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STUDENTS' NEGATIVE EMOTIONS IN LEARNING ENGLISH

Elmiati¹, Armilia Riza², Rika Afrianti³, Hevriani Sevrika⁴

^{1,2,3,4}Universitas PRGI Sumateta Barat

¹Email: elmiatisofiana@gmail.com

²Email: rizaridwan23@gmail.com

³Email: rikaafriyanti21@gmail.com

⁴Email: sevrikariecha@gmail.com

Abstract

This study aims to inform about what the dominant negative emotions of students in learning English are. This is descriptive research. Participants in this study were high school students in Sijunjung, The students involved here were 23 students. Data were collected by distributing questionnaires and conducting interviews to students, with a total of 35 questions. Based on the data obtained during the study, the researchers concluded that the results of the study showed that the students felt more dominant in 91% fear and 83% anxiety in learning English. This result is also supported by the students' answers in the interview. From the data above, it can be concluded that students feel all the characteristics of negative emotions in learning English, but there are only two of the 12 indicators that are more dominantly felt by students at SMAN Sijunjung

Keyword : Negative Emotions

INTRODUCTION

English is essential for obtaining a better education and work prospects. This is due to the fact that English is an international language for communication globally. Students should master some qualities when learning English, such as communication ability. The most prevalent issue that students confront is communicating in English.

In addition, Ahmad (2016: 478) states that English has become a global language a connecting link, a language of modern science and technologies, a language of latest sciences, like information technology and space science, a language of all competitive examinations-be they the state level, national level or international level. It means that a billion people in the world learning English. It has become a language of international

commerce and trade, a language of status and symbol. English is window to world. English has been widely accepted as the most widespread language in the world.

Most students are unprepared because they have lack communication skills. Students experience a range of emotions when studying English. They typically encounter emotions in the classroom. Furthermore, the classroom is an emotional space; students feel a wide range of emotions during courses, when studying, taking English tests and following exams. Students bring emotions from outside the school to the classroom, which has a tremendous effect on their learning.

Positive and negative emotions are the two types of fundamental emotions. Positive emotions, according to Pekrun (2014: 12), include pleasant feelings such as enjoyment, enthusiasm, hope, and pride. It indicates that pleasant feelings, such as deep interest and completion of the action, can increase students' flow experience when learning English. Positive emotions enhance learning through influencing students' attention, motivation, use of learning tools, and learning self-regulation. In addition, happiness, the learner experiences negative emotions during learning.

Pekrun (2014: 14) writes that negative emotions influence learning through influencing students' attention, motivation, use of learning tools, and self-regulation of learning. Negative emotions divert kids' focus away from studying. Negative emotions are a fundamental reason why many students do not reach their full potential and do not pursue the educational path that corresponds to their talents and interests.

Emotion is a spiritual condition that causes visible changes in the body. Beside those emotions as a component of consciousness, which is defined by specific physiological changes, certain behaviors that indicate these emotions to the outside world, and awareness of oneself on the feelings? According to Andries (2011:33), negative emotions are unpleasant states (hedonic tone), short-lived (persistent), with variable intensity (passive or active after activation level), with calm or tumultuous conduct reactions (sudden, involuntary reactions accompanied by physical manifestations or diffuse), and with a relatively low level of awareness. It suggests that students' bad emotions during learning exercises in English class will cause them to daydream and not pay attention.

Furthermore, Pekrun (2014:14) states that negative emotions are unpleasant. Similar as Negative emotions, like good emotions, can differ in terms of physiological and cognitive engagement. In relation to this phrase, negative emotions are emotions that have a negative impact on pupils' learning mentality and behavior. If a learner is unable to grasp the English

lessons, the student will constantly believe that English is difficult and that they have little chance of succeeding in learning English.

Negative emotions can stifle or even halt learning processes. It is due to the fact that negative emotions contribute to the challenges that students face. According to MacIntyre and Gregersen (2016), negative emotions alert us to a specific hazard. For example, when we feel fear, it is nearly always accompanied by a thinking of danger, just as grief is preceded by a sense of loss. or rage preceded by a trespassing idea. It indicates that pupils' negative emotions might jeopardize their behavior throughout English class learning activities.

According to the experts' statements above, unpleasant emotions are feelings that occur unexpectedly and can impact one's perspective and affect conduct. Negative emotions can influence students' perceptions of the English language as they are studying it. Furthermore, students who study English as a second language believe it is a difficult and time-consuming topic. According to Izard (2009: 7), negative emotions typically run their course automatically and stereotypically in a brief time span. It means that the emotions that arise suddenly and unwittingly expressed through certain ways of doing things. Basic characteristics of negative emotions are

Sadness, anger, disgust, and fear. According to Andries (2011: 32), negative emotions associated with: unmet needs, barriers to achieving the objectives (frustration), inefficient emotional management (low capacity of the person to be in contact with their own needs and emotions, insufficient knowledge of self), dysfunctional cognitions (negative thinking) and / or prone to keeping the information processing unpleasant situations perceived as threatening (real or imagined danger), losses, traumatic events, penalties and constraints. It means that, negative emotions arise when a person's desire is not fulfilled. Negative emotions occur as they go through many hurdles in achieving the goals they want. Negative emotions would be bad if someone cannot control it well.

