

CHAPTER I INTRODUCTION

A. Background of the study

Negative emotion is a psychological state that is owned by an individual which can determine the actions and behavior towards the environment, includes their learning environment. Negative emotions ones like angry and nervousness reduce the interaction itself. If the interaction becomes blunt it will interfere the learning process and the language improvement (Dörnyei, 2005: 7). Students' negative emotion is also strongly linked to the formation of motivation, as well as its quality and strength (Dörnyei & Ushioda in Nagaike, 2014:112). Therefore, it is very beneficial to consider emotions in language learning.

There are many negative kinds emotions that a student could have in the class. Those emotions could be stimulated by many aspects such as the internal class conditions, external condition (like from students house conditions), or even from the personality of the students. However, in most cases in a class, it is clear that the classroom environment gives impacts that emotion. In the section below the writer tried to elaborate on some of the negative emotions which were often occurred in the participants.

The first is anger. It is a strong feeling of annoyance, displeasure, or hostility. Anger can be stimulated by environmental influences or genes. In many cases, anger is also stimulates aggressive and bullying behavior among school children. It can be expressed through temper tantrums and direct physical actions such as hitting, pulling, and pushing (Anderman & Anderman, 2009: 26). If in the learning process angry students are not well managed, it can lead to internal conflict which can hinder the learning process. Highly aggressive students who easily get angry tend to be less successful academically, more behavior destructive, and less motivated in class, such as off task, and not doing homework, in comparison to non-aggressive peers (Anderman & Anderman, 2009: 27). Therefore, it is necessary for teachers to

know the individual differences and characteristics to prevent the unwanted problem in the class.

The second is anxiety. It is categorized as negative emotion because it can give negative impact to the students' classroom performance. It also hinders students' ability to learn. Rebeca J. Frey in her study defined anxiety as an inside impulse happening to the students when they are worried fearing that of something bad might happen in the future but they feel powerless to avoid it, prevent it, otherwise influence the outcome (Frey, 2009:39). She also added that, it gives much impact to the students' learning process because it influences the experiential memories about the past events towards the bad result in the future outcomes and appraisal in the present. Moreover, anxiety also involves the biochemical and neuromuscular changes in the student's body (Frey, 2009: 40). This condition makes students' cannot maximize their learning process that makes the learning process does not effective. Finally, she concluded that anxiety often happens because it is stimulated by a condition such as being afraid of being asked to appear in front of the class, being bullied by classmates, afraid of pronouncing the wrong vocabulary, and recent move to a new school.

The third is boredom. It is one of the most common cases in the classroom. Boredom is commonly seen as an effective state composed of unpleasant feeling, lack of stimulations, and low psychological arousal (Harris, 2000; Mikulas & Vodanovich, 1993 in Perry *et al.*, 2010: 532). It can be stimulated by learning strategies, classroom environment, teaching method and many others. There are several studies which show the negative impact of students' boredom in class. Experimental studies have demonstrated that boredom arises from performing monotonous tasks (Perry *et al.*, 2010: 534). Students' boredom also gives bad impact towards students' behaviours in the class. Students tend to lack in concentration, easy to get distracted, hard to follow the teachers' instruction, which lead to shallow materials mastery (Perry *et al.*, 2010: 535). Some writers suggest to prevent student's boredom by using many kinds of techniques and make the class more student centered.

The fourth is hopelessness. It is some teachers might find a condition where the students feel she/he cannot make any improvement in the class though she has not done any effort yet. Many educators called this condition as hopelessness. Students become hopeless when they believe that they have no control over what happens to them (Okazaki, 2012: 42). Some students who experienced hopelessness can have other situation like helplessness that can stimulate another negative feeling in learning. This can lead to self-blame, lowered self-esteem, and chronic depression (Petri, 1991: 315 in Okazaki, 2012: 42). However, this negative condition could be prevented or fixed with the help from the teachers by giving more support, introducing personal responsibility, or empowering students in the class. Teachers should offer appropriate attribution feedback and help them regain controllability of their own academic performance and self-efficacy (Okazaki, 2012: 42-43). Hopelessness may not directly disappeared when the teacher give some treatments, yet it can show a positive improvement as students feel helpful and start to gain their learning autonomy.

Academic Emotion is effects on students' achievement may depend on the interplay between these different motivational and cognitive mechanisms of self-regulation and on interactions between these mechanisms and task demands. This implies that emotion effects on academic achievement will inevitably be complex and overdetermined. Nevertheless, a number of general aassumptions can be deduced from the preceding hypotheses.

Generally, positive activating emotions may be assumed to affect achievement positively by strengthening motivation and enhancing flexible learning. Specifically, this maybe true for intrinsic positive emotions such as task enjoyment,which provide the additional advantage of directing attention toward the task. In contrast, negative deactivating emotions (e.g., boredom, hopelessness) may generally be detrimental because they erode motivation, direct attention away from the task and make any processing of task-related information shallow and superficial. Negative activating emotions such as anger and anxiety may impair achievement by reducing intrinsic motivation

and producing task-irrelevant thinking, but they may also benefit achievement by strengthening extrinsic motivation. Specifically, such beneficial effects may occur when positive overall expectancies are held, and when learning does not require too much cognitive flexibility, but can draw on rehearsal strategies and algorithmic procedures instead.

