

CHAPTER III

RESEARCH METHODOLOGY

A. Research Methodology

1. Research Design

This research was conducted to investigate the emotion that students have toward their English learning process. This research also analyzed factors that stimulate negative emotions in problematic students during the EFL learning process. The method used in this research was the case study. The case study is a method to analyze and examine deeply the phenomenon, documents, particular situations, or events in a detailed specific social context (Leavy, 2014:455). Furthermore, the case study is also useful if the research focuses 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 researcher believed this study method is really helpful to gain a deeper understanding in examining a person, a classroom, or an institution in the research subject field. By using this methodology, the researcher hoped the ideas and principles can be fitted together.

Case study several characteristics. The characteristics of the case study are full of detailed information about time, place multiple incidents, and experiences (Leavy, 2014:456). In education, case studies mostly focus on a scenario, phenomenon, or problematic situations that happen in a class or school for raising a discussion, resolution, and management to resolve (Leavy, 2014:457). Another scholar also stated that case study focuses on in-depth exploration from multiple perspectives, of the complexity and uniqueness of a particular system in a real-life context (Simons, 2009: 21 in Leavy, 2014: 457). By using the case study, it will be hoped that the reasons for students' negative emotions and some factors were found. Hence, learning strategies for techniques can be implemented. By using the case

study as the research methodology gave some advantages for the researcher. In addition, The advantage will be the flexibility of the research that can be useful in many contexts. It meets different audiences' needs and it is maximized by using familiar methods like the interview, observation, and oral history (Leavy, 2014: 483).

1. Population and Sample

a. Population

The population is defined as all research subjects. Class VIII at SMP Nurul Islam Sungai Kakap was chosen as the general focus of the researcher. However, researchers focused on only a few students who showed very negative behavior as shown by negative emotions during the learning process. Based on the analysis of researchers who were assisted by the English teacher of class VIII students, the class that has the highest problem situations are class 8A and 8B. Most of the students have the same negative behavior in each of the two classes.

a. Sample

The sample is a portion of the representative of the population which is observed and analyzed. The researcher used the purposive sampling technique by choosing a total of 20 students which high negative emotions that reflected their negative behaviors during the English learning process. A purposeful sampling strategy is used because it is one approach in achieving the appropriateness condition (Patton, 1990:182-183 in Shakir, 2002:193). In addition, purposive sampling will help the research question since the sample has rich-information about the subject of the study.

There are some procedures that the researcher was to find the sampling. Based on the agreement between the researcher and the English teacher of eighth-grade students class 8A the sample was 20 students. those students were students who considered to have negative behaviors based on the questionnaire analysis. Finally, those students

were interviewed and asked for their suggestions for the betterment of their study and English learning process.

2. Techniques of Data Collection

In this section, the researcher explains the way the data were concluded. It concluded its technique, procedure, and how the data analyzed. In addition, the researcher collected the primary data were open-ended questionnaires, classroom observation and interview, and the secondary data were coming from the website and journal.

a. Interview

The interview is an activity in which respondents were asked to tell the reason for their behavior in the research field. The interview model was the semi-structured interview. The semi-structured interview is a set of pre-prepared guiding questions, and the format is open-ended (Ridwan, 2002:30). It provides the interviewer guidance and direction but the researcher is keen to follow up on interesting developments and lets the interviewee elaborate on a certain issue in an exploratory manner.

By giving an interview the researcher tried to find out about how the emotions faced by students in the class. Students who were taken as the sample of the research were based on the result of the questionnaire analysis. The researcher also tried finding the cause of their emotions and how it affected their learning process. Then, the researcher categorized the emotions based on the most often occur in students. In addition, the researcher asked them, their hopes of the EFL class, the expectations of the EFL teacher, and their hopes for their peers' behavior towards them.

Based on the reasons above, the discussion the interview has been conducted several times with each information until the information obtained was adequate, clear, and consistent. The researcher also tried finding the cause of their emotions and how it affected their learning process. Then, the researcher categorized the emotions based on the most often occur in students. In addition, the researcher asked them, their

hopes of the EFL class, the expectations of the EFL teacher, and their hopes for their peers' behavior towards them.

b. Observation

This study was designed through observation done by using direct observation in the classroom. To help the researcher in conducting the analysis, an observation checklist is required. In this case, the researcher observed the participants' behavior during the process of learning English activities assisted by some information provided by the English teacher. These data are combined with data from questionnaires and interviews.

