

**ANALYSIS OF EFL STUDENTS' NEGATIVE EMOTIONS TOWARDS
ENGLISH LEARNING PROCESS IN SMPN 23 PONTIANAK**

AN ARTICLE

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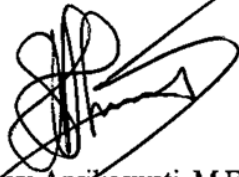
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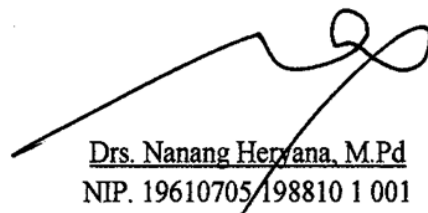
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ANALYSIS OF EFL STUDENTS' NEGATIVE EMOTIONS TOWARDS ENGLISH LEARNING PROCESS IN SMPN 23 PONTIANAK

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Abstract: This research investigated students' negative emotion during English for Foreign Language (EFL) class. The negative emotions that became the focus of this research were anxiety, boredom, hopelessness, and anger. To achieve the objectives, the writer used case study method. There were three procedures of this research namely classroom observation, Likert questionnaire, and students interview. The participants of this study were 20 students who were considered problematic in the EFL class, and sample was 10 chosen by purposive sampling technique. The finding showed that all students had negative emotions during the EFL learning process. The order of the negative emotions were anxiety (97 cases), hopelessness (73 cases), anger (55 cases), and boredom (39 cases). The factors stimulating those negative emotions came from students' English ability, English materials' difficulty level, presentation of English materials, and the students' relationship with their peers and English teacher. It was also found that the negative emotions gave impact to students' performance like passive behavior, less concentrated, less motivated and lack of confidence.

Keywords: Negative Emotion, EFL Learning Process, Anxiety, Anger, Boredom, Hopelessness.

Abstrak: Penelitian ini bertujuan untuk mengetahui emosi negatif siswa selama kelas Bahasa Inggris untuk Bahasa Asing (EFL). Emosi negatif yang menjadi fokus penelitian ini adalah kecemasan, kebosanan, keputusasaan, dan kemarahan. Untuk mencapai tujuan penelitian, peneliti menggunakan metode studi kasus. Ada tiga prosedur penelitian yang digunakan yaitu observasi kelas, Likert kuesioner, dan wawancara siswa. Peserta penelitian ini adalah siswa yang dianggap bermasalah di kelas EFL, 10 orang sampel dipilih dengan teknik *purposive sampling*. Temuan menunjukkan bahwa semua siswa memiliki emosi yaitu kecemasan (97 kasus), keputusasaan (73 kasus), kemarahan (55 kasus), dan kebosanan (39 kasus). Faktor-faktor yang menstimulus emosi negatif tersebut diantaranya kemampuan bahasa Inggris siswa, tingkat kesulitan materi bahasa Inggris, penyajian materi bahasa Inggris, dan kondisi hubungan siswa dengan rekan-rekan dan guru bahasa Inggrisnya. Hasil penelitian juga menunjukkan bahwa emosi negatif siswa memberikan dampak terhadap kinerja seperti perilaku yang pasif, kurang konsentrasi, kurang termotivasi dan kurang percaya diri selama proses pembelajaran.

Kata Kunci: Emosi Negatif, Proses Belajar EFL, Kecemasan, Kemarahan, Kebosanan, Keputusasaan.

emotion is very important in language learning process. Positive emotional factors like self-esteem, empathy, and motivation can facilitate learning process, yet negative emotions such as anxiety contribute to students' poor performance in the class (Arnold and Brown, 2005: 1, 9). Emotions control students' attention to be more engaging in accomplishing learning goals by implementing positive behaviour (Valiente and Eisenberd in Anderman and Anderman, 2009: 357). In addition, in English learning process students' emotions have important roles too. Since, English is one of the most important foreign languages in the curriculum, which make all students must learn and master it in the end of their education. Additionally, learning English language is categorized as learning a skill. To be successful in English learner, students need to work actively with themselves and others during the learning process. Therefore, it is important to maintain students' positive emotional condition and prevent the negative ones to make students easier achieve the learning goals.

