

## ACADEMIC EMOTIONS OF MIDDLE SCHOOL STUDENTS LEARNING ENGLISH AFTER THE COVID-19 PANDEMIC: HIGH ACHIEVERS' EXPERIENCES

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**Abstract:** Changes in English language learning experienced by students after the pandemic can elicit a range of academic emotions. These emotional changes can be due to the environment and different learning atmospheres. The existence of these emotional changes will also have an impact on students' academic achievement. Therefore, this study aims to examine the academic emotions of high-achieving students of junior high school learning English after the Covid-19 pandemic and how they affect students' effectiveness in learning English. Using a descriptive case study research design to explore students' academic emotions, the research revealed the existence of four types of academic emotions: achievement, epistemic, topic, and social emotions. Each type was accompanied by positive and negative experiences. The positive emotions such as happiness, enjoyment and confidence can be caused by their enthusiasm and interest in learning, which closely related to the achievement obtained. Inversely related to the negative emotions, they tend to feel bad when they do not like something done during offline learning.

**Keywords:** Academic Emotions, Experience, High-Achievers, Offline Learning

### INTRODUCTION

The pandemic outbreak of Covid-19 caused many detrimental things, especially for students, which harmed their learning emotions (Racanello et al., 2022). Online learning that students have carried out for about two years will provide a learning experience that is certainly different from when they are doing face-to-face learning with the teacher. Pekrun and Stephens (2012) argued that the changes in different learning rules allow for differences in academic emotions experienced by students, such as positive emotions or pleasant emotions (enjoyment, pride, hope, relaxation) and negative emotions or unpleasant emotions (anger, fear, embarrassment, anxiety). These emotional changes can be due to the environment and different learning atmospheres. They can freely study at home and with modern technological facilities such as laptops and gadgets during online learning. It is different when they do face-to-face learning in a class meeting with teachers and classmates in one room, which will have a different emotional impact on each student. The existence of these emotional changes will also have an impact on student academic achievement. Cubukcu (2013) define emotion as a process that includes various factors such as experiences, behaviors, physiological systems, and subconscious and conscious efforts that influence any teaching-learning process. Moreover, academic emotions can be described as feelings that students or teachers have in academic contexts, and they have garnered a lot of attention in the field of education in recent years (Feng, Wei, Pan, Qiu, & Ma, 2020). In education, this academic emotion has an important role in the smooth process of teaching and learning as well as the effectiveness of teachers in providing knowledge to their students. Emotions and sentiments experienced throughout the learning process, teaching and educational

successes, and in the classroom are examples of academic emotions (Gläser-Zikuda, et al., 2013; Gramipour, Shariatmadari, & Mahdi, 2019).

In the process of teaching and learning activities, emotions will always be present through habits and behaviors that come out of both teachers and students. Additionally, previous research shows that the emotions experienced by students play an important role in the learning process and student academic achievement (Randler et al., 2011). Academic emotions (e.g. joy, hope, relief, and pride) have a positive impact on learning, while negative emotions (e.g. anger, anxiety, despair, disappointment, sadness, and shame) harm learning and academic achievement (Pekrun, 1992; Muluaem, Mulu, & Gebremeskale, 2022). Moreover, the learning achievements of students in the classroom certainly come from various things that can increase the enthusiasm and knowledge of students, which are based on positive and negative feelings they got. Most of the studies reviewed previously were conducted in different countries before and during the Covid-19 pandemic. Past researchers mainly investigated the relationship between students' academic emotions and achievements through quantitative studies (Raccanello et al., 2022). A trend in the research results showed that achievements have relationships with positive activating emotions, and the teacher's way of teaching can affect student-learning outcomes. Wang and Hall (2021) revealed that previous research has shown that teachers' academic emotions have a significant impact and play a very important role in students' well-being and achievement of students' learning abilities. Pekrun, Goetz, Titz, and Perry (2002) stipulated that increased achievement is owned by students who experience positive activating emotions that can strengthen their motivation and increased their flexible learning.