The observation was focused on student behavior in the English classroom. adapted from Taylor and Francis (2014) and supplemented by some comments from researchers. The observation item serves to analyze negative behavior in the English class and how many problems the students cause in each class when the English process occurs. This observation scheme will be submitted to the English teacher and researcher. The researcher asked the English teacher for help to describe the classroom situation.

c. Questionnaire

The questionnaire is a set of questions aimed to know the behaviors of the respondents. The purpose of using the questionnaire will be to make the data collected more objective and represented the entire participants. This questionnaire contains questions about emotions relate to students' behavior that students show during class on their English learning process and peers.

The questionnaire was focused on the students' negative emotions toward the EFL activities in the learning process. Adapted from Levenson and Gross (2005) supplemented by some comments from researchers. The questionnaire item serves to analyze negative emotions in the English class and how many problems the students cause in each class when the English process occurs. The questionnaire scheme will be

submitted to the English teacher. The researcher asked the English teacher for help to describe the classroom situation.

3. Tools of Data Collection

a. Interview Guideline

This study also uses interview guidelines to obtain information related to the research topic. Sugiyono (2013) states that interviews are used to obtain data if researchers want to seek detailed information from research respondents. Researchers conducted interviews with 5 students of one class at Junior High School Nurul Islam Sungai Kakap. This technique is used to obtain information about dominant negative emotions do students. Semi-structured interviews were designed in this study to determine data about the causes of negative emotions that affect the learning process and solutions to overcome these negative emotions. There were 4 points in the interview guideline which was fitted with the emotions do students in the classroom.

Table 3.1 of Specification for Interview Guideline

No.	Statements about the causes of negative emotions that affect the learning process and solutions to overcome these negative emotions	Questions
1.	Boredom	1. what is the solution you feel bored in class when the teacher is in the teaching process
2.	Anger	2. Are you often angry by the teacher when you don't collect assignments? 3. How do you forgive if your friend is wrong?
3.	Anxiety	4. what do you experience if you have anxiety when the teacher asks you to speak English the learning process? 5. What anxiety do you feel the learning process?
4.	Hopelessness	6. What do you experience if you have hopelessness when the teacher asks you to speak English the learning process? 7. What is the solution if you feel when the hopelessness if you can not follow the learning process?

b. Observation Checklist

The observation checklist was focused on student behavior in the English classroom. adapted from Taylor and Francis (2014) and supplemented by some comments from researchers. The observation item serves to analyze the dominant negative emotions do students in the English class and how many problems the students cause in each class when the English process occurs. This observation scheme was submitted to the English teacher and researcher. The researcher asked the English teacher for help to describe the classroom situation. The second was in

collecting primary data from the observation checklist items. Here is the step of the procedure:

- 1) Attend teaching and learning process designed through in classroom in the students of EFL negative emotions toward the English learning process.
- 2) Observed dominant negative emotions do students.
- 3) Distribute the observation checklist at the end of the meetings and assigned participants to fill the observation checklist.
- 2) Collected the data and did the analysis on the observation checklist.

c. Questionnaire

The researcher of the questionnaire in data collection offer several advantages. According to Selinger and Shohamy (2004), these include: “A) They are self-administered and can be given to a large group of subjects at the same time. They are therefore less expensive to administer than other procedures, such as interviews. B) When anonymity is assured, subjects tend to share information of a sensitive nature more easily. C) Since the same questionnaire is given to all subjects, the data more uniform and standard. D) Since they are usually given to all subjects of the research at exactly the same time, the data are more accurate”.

No.	Category	Score
1.	Very High	5
2.	High	4
3.	Medium	3
4.	Low	2
5.	Very Low	1

(Sugiyono 2016: 135)

The questionnaire was a technique of data collection done by giving a set of questions or a written statement to the respondent to answer (Sugiyono, 2016). This research uses an instrument with a Likert scale.

The Likert scale was used to measure attitudes, opinions, and someone's or some people's perceptions about social phenomena (Sugiyono, 2016). The answer for every item of instruments used Likert scale has gradation from Very High, High, Medium, Low, and Very Low. In this study, the instrument respondents were asked to choose their report to signify one of the numbers from 1 to 5 based on an explanation for the numbers, those are.

