

CHAPTER 2

LITERATURE REVIEW

This chapter provides a brief explanation of some theories that support the study. These theories are related to role play overview, students' engagement and students' emotional engagement.

2.1 Theoretical Framework

2.1.1. Role Play Overview

Role play is a learning technique that requires students to be directly involved in the learning process. Several authors describe role play as follows. According to Ruslan (2020) role-play enables students to "become" anyone or picture themselves in a particular position, allowing them to improvise dialogue or create scenarios that mimic real-world situations. Turzak and Turzakova (2017) claim that through role-playing, students may actively apply their information in stimulating circumstances and confront issues that they might encounter in the real world.

Several researchers also describe the advantages gained from using role play as a learning technique. Many students get the chance to talk during role play because they are the ones receiving training; they have plenty of time to do so, stated (Rahim et al., 2016). Implementing the role-playing method has enhanced students' creativity, engagement, proactive participation in class discussions, and self-confidence. (Madarina et al., 2021).

The following is the procedure for using role play according to Huang (2008). Teachers can utilize role play to teach speaking in six steps. The following will describe each of the six role-playing steps:

- 1) Decide on the teaching materials

The teacher is required to select the teaching materials. It can be drawn from a textbook or another source if it fits the student's level, interests, learning goal, and teaching style.

- 2) Select the situation and create dialogue

Following the selection of the content, the teacher should decide on a

scenario and either supply the conversation for each role-play scenario or let the students create their own.

3) Teach the dialogue for role play

The teacher must teach the terminology, words, and dialogues required for the role-play scenarios. Before beginning the role-playing exercises, the teacher must ensure that the students are proficient in using the vocabulary, sentences, and dialogues; if not, the teacher should permit the students to ask questions about how to express the words they wish to use.

4) Assign the students to role-play

Following the instruction on language aspects, the teacher assigns the students to practice the discussion in small groups or pairs. The teacher then invites the well-prepared students to perform in front of the class.

5) Ask students to change the dialogue and scenarios

The teacher asks the pupils to change the situations and dialogue in this step. By doing that, the teacher's assigned duties in the scenario will become more transparent to the student.

6) Evaluation and check students' understanding

In the last step, the teacher assesses the students' understanding of the subject matter or linguistic elements. There are various ways to assess students' comprehension, such as asking them questions about the role play, having them act out the role plays, or having them translate the dialogue from the role play into their native language.

Gillian (1995) explained that there are several types of role play.

- 1) The first type of role fits a genuine need in the students' lives. This group includes jobs like doctors caring for six patients or salespeople going overseas.
- 2) The second type of role involves students acting out scenarios in which they may or may not have firsthand knowledge. A passenger requesting information or a consumer filing a complaint are two examples of this category.

- 3) The third type is the type that only some students will experience directly, yet it is simple to play because teachers have extensive firsthand knowledge of them. The television journalist is an excellent example of this type and is a very useful role taken from real life.
- 4) The last type is fantasy roles, which are fictitious, imaginary, and possibly even absurd.

Based on Gillian's theory, role-play activity in Professional Listening and Speaking classes is categorized as the first type, which involves playing roles according to real needs in students' lives. In contrast, the second type involves playing roles in situations that students have or have never experienced with the aim to provide experience and increase their knowledge about the roles.

2.1.2 Students Emotional Engagement

Student engagement is one of the critical factors that determines successful learning. In general, student engagement refers to a dedication to learning and active involvement in a range of academic, co-curricular, and school-related activities. Pupils with a solid desire to study are more likely to invest time and energy to accomplish their objectives. Fredricks et al. (2004) propose that student engagement has multiple dimensions: behavioural, cognitive and emotional engagements. Behavioural engagement in the classroom is behaviour of students who participate in activities in the classroom, such as following rules, discussing, asking questions and answers with friends and teachers, or outside the classroom, participating in extracurricular and social activities (Nguyen et al., 2018). Behavioural engagement involves students actively engaging in scientific, social, and extracurricular activities within the classroom. The behaviour includes paying attention, putting in the effort, following rules, and positively interacting with teachers and classmates (Batool et al., 2021).

According to Appleton et al. (2008) and Reschly et al. (2020) cognitive engagement is the effort that students put into understanding the material, finishing assignments, mastering skills and achieving goals. It can also be described as students' investment in learning, assessment of learning and

application of learning strategies. According to Fredricks et al. (2004) cognitive engagement describes how students motivated to learn, how much they act on that motivation and how they use cognitive and metacognitive technique to structure their learning technique. Cognitive engagement refers to a student's level of commitment to learning which includes approaching schoolwork with intention and thoughtfulness as well as being prepared to put in the work required to understanding challenging concepts or acquire challenging abilities (Fredricks et al., 2004).