METHOD

This study's design was descriptive research, which detailed the phenomena that occurred in the field. Descriptive research, according to Gay and Airasian (2000: 275), determines and describes the way things are. It signifies that descriptive research is a study that appears as a result of a phenomenon or issue. Descriptive study was solely concerned with characterizing the phenomena. Researchers chose descriptive research because the aim

of this research is to analyze students' negative emotions in learning English at SMAN Sijunjung.

In gathering the data in the field, the researchers did some steps. First, the researchers prepared questionnaire. Second, the researchers distributed the questionnaires for each student. Third, the researchers compiled the result of the questionnaire. Then, they analyzed them by applying techniques of data analysis which were proposed by Gay and Airasian. The result helped the researchers to describe student's negative emotions in learning English at SMAN Sijunjung. After that, the researchers selected the respondents to doing interviewed to get the data. Finally, after the researcher interviewed each student as the respondents, the researcher compiled the result both questionnaire and interview.

RESULTS AND DISCUSSION

The questionnaire results were discussed by explaining students' responses in each indicators. According to the research topic, the researchers began to learn the answer by examining all questionnaire sheets of students' unpleasant feelings while learning English. The goal of these questionnaires was to assist the researchers in gathering data and answering the research problem. The questionnaire was administered by the researchers to determine the students' negative sentiments while learning English at SMAN Sijunjung. There are 36 total items in this questionnaire. The researchers used this questionnaire to discover the students' unfavorable sentiments towards studying English. They also performed the interview to supplement the data.

Table 1. The Results of Student's Negative Emotion

No	Indicator	Percentage
1	Sadness	61%,
2	Fear	64%
3	Disgust	71%
4	Fear	91%
5	Anxiety	83%
6	Worry	64%.
7	Concern	64%
8	Agitation	78%
9	Alarm	39%

No	Indicator	Percentage
10	Tension	52%
11	Panic	52%
12	Shame	75%

Most students react to all learning style surveys by fulfilling the questioners. According to the statistics, the features of students' melancholy in learning English as a sign of negative emotions were first, with 61 percent of students answering yes. The second is rage, with 64% of students answering yes. The third is disgust, with 71% of students answering yes. Fear comes in fourth, with 91 percent of pupils answering yes. Then there is anxiousness, with 83 percent of pupils responding yes. The next concern is expressed by 72 percent of students. Concerned, 64 percent of kids respond yes. After that agitation, 78 percent of students say yes. The alarm comes next, with 39 percent of students answering yes. Then there's the tension, with 52 percent of students answering yes, as well as panic (52%). Yes, students respond. The last is embarrassment, with 75% of students answering yes. In contrary, there are two characteristics of negative emotions that are implemented by students during learning activity. It can be seen from its percentage up to 67% - 82%, there were fear and anxiety. It means that, the students dominantly felt fear and anxiety in learning English at SMAN Sijunjung.

Furthermore, the data also supported by interview the students. Data in interview showed for each indicator, for sadness the students' responses that they were sad if they got bad score. This data were gotten from 5 students. Then, for fear, the students responded that they were serious when suddenly disturbed by their friend, they were angry because it makes them very emotional. Next, for disgust they responded that they did not like if their friends mocked them. In addition, for indicator fear, they were very fear if they failed in the test. Then, they were very anxiety if they got bad score. They also worry if suddenly there has quiz. For the next indicator they were uncomfortable if the learning environment were messy, and noise. They also panic, if there has exam they were worry. When they were less familiar with the learning material sometimes they left the classroom and do not want to learn anymore. Moreover, in indicator of worry the students afraid, because they were not familiar with the material. They were worry in learning English. In short, from twelve indicators most students have all negative emotions when they were in teaching and learning process. For instance when they have quiz, performance in front of the class, answering

teacher's questions, exam, and others class activities. Finally, they have dominant feeling on fear and anxiety.

CONCLUSION

Emotions had a crucial impact in pupils clearly acquiring and processing information. Students' drive to learn might improve if emotions were employed successfully. Furthermore, it would boost confidence in resolving current obstacles in the learning process. It implies that they may encounter difficulties. It also generated a comfortable atmosphere in the classroom since they have brains that can help them focus on what they do. Furthermore, researchers in SMAN Sijunjung can plainly identify that students experience bad feelings during learning. It means that they each have the features they perceive. In the learning process, students employ all aspects of negative emotions. All emotions have an impact on people's drive to study.

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