4. Technique of Data Analysis

It is essential to describe how the researcher's find the data. the appropriate technique should occur concerning the tool and the technique of collecting data. The ways of data interpreted by the researcher are explained below.

a. Observation Checklists Analysis

The observational checklist was focused on the students' behaviors in the English classroom. it has six major focuses on the checklist. It was handed to the English language teacher and researcher. The sections in the checklist that were checked were considered behaviors that existed in the class. The researcher counted the behaviors considered frequently that happened in the class. The result helped the researcher analyze the situations in the class. The second was in collecting primary data from the observation checklist items. Here is the step of the procedure:

- 1) Attend teaching and learning process designed through in classroom in the students of EFL negative emotions toward the English learning process.
- 2) Observed dominant negative emotions do students.
- 3) Distribute the observation checklist at the end of the meetings and assigned participants to fill the observation checklist.
- 4) Collect data by analyzing the observation sheet and calculating it using the SPSS application.

To calculate the observation checklist data, the formula is :

$$\text{Score} = \frac{\text{Total score}}{\text{Total question}} \times 100\%$$

(Sugiyono, 2012: 135)

Based on results obtained from the calculation, the scale of the observation checklist case can be described with a score interpretation criteria as follows:

5% - 10%	20% - 25%	30% - 40%	50% - 55%	55% - 100%
(Very Low)	(Low)	(Medium)	(High)	(Very High)



(Adapted and modified from Ridwan,2012:15)

The scale was used to help the researcher interpret the existing situation in the respondents that were obtained from respondents' answers from the observation checklist that was given. The investigation was carried out per item, per case, and to the respondent by looking at the value percentage most often arises from an item. The researcher used what the researcher wished. For example, the researcher tried to see in what items the respondents had an emotional problem during learning English, and who are the respondents who had very high anxiety that disrupts the learning process.

To rate Students' Behaviour, the researcher used the criteria as follows: Table 3.2

Score classification	Category
55 - 100	Very High
50 - 55	High
30 - 40	Medium
20 - 25	Low
5 - 10	Very Low

(Adapted and modified from Ridwan,2002:15)

b. Questionnaire Data Analysis

In collecting the data, the researcher distributed a questionnaire. questionnaires are data used to find out how things were perceived by learners towards the English language learning process. In analyzing the questionnaire, first, the researcher examined the data manually. The form of questionnaire used by the researcher was a Likert Scale questionnaire. In a Likert scale, the variable used as an item of the instrument can be in a form of questions or statements that needs to be answered by the respondent (Sudijono, 2013: 40). Any answers were linked to form the following statement:

Table 3.2
Data Interpretation Criteria

Score classification	Category
8.00 – 7.69	Very High
6.50 – 5.70	High
5.70 – 3.77	Medium
3.70 – 2.89	Low
2.50 – 1.79	Very Low

(Sudijono, 2013: 40)

After the data were collected, the data were summarized, and analyzed with the following calculation:

- 1) Analysis of students negative emotions in the EFL learning process, in the general:

$$\frac{\text{total case per emotion are being chosed}}{\text{total all case per emotion}} \times 100\%$$

- 2) Analysis of students negative emotions in each activity of the EFL learning process:

$$\frac{\text{total case per emotion are being chosed}}{\text{total all case in each emotion}} \times 100\%$$

- 3) Analysis of students who have negative emotion in general:

$$\frac{\text{total participants who answered in each items}}{\text{total all respondents in all items}} \times 100\%$$

c. Interview Data Analysis

After the researcher knew students who had emotional problems in the EFL learning process, she tried to figure out the cause of these emotions by using semi-structured interviews. In analyzing data in the form of the interview, the researcher recorded all the important words spoken by the interviewee and analysed them.

B. Research Procedure

There were some procedures to be followed during the research, in order to find out the valid data to answer the research problems. The procedures are:

The researcher prepares all the instruments to collect the data. There are steps in preparing the instrument:

1. Making the questionnaires. The questions in the questionnaire related to the theory of the factor usually stimulate students' negative emotions and domain negative emotions do students usually have in the English learning process. After making the questionnaires, she asks the lecturer to validate her instruments
2. Making some questions to interview the English teacher and some students related to the teaching and learning process especially in reading subjects.
 - a. The researcher asks permission from the headmaster to conduct the research in that school.
 - b. The researcher asks permission from the English teacher to join his class for introducing the research.
 - c. The first meeting the researcher distributes the questionnaire and the students fill it.
 - d. The second meeting the researcher observation checklist analysis the teacher and the students to get information related to the research
 - e. The third meeting the researcher interview the teacher to get information related to the research.
 - f. The researcher collects all of the data, analyzes the data, and makes a conclusion as the result of the research.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. How is the level of students' negative emotion towards the EFL learning process

