

## **Chapter One**

### **Introduction**

This chapter contains several sections. The first section is the background of the study, a brief explanation about the problem that is chosen, and why the researcher chooses the topic. The second section of this chapter is the research question contains of two questions on how the students' experience on negative emotion in English learning and their own strategy to minimize their own negative emotion. The next section is the objectives of the research, statement of the problems and delimitation of the problem, the next section is the significance of this research, and the last section is the organization of the research.

### **Background of the Study**

English could be mentioned as the first foreign language in Indonesia and officially has been taught in secondary school when the modern schools were introduced (Mistar, 2005). In learning a foreign language there are some factors that matters in the learning process. Each factor could influences the students to be effective in their learning process in general. Factors that actually give impacts to the learning process are criticism and emotion (MacIntyre, 2002). Pishghadam, Zabetipour, and Aminzadeh (as cited in Parkinson, Totterdell, Briner & Reynolds, 2016) stated that emotion is one of the important roles in foreign language learning because emotion could affect the cognitive processes such as memory and perception.

Although there is no exact definition of emotion, MacIntyre and Gregersen (2012) argued that emotion is defined as feeling and feeling is an emotional stated

that tied down to the physical and sensory feeling. Pishghadam, Zabetipour, and Aminzadeh (as cited in the Pekrun, Goetz, Titz & Perry, 2002) stated that emotion significantly affected learning in general. The relation of emotion and learning process is based on the work of the brain. Whereas the brain has a relation with all the cognitive process, emotion is one of the factors that could influence the brain to accept new theory or knowledge. The study done by Gray, Braver, and Raich (2002) stated that emotion and cognition are two factors influencing each other. Therefore, whether how effective the brain works to accept new theory and knowledge is based on one's emotion. The common view in the psychological field about emotion-cognition is unclear whether the pleasant emotion is beneficial and un-pleasant emotion is detrimental (Gray et al., 2002). The students' emotions could influence how they behave toward something. Thus, how the successful English learning have a tight connection with the emotion of the students.

Students' emotion is also affecting the students' behavior toward the subject matters, in this case English learning. There are so many emotions that exist in the academic setting, such as enjoyment, pride, hope, anger, anxiety, boredom and many more (Pekrun, Goetz, Frenzel, Barchfeld, & Perry, 2011). All of these emotions have significant effect to the learning process. Beside the emotions as stated above, MacIntyre and Vincze (as cited in Solomon, 2017) added that basic emotions are divided into two types, that are positive emotions (pleasant) and negative emotions (aversive). Although the effect of emotions is rather complex, some of the negative emotions such as anxiety and shame are positively contribute to the extrinsic

motivation to the achievement outcome (Pekrun, Frenzel, Goetz, & Perry, 2007). But in another study Pekrun et al. (2011) stated that most of negative emotions tend to block the students to be successful in their English learning.

Brain has a function to execute all the process in processing information, and memory that have relation with learning (Sousa, 2016). Sausa (2016) also stated that the brain has a part where focuses on the emotional control, so emotion could affect how the brain works in processing information and memory. Students' negative emotion could make the students unmotivated, and easily distracted that will make the learning process unsuccessful (Yusuf, as cited in Yuliani, 2013). Thus, students' successful English learning is somehow in the need of positive emotions. When the students experienced positive emotion in the learning process they would easily get motivation and accept the new theory and meet the learning goals. Meanwhile negative emotions make the students unmotivated and easily distracted. One of the negative emotions is anxiety, according to Meng and Feng (2019) Language anxiety is a kind of fear that the students' feel when they don't know how to communicate with others because the limitation of a language.

English Language Education Department in one private university in Yogyakarta have its own way in teaching English to their students. According to the researcher preliminary observation in the classroom, some of the students show behavior that usually indicates negative emotion such as playing with their phones or did not pay attention to the lecture which probably shows that they were bored. From the researcher's experience the negative emotions appear because the students are in

are in uncomfortable situation which they are not familiar with. The degree of negative emotions when learning English is more higher than learning another subjects, because English is not the students' first language so that they have to deal with new rules, vocabularies and form of sentences in English that make the students deal with difficulties which lead to the appearance of negative emotions when learning English.

