. I think that will immediately allow us to enter a break time hehe.” (Student 5)

## **2) Frustration**

Frustration was experienced by almost all the students interviewed. The frustration here is marked by the difficulties experienced by students when learning speaking using the role play method. According to Student 1, he felt this feeling when he performed in front of his classmates. According to him, speaking English is difficult enough, it's much more difficult if he has to speak in front of his classmates. Student 1 feels that sometimes he knows how to pronounce the words he has memorized, but his mouth has difficulty pronouncing the words correctly.

*“Waktu akunya tampil kak. Kalau liat temen kaya lucu pas lagi ngomong, tapi pas aku tampil ternyata emang susah ngomong pake bahasa Inggris, apalagi di depan banyak orang. Aku kadang gatau cara baca beberapa kata di dialognya. Meskipun sebelumnya guruku ngasih tau cara bacanya, kadang pas aku praktekin aku malah lupa cara bacanya. Kadang juga inget, tapi mulut aku masih ga biasa ngucapin kata itu, jadi susah buat aku pas dibagian itu.”*

“It's funny when I look at my friends, but when I turn around, it's really hard to speak English, especially in front of a lot of people. Sometimes I don't know how to read some of the words in the dialogue. Even though my teacher previously told me how to read, sometimes when I practice it, I even forget how to pronounce it. Sometimes I also remember, but my mouth is still not used to saying that word, so it's hard for me to fit in that part.” (Student 1)

Meanwhile, according to Student 2 and student 3, they did not feel there was an increase in his speaking English ability. According to student 2, the role play method was less effective for him because he could only speak English based on the dialogues he practiced. He feels that it is still difficult to speak English if he has to speak in a different situation from what he practiced during the role play. Student 3 also feel the same feeling with student 2. He said that for it is quite difficult to memorize long sentences.

*“Aku ngerasa bisa ngomong bahasa inggrisnya di kalimat-kalimat yang udah aku coba di tema yang aku praktekin aja. Kalau ngomong bahasa inggris di situasi yang lain secara spontan gitu kayanya aku masih belum bisa, soalnya kan harus mempelajari kosa kata-kosa kata baru yang sesuai sama situasi-situasi lainnya.*

“I feel I can speak English in the sentences that I've tried on the themes that I just practice. If I speak English spontaneously in other situations, it seems I still can't, because I have to learn new vocabulary that is suitable for other situations.” (Student 2)

*“Emm bagi saya cukup sulit untuk mengikuti pembelajaran yang seperti itu. Waktu ngafalin kalimat yang terlalu panjang kak. Kalau percakapannya terlalu panjang jadi susah dihafal kak. Menurutku pembelajaran dengan role play bakal efektif kalau sering dilakukan kayanya sih, soalnya kalau kosa katanya ga sering diucapkan pasti bakal lupa-lupa lagi kak cara baca sama artinya.”*

“Umm, for me it is quite difficult to memorize long sentences. If the conversation is too long, it's hard to memorize. I think role play will effective if we do it often because if you don't speak the vocabulary often, you'll forget how to read and the meaning of the vocab.” (Student 3, Based on Interview)

### **3) Anxiety**

Almost all students who were interviewed felt a feeling of anxiety. This feeling is characterized by nervousness, anxiety, fear, and discomfort when doing learning using the role play method. According to Student 1, 2, 3, and 5, they feel nervous and anxious when performing in front of their friends. In addition, they feel embarrassed if they mispronounce English sentences, they will be laughed at by other friends. It makes them uncomfortable when they have to act in front of their classmates. According to Student 1, none of the students dared to performed first. They were all embarrassed. They feel ashamed of being the center of attention because they are not used to it. Feelings of anxiety are also triggered by students who laugh at them when they make mistakes.

*“Kita semua gaada yang berani tampil duluan. Aku gamau tampil duluan karna malu kak. Sebetulnya mah udah lumayan hafal, cuman kalau harus tampil duluan aku malu kak. Kayanya temen-temen yang lain juga pada malu kak. Biasanya pas waktu tampil paling pertama tuh kelas jadi mendadak sepi gitu, temen-temen pada*

*merhatiin semua. Malu kak jadi pusat perhatian. Pasti deg degan banget karna takut salah kak. Nanti diketawain sama temen-temen sekelas, pasti malu banget.”*  
“We all do not have the courage to do the role play first. I don't want to go first because I'm too shy. Actually, I already memorized it quite well, but if I have to go first, I'm embarrassed. I think the other friends are also embarrassed. We ashamed to be the center of attention. Especially the first performance, it must be really nervous. I'm afraid if i make mistake in pronounce the vocab. I will be laughed by my firends, it must be really embarrassed.” (Student 1)

Student 2 is afraid of her acting. According to her, the expression of her will become a joke by her friends later. To overcome this, Student 2 tries to avoid roles that he thinks will be the butt of his friends' jokes. She tries to choose roles where her acting is not too flashy.