In this section, the researcher presented the result of questionnaire conducted by researchers with the student respondents which is based on the problem statements. the researcher took the score of Students' behavior by using an 10 item questionnaire to find out the students' behavior in EFL class. Based on the data collected from the observation checklist, the mean score of students' behavior in EFL class is presented in the following table:

Table 4. 1
The mean score of students' emotions towards the EFL learning process

Item	Mean score	Classification
Students' Level	7.55	High

The illustration of the table above describes that the score of the level of students' negative emotion towards the EFL learning process in eighth-grade students was 7.55 and based on the standard classification, it was classified as "High". It means that students had high with students' emotions towards the EFL learning process.

Furthermore, the frequency and percentage of Level students' negative emotions in eight grade students can be seen in the following table:

Table 4. 2.
The Frequency and Percentage of Level Students' Negative Emotions.

No.	Classification	Frequency	Percentage (%)
1.	Very High	9	7,55%
2.	High	8	5,66%
3.	Medium	3	3,77%
4.	Very Low	-	-

5.	Low	-	-
Total		20	100,0

As shown in the table, there were 9 respondents (7,55%) students who were indicated as having high-Level Negative Emotions. Then, there were 8 respondents (5,66%) students who had high levels of negative emotion. Then, there were 3 students (3,77%) students had medium-level negative emotions. The researcher concluded that most of the students at the eighth-grade students of SMP Nurul Islam Sungai Kakap had High-level negative emotions in EFL class.

The conclusion of the table above is anxiety and boredom. This condition makes students cannot maximize their learning process which 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, rejection by the environment, and the recent move to a new school. According to research that has been examined Frey (2015:39) in his study defined anxiety as an inside impulse happening to students when are worried fearing that something bad might happen in the future but they feel powerless to avoid it and prevent it otherwise influences the outcome.

According to Harris, 2000; Mikulas & Vodanovich, 1993 in Perry *et al*, 2010:532) 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. Based on the conclusion above boredom some researchers suggest preventing students' boredom Teachers can use many kinds of techniques and make the class more student-centered.

2. What dominant negative emotions do students usually have in the English learning process.

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

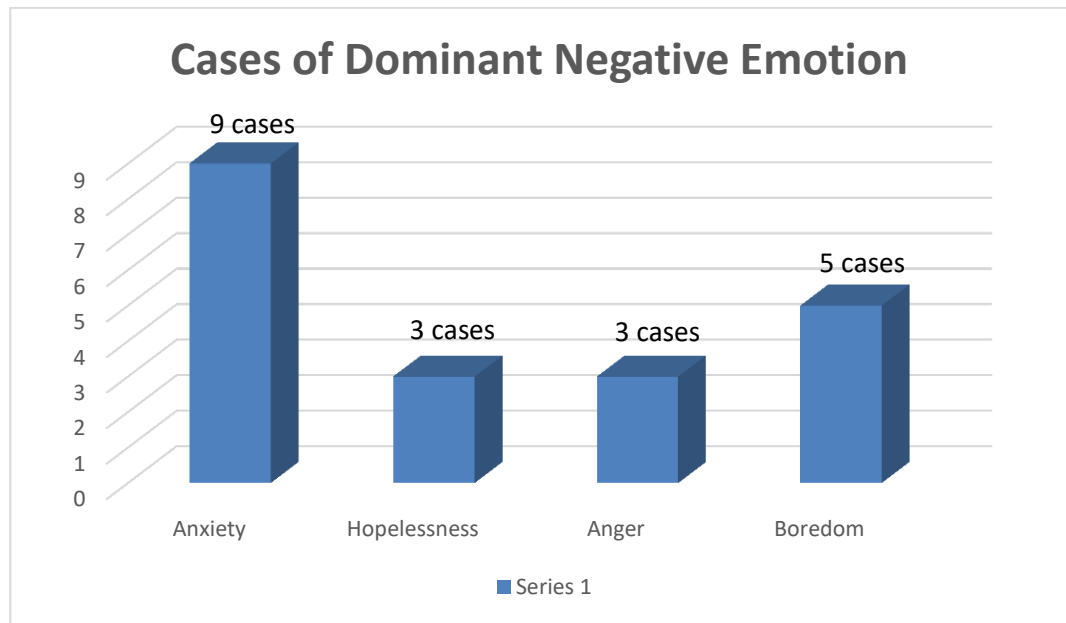


Figure 4.2 Number of Cases of Students' Negative Emotions

Figure 4.2 shows a comparison of each of the most likely negative emotions experienced by the participants. From the table it can be concluded that anxiety is the most common cause of all, it happened at times. Another 20 cases show the occurrence of despair that makes students have low self-confidence and self-esteem. The first student's negative emotion was anxiety which was presented in 9 cases. Then, the students' negative emotion was anger which was presented in 3 cases. Another student's negative emotion was hopelessness which was presented in 3 cases. The last emotion is boredom with 5 cases. Below, the author provides more depth elaboration on each student's negative emotions.