Since academic emotions have become the focus of previous studies in student education and are related to students' achievement, it is important to understand better what emotions students feel in class, especially after the change in learning rules from distance learning to traditional learning. Based on previous research, which discussed students' academic emotions when studying online during the pandemic and the relation with students' outcomes by applying quantitative research methodology, research has not been found to discuss students' academic emotions after the Covid-19 pandemic. Therefore, to fill the gap, this research examined students' academic emotions while learning English after the Covid-19 pandemic using high-achieving students as participants by applying qualitative research methodology. Additionally, this study focuses to respond the following research question on how are the academic emotions of high-achieving students of junior high school learning English after the Covid-19 pandemic. Thus, this study aims to examine the academic emotions of high-achieving students of junior high school learning English after the Covid-19 pandemic and how they affect students' effectiveness in learning English. This study focuses more on high-achiever students to determine the ability of students who excel in learning English after the pandemic so that later it can be developed better to support other achievements and to see the emotional influence, they experience on their learning abilities.

## **METHOD**

This study employed a descriptive case study research design to investigate the academic emotions of junior high school students who were learning English after the Covid-19 pandemic. The use of a descriptive case study was justified by Yin (in Crowe et al., 2011), assertion that the purpose of such a study is to provide a thorough representation of a phenomenon in its natural setting. This study was carried out at a junior high school in Lumajang, East Java. The

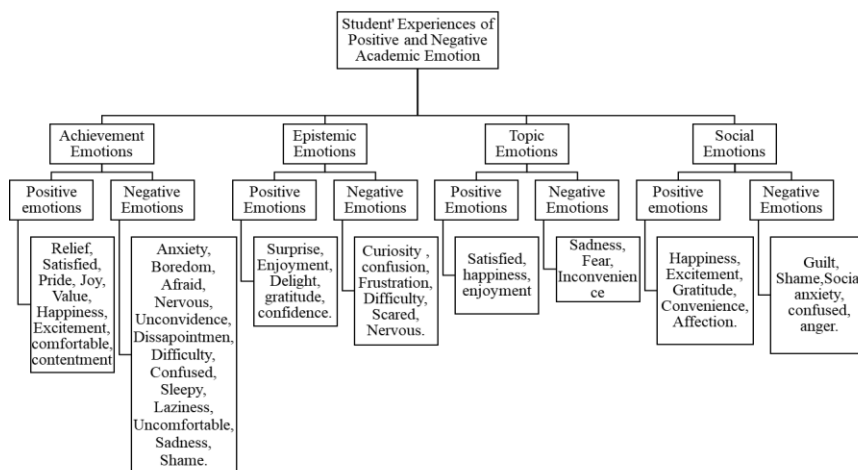
participants were 9th graders aged between 14 and 15 years old. Using purposive sampling, three high-achiever’s students were selected in this study with the pseudonyms Bella, Mutia and Putri. The following criteria such as it should have conducted online teaching and learning activities for about three semesters and demonstrating proficiency in language learning or exceptional performance in English language studies as a result of the online learning format necessitated by the Covid-19 pandemic. I collaborated with the English teacher at the school to select the participants. With this collaboration, the participants needed in this study can be fulfilled by looking at the student’s grades in class and also based on the English teacher’s observations regarding the development and knowledge of students in learning English.

To collect the data, I used semi-structured interview technique for its flexibility in enabling the interviewer to ask follow-up questions and extract in-depth information from participants. Data were collected using open-ended or exploratory research questions to guide subsequent questions based on the participants’ responses. The transcripts from each interview session were analyzed using the thematic analysis method proposed by Braun and Clarke (2006) to evaluate the results of this research. Braun and Clarke (2006) mention that thematic analysis is a research method that can at least organize and describe a lot of research data and identify, analyze, and report themes in the data. The data were analyzed using deductive method based on Pekrun (2014) which covering four distinct aspects: (1) Achievement emotions; (2) Epistemic emotions; (3) Topic emotions; and (4) Social emotions.