According to Fredricks et al. (2004), emotional engagement encompasses indicators like showing interest and happiness while lacking boredom, anxiety, and sadness. This type of engagement involves emotional responses to experiences that generate either positive or negative feelings toward a place, person, situation, or activity. For students, emotional engagement refers to the degree of their positive and negative reactions to teachers, classmates, academic work, and the school environment. Positive emotions are those that are accompanied by pleasant internal subjective experiences such as joy, pride, enjoyment, fascinated, amusement, gratitude, interest, fun, and love (Reschly et al., 2020). While negative emotional engagement involves unpleasant or aversive physiological and cognitive reactions, leading to emotions such as fear, anger, shame, embarrassment, sorrow, guilt, sadness, or hate (Reschly et al., 2020). On the other hand, emotional engagement in students manifests as a sense of identification and belonging within the school, valuing school outcomes, and feeling supported by peers and teachers (Fredricks et al., 2004).

Furthermore, emotional engagement involves the feelings of belonging within the school environment, encompassing relationships with teachers and peers, as well as emotional responses to learning and school in general (Fredricks et al., 2004). Research suggests that emotional engagement significantly influences how students participate in academic activities throughout their school years. Research indicates that emotional engagement significantly influences how students involve themselves in academic activities as they advance through their school years (Li & Lerner, 2013). It is essential

for students to be emotionally invested in their schoolwork to foster a sense of belonging within the school community, encompassing both teacher-student and peer interactions, and to cultivate positive attitudes towards schoolwork in general (Appleton et al., 2008). Reschly et al. (2020) emotional engagement theory further developed into several subtypes as follows:

Table 2.1
Indicators of Emotional Engagement according to Pohl 2020

Broad indicators	Specific sub-factors	Example data to gather	Example intervention target
School connectedness	Sense of belonging (feeling of being respected, valued, and accepted by others)	Student reports feeling respected and accepted by others. Student feels wanted and appreciated	<ul style="list-style-type: none"> • Teach, model, cue/prompt, and recognize/acknowledge respectful, prosocial interactions • Verbally and nonverbally communicate to students that they are wanted and appreciated • Build relationships with and between students
	School pride	<ul style="list-style-type: none"> • Student reports positive feelings about being at the school 	<ul style="list-style-type: none"> • Involve students in school leadership and extra-curricular activities • Create opportunities for student to have voice and input on improving experiences in school
	Positive relationship	<ul style="list-style-type: none"> • Student reports feeling trust with 	<ul style="list-style-type: none"> • Intentional efforts to establish relationships with each student

Broad indicators	Specific sub-factors	Example data to gather	Example intervention target
		<p>others</p> <ul style="list-style-type: none"> • Student reports liking and being liked by others • Student reports feeling there are people who care about them 	<ul style="list-style-type: none"> • Teach relationship building skills and create opportunities for students to positively interact with one another • Verbally and nonverbally communicate to students that educators care for them not only as students but as people • Restorative practices following incidents that harm relationships
	Fun and joy	<ul style="list-style-type: none"> • Student reports feeling school is a fun place to be • Student reports feeling school offers pleasurable and enjoyable experiences beyond learning 	<ul style="list-style-type: none"> • Create experiences that can be accessed in school that are viewed as fun, exciting, and novel • Create a school leadership team that owns the task of making school paired with fun, enjoyable, pleasurable experiences beyond learning
Subjective emotional well-being	Negative emotions (aversive emotional	<ul style="list-style-type: none"> • Student reports feeling anxious or 	<ul style="list-style-type: none"> • Adopt social-emotional learning curriculum to teach students emotional

Broad indicators	Specific sub-factors	Example data to gather	Example target	intervention
	responses that narrow attention and behaviour)	<p>worried in school</p> <ul style="list-style-type: none"> • Student reports feeling frustrated or angry in school • Student easily becomes dysregulated due to outside trauma 	<ul style="list-style-type: none"> • 	<p>competence (awareness of emotions in self and others, emotional regulation skills)</p> <ul style="list-style-type: none"> • Deliver tailored interventions for students who struggle to manage emotions in response to social and academic demands in school (anxiety, anger, trauma)
	Positive emotions (positive emotional responses that broaden perspective and behaviour	<ul style="list-style-type: none"> • Student reports feeling happy in school • Student reports feeling joy in school • Student reports feeling interested in and excited about school 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Teach students habits and routines that cultivate positive emotions (gratitude, savoring good experiences, flow experiences). • Create activities at the outset of the day that are viewed as fun and enjoyable rather than immediately jumping into dense academic work. • Consider students' perspectives when constructing high interest and exciting academic assignments and tasks
Feelings toward academics	Academic frustration	<ul style="list-style-type: none"> • Student reports feeling frustrated 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Teach frustration tolerance skills • Link the academic work to relevant,