*“Aku ga suka waktu harus akting di depan temen-temen. Aku ngerasa kurang nyaman kak, soalnya ya aku gugup banget kalau tampil di depan temen-temen. Aku takut salah baca sama takut diketawain sama temen kalau akting aku jelek atau berlebihan gitu. Trus takut diledek pas udahnya. Misalnya kita perannya jadi cewek yang centil, berarti kita harus tampil centil kan di depan mereka. Tapi nanti pas udah selesai tampil kadang ada yang niruin gaya ngomong aku pas lagi jadi cewek centil itu. Itu lumayan ganggu sih. Jadi aku bakal cari aman buat pilih peran yang aktingnya ga terlalu mencolok, biar aktingku nanti ga jadi bahan becandaan sama temen.”*

“I don't like when i should act in front of my friends. It feels uncomfortable because I really nervous. I'm afraid to pronounce the vocab wrong and I'm afraid my friends will laugh at me if my acting is bad or too much. Then I was afraid of being teased when I finished. For example if we play the role of a coquettish girl, it means we have to act as coquettish in front of them. But later, when I'm done performing, sometimes someone imitates my speaking style when I act as the coquettish girl. It's quite annoying. So I'll be safe in choosing a role where the acting isn't too flashy, so that my acting won't become a joke by my friends.” (Student 2)

Student 3 felt so nervous that he forgot the dialogue he had memorized. The noisy class situation also made him unable to focus when performing in front of his friends.

*“Aku ngerasa takut waktu di tes percakapannya sama guruku di depan temen-temen. Aku ga biasa kak ngomong di depan kelas. Ngomong pake bahasa indonesia aja deg-degan, apalagi ini ngomongnya pake bahasa inggris. Aku takut ga hafal dialognya kak . Kadang suka lupa, apalagi kalau temen-temen berisik atau ngetawain kita, suka jadi lupa padahal sebelumnya tuh udah lancar banget. Kalau kelas berisik aku jadi ga konsen kak.”*

“I feel anxiety when I was tested by my teacher in front of my friends. I'm not used to talking in front of class. I am nervous if just speak in Inonesia in front of them, it feels more nervous if i speak in English. I'm afraid i will forget the dialogue, especially when class are noisy or someone make fun of me, it's hard to focus.” (Student 3)

Student 5 also feels anxiety when he performed his acting in front of class. He afraid his friends will laugh at him. According to Stuent 5, the role play method

is not effective for students who easily feel anxious and nervous when appearing in front of the class like him.

*“Umm waktu tampil di depan temen-temen kak hehe. Malu kak, ga biasa ngomong di depan. Umm gatau sih kak. Malu aja. Kaya takut nanti cara ngomong bahasa Inggris aku ga bagus, trus diketawain nantinya. Engga nyaman kak, berasa jadi pusat perhatian, trus malah jadi lupa apa yang harus aku ucapin hahaha. Menurutku role play ngga terlalu efektif buat orang yang malu ngomong di depan banyak orang kaya aku.”*

I really nervous when I performed in front of my friends. I was shy. I'm not used to talking in front of many people. I'm afraid that I won't be able to speak English well, and then I'll be laughed at later. It's not comfortable sis, I feel like I'm the center of attention, then I even forget what to say hahaha. I don't think role play is effective for people who are shy about speaking in front of lots of people like me.” (Student 5)

### **Discussion**

#### **Positive Students' Emotional Engagement**

On positive emotions, four students enjoyed learning using the role play method because they liked English from the start. This is in line with Clarita (2020), who concluded that students must have an interest in English subjects so that students can speak English fluently. The feeling of enjoyment during learning can also be seen when the students show their best performance and put out the maximum effort possible in the learning process even though they said that they had many difficulties during this learning method. This is in line with the statement of Hidi & Renninger (2006) which states that students who enjoy the learning process will improve their learning performance.

