

CHAPTER II

STUDENTS' OF EFL NEGATIVE EMOTIONS TOWARD THE ENGLISH LEARNING PROCESS

A. Definition of 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. Andries (2011) claimed that negative emotion is associated with cognition and it is in a dysfunctional way that individuals became prone to negative thinking or keeping the processing of information towards the undesired situation to be perceived in a threatening way; these emotions are unpleasant states that are accompanied by physical manifestation with a low level of awareness. Negative emotion also is a way to appreciate the positive things in life as appealed by Compton & Hoffman (2013) they argued that this must be the reason why individuals are drawn to different activities such as plays, poetry, painting, and more to portray different negative emotions such as sadness, tragedy, failure, etc.

Negative emotions are experienced as unpleasant (Pekrun, 2014), they also vary from physiological and cognitive and have activating and deactivating emotions. It is stated that negative emotions draw an individual's attention away from learning, for example, a student feels anxiety for failing tests, and this will reduce the focus for the task. Negative emotions can undermine learning and achievement but they can also have a positive effect on learning, take in motivation, for example, negative emotions reduce motivation but at the same time an individual will induce motivation in order to avoid failure, or confusion about a problem might be perceived as a negative effect but in reality, it was have a positive effect because the student was expect to solve the problem. Negative emotions could ruin a life or potentials but these emotions are unavoidable when learning, these emotions can be used productively as long as protections are taken said Pekrun (2014), he also stated

that a lower level of anxiety, self-related anger, or shame can promote learning when an individual is confident in success, also, the confusion regarding difficult cognitive problems can lead to the development of more advanced knowledge within students.

There are many negative emotions that a student could have in the class. Those emotions could be stimulated by many aspects such as the internal class conditions, external conditions (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 researcher tried to elaborate on some of the negative emotions which were often occurred in the participants. They are anger, anxiety, boredom, and hopelessness. Some researchers like Arnold and Brown also explain some of the negative emotions in the research like anger and anxiety.

1. Anger

Anger is the strong feeling of annoyance, displeasure, or hostility. Anger can be stimulated by environmental influences or genes. In many cases, anger is also stimulated 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, 2013: 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, not doing homework, in comparison to non-aggressive peers (Anderman 2013: 27). Therefore, it is necessary for teachers to know the individual differences and characteristics to prevent the unwanted problem in the class.

2. Anxiety

Anxiety is categorized as negative emotion because it can give a negative impact on the students' classroom performance. It also hinders students' ability to learn. Frey (2015:39) in his study defined anxiety as an inside impulse happening to the students when are worried fearing that something bad might happen in the future but they feel powerless to avoid

it, prevent it, otherwise influences the outcome. 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 2015: 40). This condition makes students cannot maximize their learning process that makes the learning process does not ineffective. Finally, she concluded that anxiety often happens because it is stimulated by a condition such as verbal criticism from the teacher, bullying by the schoolmates, and rejection by the environment, and the recent move to a new school.

3. Boredom

Students' boredom is one of the most common cases in the classroom. Boredom is commonly seen as an effective state composed of unpleasant feelings, lack of stimulation, and low psychological arousal (Harris, 2000; Mikulas & Vodanovich, 1993 in Perry *et al.*, 2010:532). It can be stimulated by learning strategies and any other. However, boredom is still getting little attention in the language classroom since it is not as destructive as anger. Students' boredom is also not clear as anxiety. However, students' boredom has a bad impact on the learning outcome.

There are several studies that show the negative impact of students' boredom in class. Experimental studies have demonstrated that boredom arises from performing monotonous tasks (Cantor, 1968; Hamilton et al., 1984; Kass, Scerbo, 1995 in Perry *et al.*, 2010: 534). Students tend to lack concentration, easy to get distracted, had to follow the teacher's instruction, which leads to shallow materials mastery (Perry *et al.*, 2010:535). Some researchers suggest preventing students' boredom Teachers can use many kinds of techniques and make the class more student-centered.

4. Hopelessness

Some teachers might find a condition where the students feel she/he cannot any improvement in the class though she has no done effort yet.