**FINDINGS AND DISCUSSION**

The results of thematic analysis on the academic emotions of high-achieving students of junior high school is to answer the research question that is how are the academic emotions of junior high school students learning English after the covid-19 pandemic. The results revealed that students experienced positive and negative emotions under the category of (1) achievement emotions, (2) epistemic emotions, (3) topic emotions, and (4) social emotions. To provide a detailed account of the data, the report includes selected excerpts from the participants’ statements during the interviews to justify the findings.

**Figure 1: Diagram of Pre-determined Codes used in my Data Analysis**



### ***Positive and Negative Achievement Emotions***

In the analysis of interviews, it was found that students experienced several positive and negative emotions related to their place of study and exams when studying offline. Learning at school cannot be separated from the learning place which must be adequate and comfortable for students to study. This is important to pay attention to because it will be connected to students' feelings when they carry out learning. Whether a place of study is comfortable or not will be seen from how students experience an emotion like the first student I have interviewed said that:

*“I feel happier studying in class, because what is learned is also more comfortable being discussed directly in class, so that we can learn the lesson together with other friends.”* (Bella, 1<sup>st</sup> Interview)

The statement above proves that Bella feels more comfortable when doing traditional learning. Learning directly in class with teachers and friends makes her more enthusiastic in joining the learning activities. Therefore, Bella feels that learning English in face-to-face is more efficient than online. According to Petrie (in Pokhrel and Chhetri, 2021) due to psychological and emotional anguish, many students at home or in living spaces have been unable to participate in class in a meaningful way. The study has not yet investigated the most effective methods for homeschooling online. Moreover, Mutia also added:

*“I enjoyed taking exams in class because the atmosphere was quiet but I didn't feel alone.”* (Mutia, 1<sup>st</sup> interview)

Mutia's statement indicates that she felt comfortable in a calm environment during the exam without feeling lonely. Although, she is basically a shy student and doesn't like crowds but seems to really enjoy taking offline exams.

Apart from that, it is a little different from Putri who really enjoyed the class atmosphere in any condition. She really likes learning activities and exams which are carried out directly at school. She felt that she had many benefits when she returned to study at school. As told by Putri during the interview, she said:

*“When we are doing offline learning, we can ask questions freely to teachers or friends. The atmosphere feels very different from the same as at home. We can learn while joking, so it seems like we enjoy it more, and it's better eye to eye when discussed something.”* (Putri, 1<sup>st</sup> interview)

As mentioned by Senthamarai (2018) interaction, shared discovery, and group joy in learning are more important than teaching alone. These three students are more likely to participate actively in a relaxed classroom environment. Instead of monologues, they participate in discussions. They feel more comfortable expressing opinions and asking questions, and discussions become more varied and in-depth.

The negative impacts and emotions that occur during offline learning activities experienced by high-achiever's students are different for each student (Bashir & Mufida, 2022). Even though they are said to be high-achievers, they also feel negative emotions when learning English directly in class.

In the interview, Bella talked about her experience while taking an English exam face to face after the Covid-19 pandemic, she said that:

*"... when taking an exam in class, I feel nervous, like I'm afraid and I'm not confident about the results of the answers I'm working on. In my opinion, exams are more comfortable online, which can be done from home without being supervised by a teacher."* (Bella, 1<sup>st</sup> interview)

As Racanello et al. (2022) stated that the influence of the pandemic on students' success and emotional responses to e-learning is a phenomenon that warrants additional exploration in order to improve policies and practices that better assist students while learning in technology contexts. From the statement above, Bella feels that she is more comfortable taking the exam online so that she can freely complete the test without feeling nervous and afraid when she gets a difficult question because she will be able to freely ask for help on the internet. Apart from that, Mutia also felt this difficulty, who was also not used to taking exams at school. During the exam, not only a cell phones that not allowed to be used, but students were not allowed to use dictionaries. This will certainly make it difficult for students when there is some vocabulary that they do not understand. As Muti has said:

*"The difficulty is like when there are vocabulary words that I don't know the meaning of and when I'm taking an exam, I'm not allowed to open a dictionary, it is a bit difficult to answer the exam questions."* (Mutia, 1<sup>st</sup> interview)

Even though they were not allowed to use a dictionary during exams, teachers were allowed students to use it during regular learning. They were free to use the dictionary to complete the tasks given. However, another difficulty that Mutia felt was that when she was assigned to read a long text, she felt very lazy because of her habit of not liking to read and preferring to write.