Concerning the importance of emotion in language learning the researcher chose a school whose students are having emotional problems reflected in their behaviours in the classes for example (some students often disobey teachers' orders in the class. Some others sometimes get bullied or involve in school fighting. Even, if they get disciplinary actions from the schools' several students often faced similar behaviours in the future). The study was conducted in the eighth grade of Junior High School Nurul Islam Sungai Kakap. Many teachers argued that some students have negative behaviour so they could not follow the learning process which also includes English effectively. It makes the students cannot perform well during the test and often fail. However, most of the students who had negative behaviours showed positive improvement when the English teacher started and taught the class by building a closer relationship between teacher and students which made them feel appreciated and accepted in the environment. In addition, in some cases, problematic students changed their behavior, from aggressive to calmer, and passive into active in the learning process when the English teacher listened and appreciated their opinions more in the class. Therefore, the writer believed that analysis of on their negative emotion will be useful in order to find out some factors that stimulated the negative emotion that is reflections the student's' behaviour.

Regarding the issue, the researchers chose a school whose students are having emotional problems reflected from their behaviors in the classes. The research will be conducted on eight grade students of Junior High School Nurul Islam Sungai Kakap. Many teachers are of the opinion that some students have negative behaviors such as (boredom, anger, anxiety, hopelessness) and they cannot follow the learning process which also includes English effectively. It

makes students unable to perform well during exams and fail frequently. Because of these conditions frequently happen they often low English score and it makes them had poor performance at school. Besides, it will be found that few students had a bad relationship with their peers and English teachers, too. For example, some students often disobey teachers' orders in the class. Some others sometimes get bullied or involve in school fighting. Even, they get disciplinary actions from the schools' several students often faced similar behaviors in the future. Based on the researcher's observation in the English learning process, the problems of the majority of students were their negative behavior. However, most of the students who had negative behaviors showed positive improvement when the English teacher started and taught the class by building a closer relationship between teacher and students which made them feel appreciated and accepted in the environment. Conversely, in some cases, problematic students changed their behavior, like aggressive into a calmer, and passive into active in the learning process when the English teacher listened and appreciated their opinions more in the class. Therefore, the researcher believed that analysis of their negative emotions will be useful in order to find out some factors that stimulated the negative emotion that is reflected from the students' behavior.

Furthermore, the choice of this research subject (for the Eight grade), will be based on some considerations, they are: (1). The Eighth grades of junior high school students are in the middle stage of adolescence where they usually have complex emotions towards their surroundings. (2). The Eight grades of junior high school students usually still follow their intuitions and subjective feelings in determining their behavior, and it will affect their learning process as well. The research will also be focused on emotion but the difference is that it will be emphasized on the students' emotion towards their English learning process and on the factors which stimulated the negative emotion.

B. Research Questions

Based on the background of the study above, the researcher tries to answer the following questions:

1. How is the level of students' negative emotion towards the EFL learning process?
2. What dominant negative emotions do students usually have in the English learning process?
3. What English language learning factors usually stimulate students' negative emotions?

C. Research Purposes

Every research should have purposes to guide the researcher in carrying out the research, the purposes of this research are:

1. To know the level of students' negative emotion towards the EFL learning process
2. To find dominant negative emotions do students usually have in the English learning process
3. To investigate students' negative emotions in the EFL learning process and the factors that stimulate those negative emotions.

D. Scope of Research

The scope of this research is analysis students' EFL negative emotions toward the English learning process. The researcher limits the focus of this research as the scope of research:

1. Terminology

There are four terminologies in this research, those are:

a. Emotion

Emotion can be defined as a matter that involves the action of mind and body which is a reflection of the psychological, behavioral, and cognitive of a person towards the situation and learning environment around them.

b. Negative Emotion

Negative Emotion is emotion that can hinder a person's ability in doing their activities. Based on some studies, it often leads to negative relationships with others and makes a person's cognitive ability to work ineffectively in the learning process.

c. English as Foreign Language Learning (EFL)

English as a foreign language is taught in an environment where English is not the native language (for example Japanese learning English in Japan). In an EFL situation, the learners learn English inside a classroom but continue to speak their own language when leaving the classroom. Generally, there are many possible reasons for studying a foreign language. Perhaps a major number of language students in the world do it because it is on the curriculum. Some people want to study English or another foreign language because they think it offers a chance for advancement in their professional lives such as in business, higher education, or others. They will get a better opportunity with two languages than if they only know their mother tongue (Boyadzhieva, 2016).

d. English Learning Process

English learning process is the through material provided to students can be accessed anytime and from anywhere, in addition to getting material that can be enriched or equipped with a variety of supporting learning resources including multimedia that can be supported by teachers (Suartama,2014:20)

E. Significance of the Research

This section provides a brief description of the various significances of the study. The significances of this research are:

1. To English Language Teachers and Pedagogical Institution

The study serves teachers and educators reference or guidance about the importance of psychological factors in education generally, and

students' emotion particularly. The researcher hoped that it can help the teacher to have a sample of cases and some useful ideas about the students' emotion towards the EFL learning process and how the emotions affect the students' learning process.

2. To College Students in Teachers Training and Education Faculty

Particularly in the English education study program, this research could be an insight for future researchers in a similar field. It also could give some ideas on how negative emotion influences the learning process, specifically the EFL learning process. In addition, this research proposed some teaching techniques and concepts for the pre-service English teachers who met similar problems in the future as in the research field.

3. To the Researcher

The proposed study gives many benefits about students' affective sides and their roles in EFL class and knowledge about the major reason students negative behaviors in EFL class. It also helped the researcher with her future researchers in the English education field.