Many educators called this condition hopelessness. Students' outcomes hopeless when they believe that they have no control over what happens to them (Okazaki, 2011: 42). Some students who experienced hopeless can have other situations like helplessness that can stimulate another negative feeling in learning. This can lead to self-blame, lowered self-esteem, and chronic depression (Petri, 315 in Okazaki, 2011: 42). However, this negative condition could be prevented or fixed with the help of 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, 2011: 42-43). Hopelessness may not directly be erased when the teacher gives some treatments, yet it can show a positive improvement as students feel helpful and start to gain their learning autonomy.

B. Emotion and Language Learning

Emotions have a big contribution to language learning. Because emotion is a psychological state that is owned by an individual which can determine the actions and behaviour towards that environment, includes their learning environment. Emotions determine how the process of interacting whether they are the effective relationship of confrontation. Emotion appears based on the person's condition and the situation.

There are some kinds of emotions that a learner could have during the process of learning. Emotion can in the form of feeling angry, sad, upset, nervous, anxious, happy, excited, and many others (Arnold and Brown, 2005:2). Some of the positive emotions like happiness and excitement the interaction run smoothly. Yet, the negative ones like anger and nervousness blunt the interaction itself. If the interaction becomes blunt it will interfere with the learning process and the language improvement (Dornyei, 2005). Students emotion is also strongly linked to the formation of motivation, as well as it's

quality and strength (Dornyei & Ushioda in Nagaike, 2014). Therefore, it is very beneficial to consider emotions in language learning.

The influence of emotion is also an important process of learning. Emotion determines one's learning process, especially in the collaborative learning process that often becomes a recommendation in learning at this time (Nagaike, 2014). The process of collaborative learning makes the students involved physically and psychologically with all members of the class, such as teachers, peers, and learning materials. Emotion affects the contribution of student achievement and maintains good relationships between peers and teachers of subject-related, physical, and psychological states as well as the long-term success of the students (Brackett and Rivers, 2009). In short, a learner will perform better with a better emotional condition, too.

Positive emotional conditions lead to a better learning process and achievement. A study of the Collaborative for Social and Emotional Learning (CASEL) conducted by Roger Weissberg and Joseph Durlak revealed that students who learn in an environment that emphasizes emotional control and high social skills will have better learning outcome better score, compared to students who studied under ordinary circumstances (Brackett and Rivers, 2009). Such an environment will make students able to overcome the problem of anxiety and fear of learning as well as the learning stress. Students ask the teacher more frequently asked the teacher and ask for advice and strategies (Brackett and Rivers, 2009). Conversely, if the students are not helped with their emotional sides which are related to their study, the student will have a lot of negative emotions that can affect the motivation and behavior during class. Therefore, it is wise enough for educators to find a way to maintain a positive learning environment in order to facilitate positive emotions.

Effective language learning is often characterized by the high interest and participation of students in the classroom. The interest will exist only if the students are in the good condition such as being happy, comfortable, and feel safe in the classroom. Meaningful learning occurs when emotional factors facilitate personal transformation (McIntyre & Gregersen, 2012). Moreover,

learning is enhanced when learners are affectively engaged and when they willingly invest energy and attention in the learning process (Bolitho et al, 2003:252). Therefore, students must feel safe when succeeding or failing. Besides, emotion also plays a big role in learning. If the students are anxious, uncomfortable, or fearful, they do not learn (Perry, 2006: 26). In short, to achieve effective learning, a teacher should facilitate a good learning environment. To achieve it, students' good emotional condition during the class is needed.

C. Categorization of Emotion

There are two types of emotion that can affect learning outcomes in learning English. Some of the emotions are becoming the subject of research in the education field. The emotion is categorized into positive emotion and negative emotion (McIntyre and Gregesen, 2013:193). Positive emotion is the emotion that can lead a person to give a good response towards the environment and surrounding. Some of the examples of positive emotions that have been researched are enjoyment, hope, and pride, contentment, love, and interest (Schutz and Pekrun, 2007 in Ismail, 2015: 19 and Fredrickson, 2006 in McIntyre, 2013: 197). Positive emotion also facilitates a better relationship because it can broaden a person's perspective, opening the individual to absorb the language.