Moreover, related to learning outcomes of students' learning after the pandemic, two students stated that they got better grades when studying offline than online. They said they were pleased and proud of their achievements because with the change in the learning system, they could improve their achievements in learning English. Feeling grateful, satisfied, relieved, pride, and enthusiastic were positive feelings they got during offline learning, which increased their score and achievement (Li, Jiang, & Dewaele, 2018). As Putri said during the interview:

*"I felt satisfied with the grades I got while offline because the grades increased, I felt happier because my parents were also proud, and that made me even more enthusiastic about continuing to increase my knowledge and achievements in the academic field."* (Putri, 1<sup>st</sup> interview)

On the other hand, a student experienced pessimistic about her learning outcome during offline learning. Student two said she had a bad feeling because her grade was dropping. She said that she did not like the offline learning system because of the crowded class that made her unable to focus on the learning process as she said on the interview:

*"I believe it's a little upsetting to my attention and comfort level when the students are busy and people are asking questions while I'm doing assignments in class, therefore my grades suffered when I was not online. I simply became accustomed to it over time."* (Mutia, 1<sup>st</sup> interview)

### ***Positive and Negative Epistemic Emotions***

Based on the analysis, it was found that most students had difficulty when they only used textbooks as the learning media in class. According to Putri as the third student, the textbook had limited material, which was less complete than on the internet as Putri said:

*"... The textbook did not have much material, usually it was just like dialogues."* (Putri, 1<sup>st</sup> interview)

Using dictionaries which they thought was a waste of time, is also one of their difficulties. The behavior of using the internet changed their habit of reading books. They felt confused and disappointed about the material being taught using books, whose material was limited and less attractive. They expect the teacher would give them other resources to assist in understanding the material quickly. However, Putri also said that even though there were difficulties in understanding the material using the textbook, they often asked the teacher about the difficulties they got.

Furthermore, students had to learn to use internet facilities to support learning activities. This habit, which has been carried out for almost two years, has made them accustomed to using technology. According to one online study, students' frequency of reviewing and taking practice exams was favorably correlated with fun and negatively correlated with boredom (Tempelaar, Niculescu, Rienties, Gijsselaers, & Giesbers, 2012; Parker et al., 2021). Moreover, this habit also had a bad impact on students when they returned to offline learning. As Bella said during the interview:

*"During the exam there was a little difficulty because previously we were used to studying and taking the exam online, usually we could use Google Translate and search for answers on the internet, whereas during the offline exam we had to really study and were not allowed to hold cellphones in class."* (Bella, 1<sup>st</sup> interview)

Bella said that she was used to using the internet and Google Translate for learning purposes. She finds it difficult when she has to do assignments without the internet. During online learning, she always used the internet to complete assignments given by the teacher. She did this because she felt free to complete the task in any way because she thought that no one would stop her. This is aligned with previous research which found that in technology-enhanced learning environments has demonstrated that emotional experiences differ from those in conventional on students' courses (Daniels & Stupnisky, 2012; Regan et al., 2012; Butz et al., 2015; Stephan, Markus, & Gläser-Zikuda, 2019).

Moreover, Bella explained that she experienced difficulty in speaking, she had nervous about speaking in front of her friends, and she said that she needed to be more confident to speak or tell the material being taught verbally without a text.