Concerning with the importance of emotion in language learning the writer chose a school whose students are having emotional problem reflected from their behaviours in the classes. The study was conducted in second grade of Junior High School 23 Pontianak. Many teachers argued that some students have negative behaviour so they could not follow the learning process which also include 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 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 behaviour, like aggressive into calmer, and passive into active in learning process when the English teacher listened and appreciated their opinions more in the class. Therefore, the writer believed that analysis on their negative emotion will be useful in order to find out some factors that stimulated the negative emotion that is reflected from the students' behavior.

A similar research was conducted in one of universities in Japan. The writer analyzed the contribution of the emotions which the lecturers had towards their students, colleagues, the institution and its impact to their English teaching process. The research finding showed that most of the lecturers had negative emotional condition towards their colleagues and institution. This condition led to lack in collaboration among lecturers and lack in support from the institution (Cowie, 2012: 240). It hindered cooperation that might happen if the relations are positive. Conversely, the lecturers there had positive emotions to their students dealing with moral responsibility. The previous research method and finding became the writer's guidance about how to do a research of emotion in English language learning. The research was also focused in emotion but the difference is that it was emphasized on the students' emotion towards their English learning process and on the factors which stimulated the negative emotion.

Based on the research background, this research was conducted to answer this question: How is the condition of students' negative emotion towards the EFL learning process: (1) what dominant negative emotions do students usually have

in the English learning process? (2) What English language learning factors usually stimulate students' negative emotion?

Emotions have big contribution in language learning. Because emotion is a psychological state that is owned by an individual which can determines the actions and behavior towards the environment, includes their learning environment. There are some kinds of emotions that a learners' 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 happy and excitement make the interaction run smoothly. However, the negative ones like angry and nervousness reduces the interaction itself. If the interaction becomes blunt it will interfered the learning process and the language improvement (Dörnyei, 2005: 7). Students' 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.

The influence of emotion is also an important process of learning. Emotion determines one's learning process, especially in collaborative learning process that often become recommendation in learning at this time (Nagaike, 2014: 112). The process of collaborative learning makes the students involved physically and psychologically to 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 state as well as the long-term success of the students (Brackett and Rivers, 2009:9). In short, a learner will perform better with the better emotional condition, too.

Effective language learning is often characterized by 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: 9). 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 to interact, experiment, and explore new topics. Students should also feel safe when being succeed or failed. In addition, emotions also have 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.

There are two types of emotion that can affect learning outcomes in learning English. The emotion is categorized into positive emotion and negative emotion (McIntyre and Gregesen, 2013:193). Positive emotion is emotion that can lead a person to give 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 facilitates better relationship between people because it can broaden a person's

perspective and open an individual's mind to absorb the language (McIntyre, 2013: 198). Conversely, negative emotion produces the opposite tendency, like narrowing the focus and like restricting the range of potential language input (McIntyre and Gregesen, 2013:193). In the following section, the writer tried to elaborate some categories of positive and negative emotion. A language learner who has positive emotions during learning process will tend to be more successful than others who do not have it. Peter McIntyre, a psychologist, stated that students' positive emotion will broaden the mechanism of brain during the language learning process (McIntyre, 2013:197). It means it will be easier for the language learners to achieve the language learning goals.

There are some kinds of feeling which are categorized as positive emotions, namely joy, interest, care, love, and many others. Positive emotions influence the experiencers in many ways. Some of them influence the cognitive and social ability (McIntyre. 2013:197). According to Frederickson (2006) in McIntyre (2013: 198), there are five mechanisms about how the positive emotions broaden the language learners brain. They are: first, broadening learners' attention and thinking which makes them do more exploration. This activity will make learners get more knowledge and play with the language, which is good for language learning. Second, preventing the bad behaviour caused by the negative emotions. Third is promoting flexibility by triggering productive reaction to stressfull events during the learning. Fourth is building more social bonds between the language learners and teachers by smiles given from the experiencers. Fifth is creating better self-expectation of the learners. A learners with positive emotions will make good goals and they are determine the effort during the learning process. Sixth, positive emotion also stimulates positive behaviours in the learning process. A research done by Frederickson (2001) that is cited in McIntyre (2013: 207-208) mention that there are some positive behaviour stimulated by the positive emotion in language learning process. To sum up, it is very important for teachers and educators to create and maintain the positivism of the class and learning environment.