Broad indicators	Specific sub-factors	Example data to gather	Example target	intervention
		about academic work (e.g., not being able to achieve success)		<p>real world</p> <ul style="list-style-type: none"> • Help establish the “why” behind the academic work before engaging students in the “what” • Modify the assignment/work so that it is at student instructional level—not the student’s frustration level • Reinforce and recognize effort and growth—not absolute performance
	Academic boredom	<ul style="list-style-type: none"> • Student reports feeling bored in class • Student reports feeling that academic work is meaningless 		<ul style="list-style-type: none"> • Premack principle (if students do the less desirable work, then they earn more preferred experience) • Help connect the work to student goals and future aspirations so they can see the connection between the current academic work and later meaningful experiences • Seek student input about academic assignments to receive feedback about how to make it feel less boring

Broad indicators	Specific sub-factors	Example data to gather	Example target	intervention
Sense of safety	Physical and emotional safety	<ul style="list-style-type: none"> • Student reports feeling emotionally safe • Student reports feeling physically safe • Student reports feeling victimized by others (including bullying) 	<ul style="list-style-type: none"> • Provide students with choice (what to work on, how much to work, who to work with, where to complete the work, etc.) • Create welcoming and respectful environments for everyone • Teach, model, cue/prompt, and recognize/acknowledge respectful, prosocial interactions • Teach students conflict resolution and interpersonal skill • Establish clear and consistent definition of problem behaviours and a progressive method of responding to problem behaviour. • Restorative practices following incidents that harm relationships • Develop anti-bullying policy and implement bullying prevention procedures (bystander training, monitoring of common areas, etc.) 	

In this study, the researcher only investigated students' emotional engagement based on Pohl (2020); fun and joy, negative emotions, positive emotions and academic frustrations. This form of engagement was selected due to its relevance to the research question and the context of the study. Additionally, the sub-indicators were formulated into multiple questions to guide the research interviews.

2.1.3. Factors of Students Engagement

According to Parsons and Taylor (2011) students' perceptions of their teachers and the tasks themselves are important aspects to include them in the teaching-learning process. The following are 2 factors that influence student engagement in classroom.

1. Students' Perception of their teacher

According to Parn (2006) a student's degree of participation in a class of any size is significantly influenced by their impression of their teacher and whether or not they feel that the teacher cares about them. The way a teacher builds rapport with his or her students can affect how those students feel about him or her. Therefore, in order to instruct kids, teachers must model polite behaviour.

2. Task

The task selected by students significantly influences their level of engagement in educational activities. The tasks selected take into account the degree of difficulty of the work assigned, the style of instruction, and the learning resources accessible (Steele, 1993). Pupils gain benefit significantly from intellectual challenges when they collaborate with others to solve problems.

2.2 Study of Relevant Research

Some researchers are investigating the student's engagement in the use of role-play as a learning speaking technique. The first research entitled "Secondary Students' Emotional Engagement in Role Play Assisted Speaking Classroom" conducted by Afiyanti et al. (2023), aims to explore how far students are emotionally engaged when learning speaking using the role-play

method. The research participants were five junior high school students in Karawang. The research results show that students have positive and negative emotional involvement, including enjoyment, happiness and confidence, boredom, frustration and anxiety. Positive emotional engagement shows that students still have the desire and enthusiasm to face difficulties in lessons. Therefore, students can understand the learning material better. The engagement of negative emotions shows that students have less interest in the lesson material, making it difficult for students to understand the lesson material.

The second research was conducted by Nurlisa et al. (2020), entitled "Improving Students' Engagement Using Scaffolded Role Play and Facebook Discussion" with 24 participants, reveals that the implementation of scaffolded role play and Facebook discussion is successful in improving the students' engagement in learning speaking, through observing five aspects of engagements' indicators such as student's thought, task readiness, verbal participation, student's confidence, and fun & excitement.

The third relevant research conducted by Novita et al. (2022), entitled "Students' Learning Engagement in an Online Academic Listening and Speaking Class: Insights from a State University in Indonesia" aims to find out how students are engaged in online Academic Listening and Speaking class and what factors influence student engagement. The research results showed that, the students were (1) cognitively engaged by comprehending the course materials and activities; (2) emotionally engaged by enjoying the classroom learning activities; and (3) behaviourally engaged by taking part in class discussions, practicing problem-solving techniques, and implementing online learning norms. Additionally, there were other elements that influenced students' involvement, such as: (1) learning passions for the Academic Listening and Speaking course; (2) collaborative engagement of peer support; and (3) social engagement of student and teacher rapport.

Based on the study of relevant research above, the role-play learning technique is sufficient to increase student engagement in the classroom.

Students become excited when they come to class because they will see themselves and their friends performing. Students also become close to their friends, more confident, and improve their speaking skills quite a bit. However, the research mentioned above has several limitations, including its focus on the three dimensions of student engagement in learning speaking. This study, by contrast, aims to specifically investigate the emotional engagement of EFL students in Professional Listening and Speaking class.