*"I have difficulty when the teacher asks me to tell the results of the assignment directly without text because I prefer to write perfectly. However, I feel less confident to speak because sometimes I feel nervous when the material is not ready."* (Bella 1<sup>st</sup> interview)

She got this condition when she started offline learning, which was very different from online learning, where she only had to speak via Zoom and google classroom. However, this condition also had a positive impact on Bella, which made her have to learn to reduce her nervousness when she had to present her work. In addition, the same thing also happened to Mutia who was used to using a gadget to study. However, the new rule implemented at school, which the students were not allowed to use gadgets, means that Mutia also has to get used to these rules so that it can train her to study using only a textbook or dictionary.

### ***Positive Epistemic Emotions***

Epistemic emotions are not only cognitive challenges that students face, but they also experience positive emotions resulting from learning activities related to their knowledge, such as increased learning speed, innate abilities, and specific knowledge. These positive emotions play a significant role in shaping the overall learning process and reinforcing students' motivation and engagement as Bella said on the interview:

*"I felt happy that my self-confidence and motivation to study has increased because my success in studying well in class makes me feel like I didn't study in vain."* (Bella, 1<sup>st</sup> interview)

Furthermore, the emotional attachment to the educational process may impact the recall of information. A positive epistemic emotion facilitates efficient information encoding and retrieval. Positive emotions during the learning process increase the possibility that students will retain and apply what they have learned (Pekrun, Vogl, Muis, & Sinatra, 2017). Developing specialized knowledge and acknowledging intrinsic skills also add to one's perception of competence and expertise. Putri also added:

*"I always felt happier and more enthusiastic about the future and continued to be more confident because getting the best grades reduced my stress."* (Putri, 1<sup>st</sup> interview)

Emotional factors are not the sole factors that impact learning results, but there are behavior, skill, and cultural variables in each domain also have an impact on learning outcomes (Daulay, 2022). Based on Putri's statement, she felt that she could complete the assignments on time when she could understand and enjoy the learning material taught by the teacher and obsessions with the highest score could increase their motivation to gain a good achievement.

The positive feelings experienced by the students had an outstanding impact on their learning outcomes and vice versa. When they succeeded in learning and got very satisfying results, it could improve their mood and their feelings of pleasure. Due to the importance of the teacher's materials for their future careers and daily lives, participants' favorable attitudes about studying them were evident. Their enthusiasm for the subject matter increases due to their

passion for English. The teacher's expectations motivated them to participate in class debates, which sparked their pride.

### ***Positive and Negative Topic Emotions***

Choosing relevant and compelling topics or resources is an important method for enabling quick subject learning and comprehension for foreign language learners. Cultural sensitivity, language complexity, and real-world relevance should all be considered throughout the selection process. Educators may increase motivation and make the language learning process more relevant by matching the curriculum with learners' interests and everyday experiences (Bognar & Dubovički, 2012). This happened to the students when they were doing offline learning. They get more varied material than during online learning. As Bella said:

*"We get additional topics or material during offline learning, and maybe the difference is that the assignments given are more creative, like procedure text material, if previously we were only asked to make a normal procedure text, but when offline, the task was to make the text and practice the steps that were made. That just makes it more exciting."* (Bella, 1<sup>st</sup> interview)

Throughout their second language acquisition process, learners' motivation and enjoyment of studying, using, and practicing the target language were positively correlated. Anxiety and learning and practice were unrelated. Additionally, learning a language was more enjoyable and less stressful for students who had a strong picture of their ideal second language itself (Shao, Pekrun, & Nicholson, 2019). Providing different and fun material makes students more enthusiastic in participating the learning activities. This is what makes Bella feel comfortable when learning offline in class. She felt that learning activities did not quickly make them boring because it also involved their physical activity. Then Mutia also felt the same thing, who also felt that the learning material was more varied when it was done directly in class. She said:

*"... studying procedural texts during offline learning, the assignment was to make sewing crafts."* (Mutia, 1<sup>st</sup> interview)

The experience of getting assignments to make crafts such as sewing carried out by students is very good for sharpening their creative abilities. The feeling of joy that Mutia experienced made her forget a little about the boredom of studying in a crowded classroom.