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 impact to that emotion. In the section below the writer tried to elaborate some of the negative emotions which were often occured 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 behaviour among the 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 are easily get angry tend to be less succesfull academically, more behaviour destructive, and less motivated in class, such as off task, not doing homework, in

comparison of non-aggressive peers (Anderman & Anderman, 2009: 27). Therefore, it is necessary for teachers to know the individual differences and characteristics to prevent 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 experienter 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 happen because it is stimulated by condition such as verbal criticism from the teacher, bullying by the schoolmates, and rejection by the environment, 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 simulations, 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.

RESEARCH METHODOLOGY

The methodology consists of some sections: research design, subject and research instruments, and data collection and analysis.

Research Design

This research was conducted to investigate the emotion that students have towards their English language learning process. This research also analysed factors that stimulate the negative emotion on problematic students during the EFL learning process. The method used in this research was case study. Case study is a method to analyse and examine deeply about the phenomenon, documents, particular situations or event in a detail specific social context (Leavy, 2014: 455). Furthermore, case study is also useful if the research focus on real situations, so it enables the readers to understand ideas more clearly than simply by presenting them with abstract theories or principles (Cohen, Manion, and Morrison, 2007: 253). The writer believed this study method is really helpful to gain deeper understanding in examining a person, a classroom, or an institution in the research subject field. Using case study as the research methodology gave some advantages for the writer, which is the flexibility of the research that can be useful in many contexts.

Subjects and Research Instruments

Population is defined as the whole subject of the research. The second grade in Junior High School 23 was chosen as the general focus of the writer. However, the writer focused on some students only who show very negative behavior indicated the negative emotions during the learning process. The instruments that the writer used are classroom observation checklist, Likert Questionnaire and students' interview.

Data Collection and Analysis

a. Observation Checklists Analysis

The observational checklist was focused on the students' behaviours in the English classroom.

b. Questionnaire Data Analysis

In analysing the questionnaire, first the writer examined the data manually. The form of the questionnaire used by the writer was Likert Scale questionnaire.

c. Interview Data Analysis

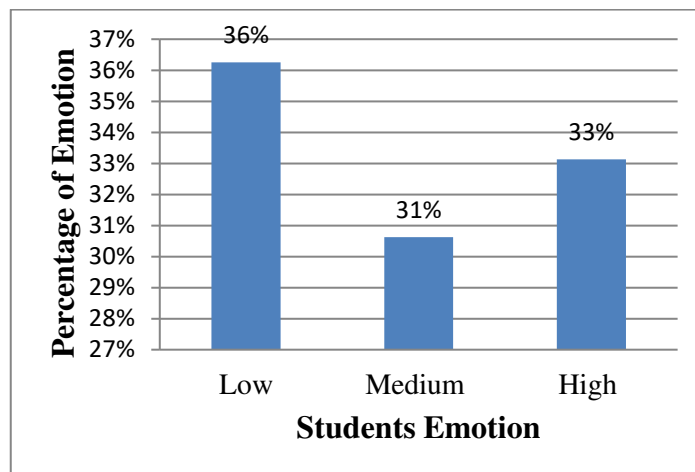
After the writer knew students who had emotional problems in EFL learning process, she tried to figure out the caused of these emotions by using semi structured interview. In analysing data in the form of the interview, the writers recorded all the important words spoken by the interviewee and analyse them.

FINDING AND DISCUSSION

Finding

1. Students' Negative Emotion during EFL Learning Process

The condition of students' negative emotion during EFL learning process is considered very high, because 100% of the participants experienced negative emotion during the learning process. Every one of the participants chose at least three cases which indicated that they have negative emotion during their learning process. In addition, in every learning activity, there must be some participants who experienced negative emotion, too. Although all students had negative emotion towards the EFL learning process; it has a range in terms of the kinds of emotion. To make the comparison clearer, the writer presents the data below:

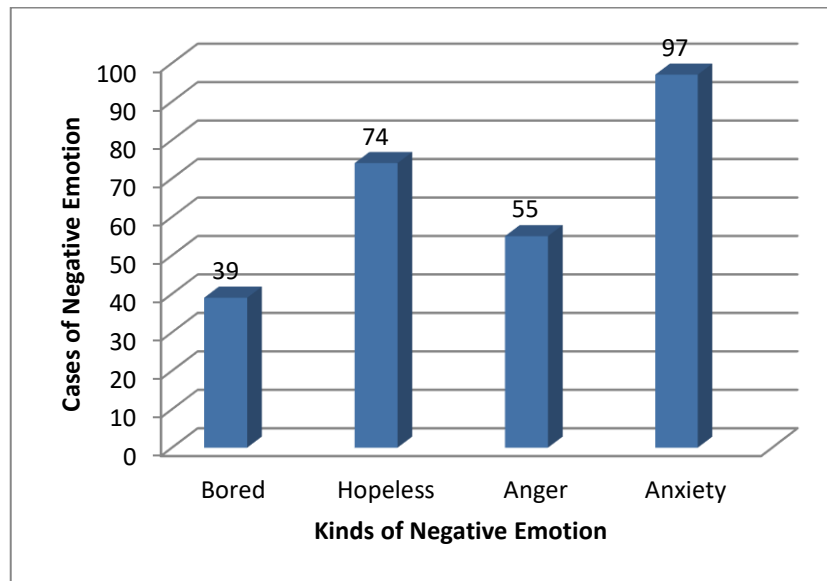


Graphic 1
The Range of Emotion that Students Have

From the figure above, the percentage students who experienced high negative emotions are about 33%. It was found that there were approximately 7 students who have very high negative emotion towards the English learning process. Conversely, the percentage of students who had low negative emotion is slightly higher with students in high group. There are 35% of students or 8 students who were considered to have low negative emotion. The rest 5 students or 31% respondents were in the group considered to have moderate negative emotion. It means that these students were indicated to have experienced negative emotion.

2. Students' Negative Emotions in the English Learning Process

The negative emotions that students have in EFL learning process are anxiety, followed by hopelessness, anger, and boredom. To make the comparisons clearer, the data of cases spread in figure below:

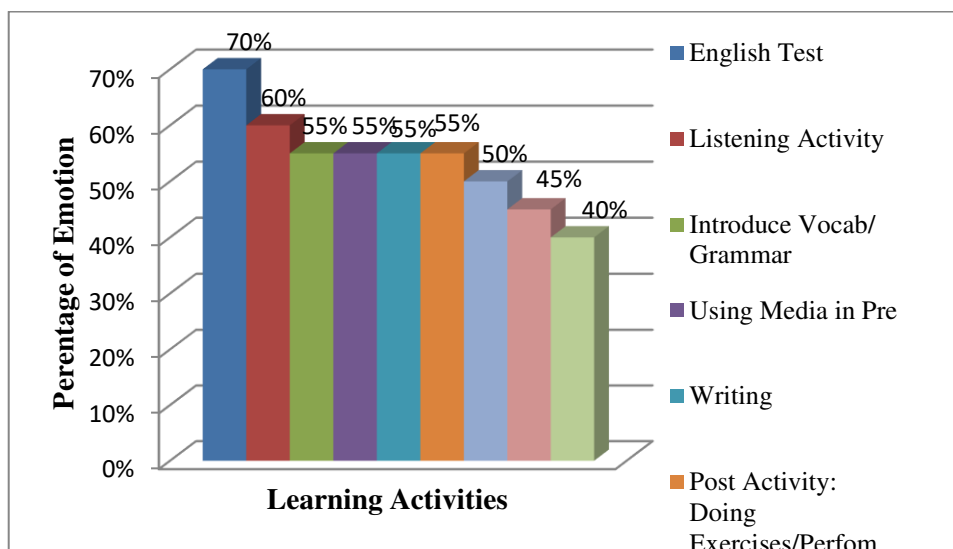


Graphic 2
Number of Cases of Students' Negative Emotions

Figure 2 shows the comparison of each negative emotion most likely to occur to the participants. From the table, it can be concluded that anxiety has the most cases of all, it happens 97 times. Another 74 cases show the occurrence of hopelessness which made the students had low self-confidence and self-esteem. Other students' negative emotion was anger that was presented in 55 cases. The last emotion is boredom with 39 cases. Below, the writer provides deeper elaboration on each negative emotion of students.