Conversely, negative emotions can impede personability in doing their activity. It also leads to negative relationships with others. Negative emotion procedures the opposite tendency, like narrowing of focus and a restriction of the range negative emotions that become the focus of research are anxiety, boredom, happiness, shame, and anger (Schutz and Pekrun, 2007 in Ismail, 2015:19). In the negative emotion. However, because the research focused on a negative emotion, the explanation below explored deeper the negative emotions.

D. Learning Process

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). Harsono (2007 :173) states that learning is normally considered to be a conscious process that consists of the committing to memory of information relevant to what is being learned. It means that learning is a process that brings together cognitive, emotional, and environmental influences for the purpose of making changes in one's knowledge, skills, values, and worldviews. To achieve a basic competence in learning activities must be included steps of activities in each meeting. Basically, the activity steps contain elements of activity (Iskandar ,2011).

1. Preliminary

The introduction is the initial activity in a learning meeting aimed at generating motivation and focusing the attention of students to actively participate in the learning process.

2. Core

The core activity is a learning process to achieve KD. Learning activities are carried out interactively, inspiring, fun, challenging, motivating students to actively participate, as well as providing sufficient space for the initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students. This activity is carried out systematically and systemically through the process of exploration, elaboration, and confirmation. In the learning process to achieve this competence the teacher does.

a. Exploration

In teacher exploration activities:

- 1) Provide a stimulus in the form of giving material by the teacher
- 2) Discuss the material with students

- 3) Provide opportunities for students to communicate orally or present how to solve a problem.
 - 4) Involve students in discussing examples in the Book
- b. Elaboration In teacher elaboration activities:
- 1) Familiarize students to read and make data in the form of tables or diagrams.
 - 2) Facilitate students through the provision of tasks to do exercises on the questions contained in textbooks
- c. Confirm In the teacher confirmation activity:
- 1) Provide feedback to students by giving reinforcement in verbal form to students who have been able to complete their assignments.
 - 2) Provide confirmation on the results of work done by students through other book sources.
 - 3) Facilitate students to reflect to get the learning experience that has been done
 - 4) Provide the motivation to students with less education and cannot participate in the material on how to read and make data in the form of tables (lists), how to read and make data in the form of diagrams.

A. Previous Study

The first research has come from TsailingLiang (2002). “Tentitled “Implementing Cooperative Learning In EFL Teaching: Process and Effects”. This study brings together the fields of cooperative learning, second language acquisition, as well as second/foreign language teaching to create optimal schooling experiences for junior high school students. Integrating cooperative learning with the theories from the second language acquisition, i.e. the comprehensible input, the comprehensible output, the interaction, and context, and the affective domain of motivation, the researcher hopes that this empirical study can provide a close link between cooperative learning and the communicative language teaching and, at the same time, propose guidelines for

EFL teachers who wish to implement cooperative learning to enhance their students' proficiency in English as well as motivation toward learning English.

The second research has come from Nasser Rashidi (2014) with his research entitled “ The Effect of Teachers' Beliefs and Sense of Self-Efficacy on Iranian EFL Learners' Satisfaction and Academic Achievement”. The purpose of this study was to investigate the relationship between teachers' beliefs about their teaching methods and their sense of self-efficacy. The study also examined the effects of these characteristics on student satisfaction and academic achievement. Participants included 16 instructors and 255 intermediate students (121 males and 127 females), at the Bahar Language Institute in Shiraz, Iran. The Teacher Belief Scale and Bandura Teacher Self-Efficacy Scale (Wilkerson & Lang, 2007), the truncated form of student satisfaction inventory, and students' standardized midterm exam scores were the instruments for data collection.

Another research will be done by Ramin Akbari (2017). “A Qualitative Study of EFL Teachers' Emotion Regulation Behavior in the Classroom”. This study aimed to explore the nature of emotion regulation behavior among EFL teachers. To this end, semi-structured interviews were conducted with 18 EFL teachers teaching general English courses in both private language institutes and public schools in Iran. All interviews, conducted in Farsi, were first transcribed and translated into English. Then, through the use of the conceptual content analysis technique, the data were scrutinized for emotion regulation strategies.