Additionally, high-achievers in language learning frequently feel a range of emotions related to the course content. Positive feelings, such as pride and intellectual curiosity, might lead students to higher levels of proficiency (Pavalescu, 2019). As Putri experienced a good feeling when getting a good material to study about language. She said:

*"When studying in class, I was more enthusiastic about the material provided, such as song material that I love because I could sing together so that we did not get bored. Besides that, I also liked procedural text material, which could train my creativity in making something real."* (Putri 1<sup>st</sup> interview)



The students experienced good emotions with the topics given by the teacher were more creative and made them enthusiastic about learning in class. They felt pleasant about the topic, such as procedure text and song material which they were assigned to sing together in class so that it could reduce their boredom. It was not uncommon for them to experience boredom when studying in class, especially the material provided, which affected their feelings in learning. When there was uninteresting material, it will be easy for students to feel bored and lazy to study. Based on their experiences, some of the feelings they experienced, such as enjoyment, and excitement about the topic, could increase their creativity because of the variety of the topic (Racanello et al., 2022).

### ***Negative Topic Emotions***

The learning material provided by the teacher not only gives students positive feelings, but there are also negative feelings that students also feel when carrying out learning activities in class. As experienced by Bella and Mutia who had difficulty being afraid of grammar mistakes and other material which they found difficult when working on it which could make them feel lazy to study. Apart from that, their fear also has an impact on their confidence when speaking in public.

In addition, student two (Mutia) said that she prefers to express herself in writing rather than verbally. Meanwhile, the third student experienced laziness when dealing with uninteresting topics that bored her, and she had no enthusiasm to learn happily in class. She felt that she could not enjoy the learning process that bored her. In addition, she found it difficult to find messages in a story, which often confused her. As she said on the interview:

*"If the material is easy to learn, it's good, it's like I want to know more about this material. But if it's difficult, it's like make me lazy" (Putri, 1<sup>st</sup> interview)*

### ***Positive and Negative Social Emotions***

The three students experienced some positive emotions dealing with their social interaction during offline learning activities after the Covid-19 epidemic, such as happiness, excitement, enjoyment, enthusiasm in learning English, gratitude, interaction, getting a good mood, expressive, getting more confident, and feel free to communicate. These emotions were arise their social interaction, they had a quality time with friends, reduce the stress, reduce laziness, frequently to share information, getting feedback directly from the teacher, and there is no obstacles to interact (Van Kleef & Côté, 2022). However, there are some negative feelings that they feel, as Bella said during the interview:

*"When I first started going to offline school, I was a little confused because I start my junior high school with online learning, so I rarely communicated with my friends, even via WA. Mostly I just interacted with them when there was a group work and Zoom classes. After the pandemic and the school implemented offline learning, I tried to start to communicate with them again, even though I felt embarrassed because it seemed like I had just know them for the first time." (Bella, 1<sup>st</sup> interview)*

Bella felt that at the beginning of offline learning she felt very shy and was not used to interacting with many students. She felt awkward and felt like she did not really know each other

even though they had met through online meetings during online learning. Bella felt confused and did not have the confidence to approach her friends to start the communication. However, as time went by she started to get used to it and her bad feelings began to decrease then she was able to adapt to new social situations. In addition, it also happened to Mutia that she preferred virtual activities because sometimes she thought offline learning was a bit annoying. However, even though she preferred online activities, but she also like to learn by offline because she could meet her friends as she has said:

*"... because when I am lazy to study or sleepy in class, I could talk with my friends so it could reduce my sleepy, and if there's something I don't understand, I could ask my friends and my teacher directly to make a discussion." (Mutia, 1<sup>st</sup> interview)*

Mutia feels that even though she likes silence, she does not like loneliness, so she also feels happy and comfortable when studying offline because it can reduce her sleepiness and she doesn't get bored easily. Furthermore, the social emotional experienced by Putri who really enjoyed learning English offline which made her did not experienced any negatif feelings regarding her social emotion. She felt very happy because she basically likes interacting with anyone so that doing learning English face to face made her very grateful and enthusiastic to study with her friends and the teacher, as she has said during the interview:

*"I was so excited because I could talk freely to my friends, I could enjoy the discussions and ask them to have fun in class." (Putri, 1<sup>st</sup> interview)*

According to the positive feelings and benefits experienced by the students mentioned above, offline learning activities have an excellent impact on their communication patterns. Almost all students participated that through offline learning, they could express what they were experiencing or felt, so it can be said that interaction patterns also have an essential role in students' achievement. Besides that, on the previous study also found that positive teacher-student relationships have a beneficial impact on teachers' well-being, and that teacher social-emotional competency positively predicts teacher-student relationships (Zhang, He, Mao, Pang, & Tian, 2023).

After the Covid-19 epidemic, it was discovered that pupils had both positive and negative academic feelings while offline learning. Students feel joy, pride, comfort, gratitude, enthusiasm, pleasure, and relief. They experienced these good emotions when they enjoyed their study in a comfortable setting with partners who supported the learning process. Regarding students' interest in learning related to the material provided by the teacher, it was found that students became very interested in learning when they received interesting material and the teacher's delivery that sparked their enthusiasm for learning a language. It can be indicated that variations in learning media in class are very important to support student learning processes. Due to teachers' body language, non-verbal gestures, and feedback given, students' emotions were elicited during face-to-face interactions. With more confidence, students could take certain chances when learning a foreign language, and some even came to view mistakes as a necessary part of learning a language (Mariza G Méndez López, 2013). Additionally, de Ruiter, Poorthuis,

and Koomen, (2019) explained that students' emotions were stimulated by the learning environment in the classroom and by the teacher's method of imparting information, which affected their learning results. They felt confused when they got complex material that they could not enjoy. This also makes them less motivated to study because they feel bored and need more enthusiasm to learn. It was aligned with the statement of Pekrun et al. (2002) students' motivation was significantly impacted by emotional experiences. Moreover, due to their ability to activate or deactivate motivated behaviour, emotions both positive and negative have a significant influence on foreign language learners' motivation. Besides that, when students struggle with their learning, the teacher's comments can effectively and appropriately inspire them to reevaluate their learning strategies, overcome their blocks, and find answers to their problems (Xie & Kuo, 2021). Then, due to EFL students may quickly lose interest and ambition, so effective language teachers should be passionate and innovative. As suggested by Genc Ilter (2009) students' psychological and social development can be influenced by movies, music, and other media.

## CONCLUSION

After the COVID-19 pandemic, which entailed entirely offline learning, students experienced both negative and positive academic emotions while learning English. Among the positive emotions reported by students were enjoyment, pride, gratitude, confidence, convenience, relief, happiness, satisfaction, excitement, comfortable, value, and surprised. In addition, students who can successfully carry out the learning process with the good emotions they felt develop outstanding learning outcomes and enhance their abilities and knowledge. As for the negative emotions felt by students, they include boredom, laziness, lack of focus, distraction, curiosity, lack of self-confidence, difficulty, sadness, scared, anger, guilt, anxiety, shame, and confusion. The impact of these negative emotions, it was found that students who experienced bad feelings had a bad achievement. Some causes give rise to these academic emotions, including the atmosphere and learning environment, the teacher's role in providing teaching learning activities, such as variation and creativity in teaching, the topics taught, and students' interest in language learning, which can also be called intrinsic motivation.

Students' emotions and academic performance can be significantly influenced by the role of the teacher. The teacher's approach and teaching style can result in positive or negative impacts on students. Concerning these findings, it is clear that teachers are strongly advised to be able to create a learning environment that is comfortable, innovative and creative. In addition, teachers are also expected to be able to understand and should be aware of their emotions, both negative and positive. The participants involved in this study were female students, so it is possible for further research to discuss the differences in the emotions of both female and male student and encouraged to conduct additional studies on how student emotions are linked to strategies for managing negative emotions during learning.

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