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 of 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 the speaking activity, some students felt less anxious compared to the other activities.

2. What English language learning factors usually stimulate students' negative emotions

From the results of interviews at SMP Nurul Islam Sungai Kakap with students, there are several factors in the students' negative emotions in the EFL learning process and the factors that stimulate those negative emotions.

a. The external factor

1. learning environment

The first is the learning environment. An unsupported learning environment such as a noisy class stimulates students' negative emotions. Some students who need a calm environment to concentrate 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 kinds 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.

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

2. Peers

The second factor is students' problems with their peers. Most students in the research field stated that peers have important roles in

their English learning. They also stated that they considered themselves sociable to their peers. It is because peers enabled them to exchange ideas, provide supportive help, and a place to construct knowledge from a similar level. Therefore, when the students cannot find supportive peers around them, they will find difficulties in learning English. Peers who do not have the willingness to work in the study group or who reject other students are viewed as unsupported mates. Rejection from some students will make others 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 to EFL classes can reduce students' anxiety. Their helps in the study group improve students learning as the group constructs the knowledge together. Discussion with peers also makes students more prepared with the answers to English tasks because a student gets more support in finding information. In addition, peers also provide students with assessments. Peer assessment is useful for both students. Because students who get corrected will feel less threatened as the correction is coming from the one who shares a similar background with them than the English teacher who is considered much better than them. The ones who correct and help their friends, they will have a deeper understanding by learning while teaching. Also, students will be more appreciated and accepted because they are beneficial to others.

3. English teaching materials.

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 by 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 dictionaries, and some of them find confusing words which have more than one meaning in the dictionary.

In learning grammar, students get some unfamiliar grammar rules. These rules might be different from the admin native language rules, which makes students shocked by the new rules. Many students often feel anxious because they get afraid of the inability to understand the materials and of getting a low score for the subject. Their anxiety sometimes makes them think more about their 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. The teacher can provide students with pictures and directly gives examples of the tenses used. One of the ways to learn grammar without remembering the formula can be done by listening to stories in the 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 processes of learning. When students do not have negative emotions, students will be more focused, comfortable, and happy.

B. 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 at English and reluctant to try new things. Conversely, student with low English language ability tends to experience anxiety more often than other students. In addition, negative emotions might hinder students from being good language

learners, as a good language learner needs to try new things and be actively involved in the class in order to practice new learning materials. Still, some students with negative emotions were unable to be good learners 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, their willingness to do self-improvement will decrease as students believe that they do not have a good ability in practicing the language.

They are anger, anxiety, boredom, and hopelessness. Some researchers like (Arnold and Brown, 2005:2) also explain some of the negative emotions in the research like anger and anxiety. It is known that the level of students' negative emotion towards the EFL learning process by the Eighth Grade Students of SMP Nurul Islam Sungai Kakap. 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.

Some researcher like Taylor and Francis (2014) also explains some of the negative emotions in the research like the highest level and low dominant negative emotions future were that "academics do not have support. It is known that the some students dominant negative emotion is the believe that they are not good enough at English and reluctant to try new things. Conversely, student with low English language ability tends to experience anxiety more often than other students. In addition, negative emotions might hinder students from being good language learners, as a good language learner needs to try new things and be actively involved in the class in order to practice new learning materials. Still, some students with negative emotions were unable to be good learners 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, their willingness to do self-improvement was decrease

as students believe that they do not have a good ability in practicing the language.

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 successfully academically, more behaviour destructive, and less motivated in class, such as off task, not doing homework, in comparison of non-aggressive peers. Students' negative emotions are not always coming from the students thinking or are stimulated by their personalities but also from the external factor. The factors are the learning environment, peers, and teaching materials. The first is the learning environment. An unsupported learning environment such as a noisy class stimulates students' negative emotions. Some students who need a calm environment to concentrate 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 kinds 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.

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