a). Students' Anxiety

Based on the research findings, anxiety is the highest-rated negative emotion that was experienced by more than half of the respondents. It is found that the majority students who became the respondents felt uneasy during the English test. They also experienced the same experience during the listening activity. Moreover, most respondents also felt anxiety in other pre-activity, main activity, and post activity. However, in speaking activity, some students felt less anxious compared to the other activities. Furthermore, in reading activity, fewer students felt anxiety compared to the rest of learning activities. To make the comparison clearer, the writer presents the result below:



Graphic 3
Students Anxiety in English Learning Activities

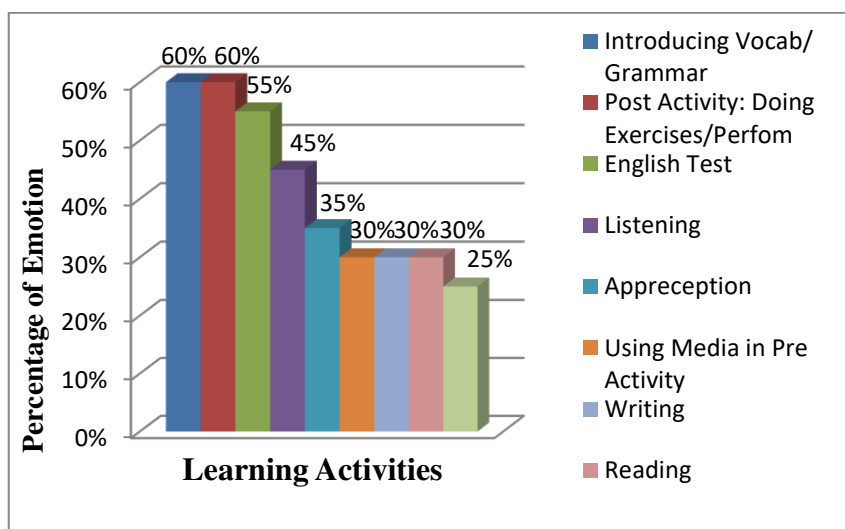
In this case, the writer found out that one of the reasons of students' anxiety is because of test score. Most of the students worried because afraid that the test will be difficult, do not pass the test, and get remedial test. In listening activity, more than half of the respondent experienced anxiety, too. Some students who are interviewed stated that they felt worried of not understanding the listening items because English language is different from Bahasa Indonesia. In addition, the case of the anxiety happened in the beginning of the class such as when introducing new vocabulary or grammar and using media in the English class, also when the English teacher started to ask about the previous lesson. Besides, some students also experienced anxiety when they need to construct a sentence in writing a short functional text because they were afraid of doing misspelling in writing the English vocabulary.

However, the writer also found that students experienced less anxiety in speaking and reading class. It is because the English teacher implemented learning in pairs, groups, or even the whole class. For example, in reading activity, the teacher often used reading aloud technique, where most of the class or many students read the text together. Meanwhile, in speaking activity, the English teacher often asked students to make a short conversation in pairs or small groups and practice it together. The writer believes because of the collaborative learning, students feel less worry and students become more comfortable during the English learning process. Some students also stated that they preferred to learn in group rather than individually.

b. Students' Hopelessness

In this research, hopelessness is the second most-chosen emotion that usually happens in the research field yet the respondents experienced different level of hopelessness. Most of the cases happen in pre activity, where teacher explain new vocabulary or grammar, and in post activity, where the students did exercise of the

materials that were given or did language practices. However, in main activity, like speaking, writing, or reading, the number was decreased. The graph below is the comparison of problematic students who experienced hopelessness:

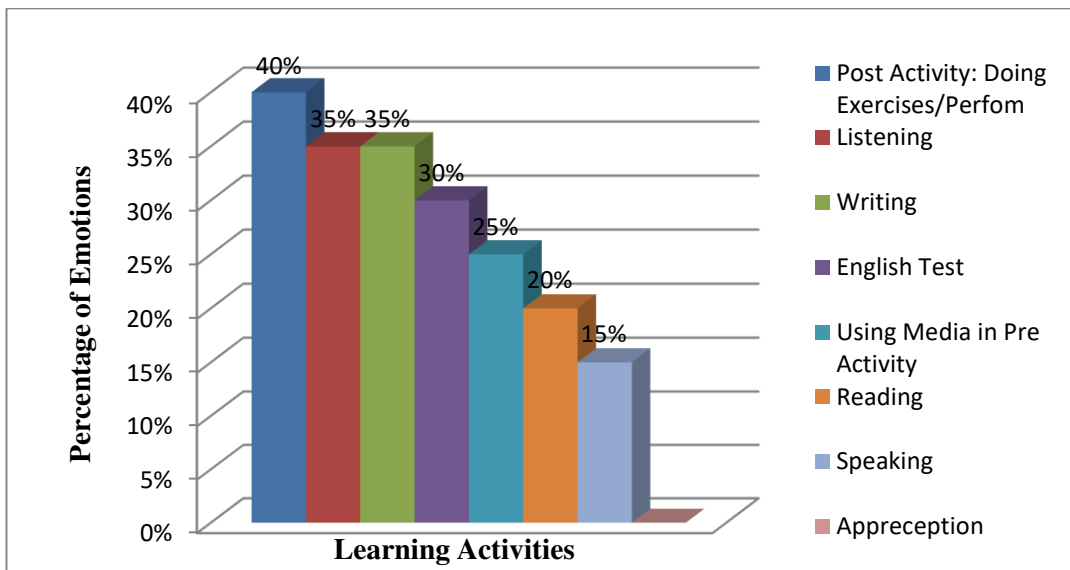


Graphic 4
Students Hopelessness in English Learning Activity

There are two reasons why students experience hopelessness. The first is some respondents argue that when they did not know the meaning of the words, dictionary did not help them in understanding the word. Using dictionary is considered complicated and taking a long time. They also needed to arrange the meaning of the words after they had known the meaning of the words. If the structure was different with the Indonesian language structure, the students started to be confused. The second is in learning grammar, most students considered English grammar is very different with Bahasa's. Therefore, when students were introduced with some new terminologies in grammar, like tenses, parts of speech, present or past participle, some students felt overwhelmed with the terminologies and the function. It is believed that the conditions above happened many times during the learning process. Consequently, students were already accustomed to the difficult situations in learning English. The writer thought that this condition affected students' self-esteem in learning. Therefore, many students believed that they are not capable of learning English because they found themselves really hard to understand the new input of materials.

c. Students' Anger

Students' anger is not always showed by mocking or rude behaviour during the class. It can also be indicated by the students' rejection to the class members such as English teachers and peers. Nearly half of the respondents chose agree with the questionnaire items which indicated they are angry during the English exercises or language practices. This following figure will better explain the occurrence of students' anger based on the activity in English learning process.