Therefore, this research is aimed to explore the students' experience on negative emotion in English learning. The negative emotions experienced by the students continuously make them become unmotivated so they were not learning anything or get any knowledge from the lecturer, this situations leads to the obstruction the learning process to achieve the learning goals. This situation makes the researcher curious and wants to find out deeper about types of negative emotions that are faced by the students in English Language Education Department and how is their strategy to cope with their negative emotions.

### **Problem Statement**

According to the researcher's experience, learning English could happen inside the classroom and outside the classroom, both of them could make the students experience the negative emotions when learning. Even the use textbook, or authentic material in English learning could make the negative emotions also appear in the learning English. These negative emotions could block out the learning activities and the students choose to do other thing like playing with their gadgets instead of giving their attention to the learning process.

### **Delimitation of the Problem**

According to the researcher's preliminary observation in the classroom, there are many students experience the negative emotions. Thus, this research is expected to only focus on the negative emotions that the students experienced when learning English inside the classroom and only focus on the negative emotions that cause negativity or challenges in English learning.

### **Research Question**

Two research questions are conducted for the guideline of the research:

1. What are the negative emotions experienced by the ELED students in English learning?
2. What strategies used by the ELED students' to minimize their negative emotion in English learning?

### **Objective of the Research**

This research has aims to figure out:

1. To explore the types of negative emotion that are experienced by the ELED students in the English learning.
2. The investigate the students' strategies used by the ELED students' in minimizing their negative emotion in English learning.

### **Significance of the Research**

This research about negative emotions is conducted to give several benefits for teachers, students, and researchers.

**Teachers.** This research can be used as a reflection for teachers to adapt the teaching techniques that will minimize and decrease negative emotions that are experienced by the students. This reason will help teachers to make the English learning more interesting so it could meet the learning goals.

**Students.** This research can be used to raise self-awareness for the students to know the kind of negative emotions that they faced, so that other students have references and recommendations about negative emotion if they feel the same negative emotions as the participants of this research.

**Researcher.** This research can be used as a consideration for the next researcher that wants to conduct the research on the emotion in the language learning.

### **Organization of the Research**

Chapter one is introduction to this research. The first, the researcher will explain about the background why choosing this topic to be investigated. After that, the researcher will explain about the research questions on the students' experience on negative emotion in their English learning. The objectives of this research are explained after the research questions. The researcher also explains about the limitation of this problem and the next is the significance of this research. In the end of the introduction chapter is about the organization of this research.

Chapter two is the literature review. In this chapter discusses the theories from the previous journals related with the title and research questions of this research. There are some sections of this chapter. First, English language learning, Emotion in

learning, Negative emotion in English learning, and the strategy to cope with negative emotion, Review of related studies, and the last is conceptual framework.

Chapter three is methodology. This chapter discusses about the methodology that will be used by the researcher in conducting this research. This chapter includes research design, research setting, research participant, and data gathering technique, data collection procedure, and data analysis. The researcher also mentions the reason for choosing the methodology that supports this research.

Chapter four is finding and discussion. In this chapter, the researcher reports the findings based on the data analysis and the discussions of the findings. In this chapter, the researcher explains the findings and relates them to the theories from the literature review. The research findings show the data obtained from the analysis results to see the students' experiences on negative emotions in English learning. There are two findings found in this research. Those findings are types of negative emotions in English learning and students' strategies to minimize the negative emotions.

Chapter five is conclusion and recommendation. This chapter discusses the conclusion and recommendation of this research. In this chapter the researcher provide the conclusion of the finding of this research. Moreover, the researcher also gives recommendations to the students, the teachers, and other researchers.