Students feel happy when they perform the dialogue in front of class, when they watch their friends perform the dialogue in front of class, and when they share knowledge with their friends. Students feel free to discuss about the learning material, such as how to read difficult vocabulary, share new vocabulary, and share information about how to play a good role. Some students say that they are happy because they have an improvement in their speaking abilities. They feel their pronunciation and their vocabulary have increased. This is in line with the research results of Idham (2022) and Krebt (2017) which concluded that role play could enhance students' speaking skills in the classroom. According to Idham's research results (2022) students become proficient in English as a result of their regular role-playing exercises. It builds vocabulary, which aids in selecting appropriate words for the scenario. Students also initially found it difficult when pronouncing some vocabularies. However when they had tried to say the word over and over again the students felt that it became easy. Based on the results of Krebt's research (2017) role play made students' pronunciation improved because they were asked to focus consciously on their accent and pronunciation in particular, also they focused on memorizing each line.

Some students also felt that they experienced an increase in self-confidence. Students feel cool and proud because they can play a role in English. Stunts said that role play is a good learning method for people who are not used to speaking in front of many people because it can help train and increase their confidence in public speaking. This is in line with research conducted by Sari et al (2021).

According to them, role play can sustain students to speak accurately and confidently. This is also supported by recent research conducted by Idham et al (2022). According to them, the benefit of using role-play in the EFL classroom is that it helps students build their confidence and inventiveness by motivating them to participate in speaking activities.

### **Negative Students' Emotional Engagement**

However, the research results from Sari et al (2021) and Idham et al (2022) contradict some students who feel anxious when practicing role play in front of the class. Some students said that role playing is not a suitable learning method for people who are not used to public speaking. Based on the results of observations and interviews, some students experience feelings of anxiety and are not confident when they perform in front of the class. They feel nervous, embarrassed, and afraid of making mistakes when speaking English in front of their friends. This is in line with research conducted by Wulandari et al (2021). The results of his research showed that students felt insecure and nervous when they learned with the role play method. Based on the results of interviews with students, they felt insecure because they were afraid of making mistakes. Besides that, the students also felt very embarrassed when their friends laughed at them if they made the wrong pronunciation.

In addition, boredom is also experienced by some students. Two of the five students in the interview said that they felt bored during the discussion session. They don't want to be involved in class discussions because they find it boring for them. The researcher also saw based on the observations that some students talked more about other things that had nothing to do with learning with their friends. This creates a noisy class atmosphere that disturbs other students and makes them unfocused. This contradicts the results of research conducted by Sari et al (2020) and Permatasari (2016). According to Sari et al (2020) role play can make students active in learning English, while based on research conducted by Permatasari (2016) students did not get bored because roleplay provides fun and enjoyable activities. Students may look active when they play roles in front of the class, but they feel bored during discussions so they are lazy and tend to be passive in the end.

Frustration is also felt by some students. Most of them have difficulty pronouncing and memorizing sentences in English, especially in front of their friends. This is in line with the results of research by Wulandari et al (2021) which explained that their students had some problems when using role-play as a method of learning speaking. they had difficulty mastering the material and had difficulty memorizing the dialogue texts. This is contrary to research conducted by Sari et al (2020) and Permatasari (2016) which stated that students could learn speaking in the funway. In fact, feel embarrassed and afraid if they say the wrong English sentence because it will trigger ridicule from their friends. This situation is also exacerbated by the noisy class atmosphere due to the boredom that students feel. Some students were also seen chatting and not paying attention to their friends who were performing. This made the class atmosphere noisy and not conducive even though the English teacher had tried to condition them. As a result, students who are performing are not focused during performance. Some of them even forgot the conversations they had memorized earlier.

## CONCLUSION

Based on the results of the research and discussion, it can be concluded that students experience quite a variety of emotional involvement when they learn speaking using the role play method. Some students experience positive emotional engagement such as enjoyment, happiness, and confidence. Positive emotional engagement in students indicates that students still have the will and enthusiasm in facing difficulties during the learning process so that they are able to understand the learning material well. In addition to positive emotions, some students also experience negative emotions such as boredom, frustration, and anxiety. Negative emotional involvement indicates a lack of interest and interest in students towards learning processes and materials, making it difficult for them to focus and understand learning materials.

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