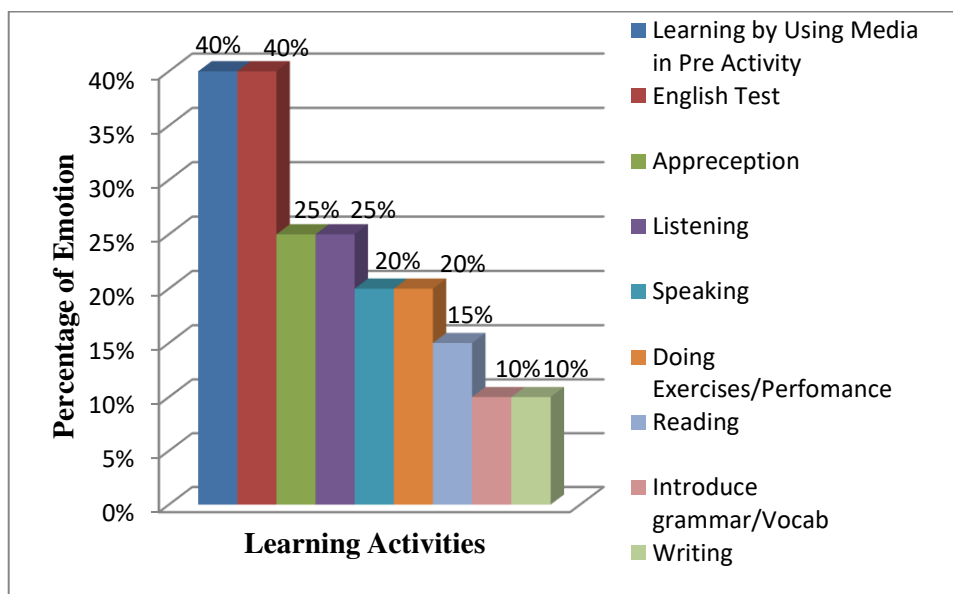


Graphic 4.6
Students Anger in English Learning Activities

It is found that some students felt annoyed because they had to repeat their practice when they made mistakes. For the other cases, the anger came up when the students were asked to do exercises in the class individually. Based on the writer observation, this kind of activity is also be found in listening and writing reflected from higher the number of students who experienced anger compared to the other cases. Some students who felt brave enough to ask will ask the English teacher. Unfortunately, they often got no feedback or response. This condition made some students feel clueless, and they surrendered to do the task. Other problems that stimulated students' anger was during the group work. It is because in the group work, some students felt upset because some of their friends were not really supportive during the group work. Conversely, in the apperception activity students did not feel annoyed, upset, or even angry. It is, when students got motivation and the teacher opened the learning session. It is believes that a good motivation and positive reinforcement can eliminate students' anger and build their spirit in learning.

d. Students' Boredom

The case of students who experienced boredom is considered high since the number of boredom is reaching 40% in certain items. Several reasons of the students' boredom are explained in the section below.



Graphic 4
Students' Boredom in English Learning Activities

There are almost half of the respondents who experienced boredom during the pre-activity which used media and during the English test. In pre-activity students felt bored because the picture in power points slides sometimes was not clear and small. It made them be unable to see it clearly, especially for students who sit on the back row. The class atmosphere was also not supportive because most of students tried to see the picture and went to the front row. Other reason is inability of the students in understanding English. It is found that some students explicitly and implicitly stated that the language used in the class is considered very hard so they could not understand any single word. There is also other factors which are believed to make students experienced boredom during the EFL learning process. Furthermore, it is found out that the students experienced boredom because they do not understand the majority of words in the test. Some students said that because they do not understand the words in English test, they prefer to put random answer in the English test answers.

Discussion

In case of the problematic students, negative emotions often affect students' thoughts. Negative emotions can stimulate students' cognitive ability. For example, when a student experienced anxiety, he/she cannot concentrate on the lesson. Moreover, some students believe that they are not good enough in English and reluctant to try new things. Conversely, student with low English language ability tend to experience anxiety more often than other students. In addition, negative emotions might hinder students from being good language learner, as a good language learner needs to try new things and actively involved in the class in order to practice new learning materials. Still, some students with the negative

emotions were unable to be a good learner since the emotions stop them from taking action. For instance, to improve students' speaking ability, they need to practice their language with peers and get feedback from the teacher. However, when the students feel hopeless, the willingness to do the self-improvement will decrease as students believe that they do not have good ability in practicing the language.

Students' negative emotions are not always coming from the students thinking or stimulated by their personality but also from the external factor. The factors are learning environment, peers, and teaching materials. The first is the learning environment. Unsupported learning environment such as noisy class stimulates students' negative emotions. For some students who need calm environment to concentrate they will be upset if the learning environment does not support their wish to learn effectively. Based on the finding, students will get annoyed and upset because of these kind of situations. The situations lead to students' anger. In addition, the learning environment with unsupported learning media makes students disappointed and stimulates boredom since they cannot understand the learning materials presented in the media.

Learning environment also gives impact to students' emotions. When students have negative emotions then are placed in the class with friendly and caring English teacher and getting help from complete facilities, their negative emotions can be reduced. Conversely, students with positive emotions who are placed in a class which has not cooperated peers, incomplete facility, and unsuitable materials might experience negative emotions. In short, learning environment and students' emotions are things which are always related and stimulate each other.

The second factor is students' problems with the peers. Most students in the research field stated that peers have important roles in their English learning. They also stated that they considered themselves as sociable to peers. It is because peers enabled them to exchange ideas, provide supportive help, and a place to construct knowledge from the similar level. Therefore, when the students cannot find supportive peers around them, they will find difficulties in learning English. Peers who do not have willingness to work in the study group or who reject other students are viewed as the unsupported mates. Rejection from some students will make another get upset and will stimulate negative emotions. Conversely, supportive peers could make the students happy during group work because they could share and give feedback to the learners.

Peers positive interaction and contribution in EFL class can reduce students' anxiety. Their helps in study group improve students learning as the group constructs the knowledge together. Discussion with peers also makes students more prepared with the answers of English task because a student gets more support in finding information. In addition, peers also provide students with assessment. Peer assessment is useful for both of the students. Because students who get corrected will feel less threatening as the correction is coming from the one who shares similar background with them than the English teacher who is considered much better than them. For the ones who correct and help their friends,

they will have deeper understanding by learning while teaching. Also, students will be more appreciated and accepted because they are beneficial for others.

The third factor is the English teaching materials. They can stimulate students' negative emotions when the materials are considered too difficult or have been taught many times. The difficulties can be stimulated from the unknown vocabulary or complicated grammar rules. Many students feel hopeless and anxious because they do not understand the meaning of the words, but they cannot find the words meaning effectively. It is because some students only depend on the dictionaries, and some of them find confusing words which have more than one meaning in the dictionary.

In learning grammar, students face some unfamiliar grammar rules. These rules might be different from their native language rules, which make students shocked with the new rules. Many students often feel anxious because they get afraid of inability to understand the materials and of getting low score for the subject. Their anxiety sometimes makes them think more about the ability rather than concentrate on the materials. It also makes them unwilling to learn because they feel the materials are too difficult. Remembering that grammar rules can make students feel overwhelmed, learning grammar can also be done indirectly via practice as the native speaker rarely memorized grammar structure but directly practice them. Teacher can provide students with pictures and directly gives examples of the tenses use. One of the ways to learn grammar without remembering the formula can be done by listening to stories in past tense or asking students to sing a song containing past verb forms. These activities are considered to have the same goals as learning grammar, but the students can experience different process of learning. When students do not have the negative emotions, students will be more focus, comfortable, and happy.

CONCLUSION AND SUGGESTION

Conclusion

It was found that the problematic students often own the negative emotions. In the research field the most common negative emotion which the students had was with anxiety, followed by hopelessness, anger, and boredom. Students' negative emotions were stimulated by many factors. The main factors that usually influenced students' negative emotions were students' English ability, English learning materials, and classroom environment during the learning process. Students with low English ability tend to experience anxiety and hopelessness. English learning materials were also stimulant of negative emotions because of its level of difficulties and the materials presentation. English materials with too high level of difficulties could trigger students' hopelessness. However, too easy materials could trigger students' boredom. Repetition of the materials could stimulate students' boredom during EFL learning process. In addition, learning environment could stimulate students' negative emotion too. Noisy class and the lack of supported facilities in learning could stimulate students' anger. Whereas, not cooperated peers and lack of teachers' attention made students feel uninterested and become lack in motivation in learning English. Even the research

about emotionality of EFL learning are not really well known, but it is important as learning is undeniably using a great deal of emotion too.

Suggestion

Based on the research finding and discussion, there are some suggestions that the writer would like to propose, they are:

- 1). For English teachers and pre-service English teachers, it is very useful for teachers to pay attention to factors that affect students' emotion. For example:
 - a. Build more emotional bond, give more motivation to students especially with the problematic ones.
 - b. Implement more cooperative learning situations, which enable students to work with their peers, and do peer assessment to decrease the negative emotions such as anxiety and hopelessness, for instance by implementing Jigsaw technique, Think-Pair-share, or other cooperative learning techniques.
 - c. It is also beneficial for teacher to give scaffolding, reinforcement and differentiation to the students who just introduced with English.
 - d. Specifically, to cope with the negative emotions there are some recommendations proposed by some experts to decrease the negative emotions and stimulate positive emotions for example teachers could promote students' imagination of their ideal-self in order to decrease anxiety and motivate them with their self-condition in the future. This method can be combined with teaching technique such as simple drama, role play, make descriptive text of students' ideal self, and techniques that involving students' imagination.

- 2). For English language study program students in teacher training and education faculty, and writers who are interested in the similar topics, it is suggested that there will be a research about students' positive emotions and its contribution in learning process and the suitable teaching technique which can reduce students' negative emotions and increase students' positive emotions.

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