THE ANALYSIS OF AFFECTIVE FACTORS ENHANCEMENT ON EFL TEACHING ACTIVITY

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Abstract

Learning English has its own challenge for Junior High school students in Indonesia. One of the ways to cope with the challenges is by enhancing students' affective factors such as self-confidence, language ego, risk-taking willingness, and connecting with first language culture. However, researches on these types of affective factors are insufficient thus the researchers were interested to conduct research on the topic. The current study was implementing the narrative qualitative method, where EFL teaching activity was observed. It intended to analyze the teachers' effort to develop EFL students' affective variables. The EFL class observed the 9th grade of a private junior high school in West Java which was involving one EFL teacher and 29 students. The research shows that teachers did give favor the development of students' affective variables as many as 32% from the lists observed. However, it is not sufficient, not programmed, and not systematical. The researchers suggest the educators systematically enhance students' affective factors in the classroom setting. For further research, it is recommended to conduct research related to the effective factors with broader scopes and samples

Keywords: Affective Factors, Affective enhancement, EFL Students, Teacher Effort

1. Introduction

For some junior high school students in Indonesia, English is a new subject because the Indonesian government sets English learning as a compulsory subject starting at this level. Therefore, English is not provided in public elementary schools although most private elementary schools and kindergartens had put English in their curriculum. Besides English as a new lesson, another challenge of learning English in junior high school is the students' characteristics, that in this stage, students are in the developmental transition from childhood to teenagers. The challenges above are various reasons for English teachers in Indonesia to develop themselves with broad methods of teaching the language. Moreover, as Indonesian is a non-English native speaker, obviously the teachers need to do extra works on the process of learning and teaching. In this situation, English teachers should be able to manage their method of teaching so that the process teaching, therefore the teaching and learning process could run effectively and the demands on this skill could be well fulfilled.

In regards to the role of teaching method in language learning, there are issues of which method is the best for

teaching a second language. Hence scientists and linguists have developed numerous studies and researches. One of those linguists is H Douglas Brown that proposed the three important domains during a new language acquisition. The domains are cognitive, affective, and linguistics (Brown, 2006). Brown explained that the affective domain is perspective on the emotional aspect where humans are considered to bring their emotion in to all activities include the process of learning. Besides Brown, Stern (1983) claimed that in the language learning, the role of affective component is similarly or more important than the cognitive skills. This view was supported by many previous researches which the finding shows the significant impact of affective factors in language achievement (Pratiwi, Suryani, & Suarnajaya, 2020; Hidayah Pratama, et.al., 2018; Jacob, Putri, & Sihombing, 2020, Zayed & Al-Ghamdi, 2019; and Alrasheedi, 2020).

In line with Brown, Krashen in his Affective Filter Hypothesis stated that even if students understand the explanation in the class, the information will not reach the brain responsible for language acquisition when the affective factors are not involved. The students will seek for less input and having high and significant affective filter (language acquisition device). Meanwhile, Krashen (1987) claimed that the students whose positive attitudes toward second language learning is high tent to seek and acquire more input, and having a lower or weaker language filter, therefore, they will be more open to the input which result in better acquisition (Krashen, 1987).

It explains the relationship between affective variables and the second language acquisition process by positing that acquirers' achievement is influenced by the level of their Affective Filters. The lower Affective Filter level students' have the more effective second language acquisition they will get. When there is positive effect of affective factor to the language learning success, there should be suggestion for the affective factor to be implemented in the EFL class. These views were supported by current researches on the importance of affective factors in EFL learning such as Pratiwi, Suryani, & Suarnajaya (2020), Hidayah Pratama, et.al. (2018), Jacob, Putri, & Sihombing, (2020), Zayed & Al-Ghamdi, (2019), and Alrasheedi (2020). However, these researches were mostly about the relationship between affective factors and students' achievement. The further research on affective factors of risk taking, language culture, language ego are insignificant, moreover about the classroom observation that emphasis on the teachers' implementation to enhance affective factor role in the EFL class.

Thus the researcher sees that it is important to enrich another research in the implementation of affective factor enhancement. In this study the researcher aimed to investigate the further research about affective factor namely the implementation and support from teacher to EFL students in their affective factor enhancement. The observation of students' affective factors enhancement frameworks were adapted from the theory of Teaching Principles written by H.D. Brown (2007). In the discussion, Brown mentioned the teaching principles as a framework that teachers have to consider. The teaching principles are divided into three major groups; they are cognitive, affective and language principles. However, this study was focused on the affective principle which referred to proportion of students' emotional involvement in

language learning such as students' self-feelings to the language, culture and community.

a. Language Ego

Another barrier in language learning is Language ego, as it was identified by Brown (2006). In the same line, Zakarneh (2018) found that Language ego apprehend students in their learning of new language. It was explained that while students learn to apply new language, at the same time, they were developing new mode of thinking, feeling, and action toward the new language, which it is called as language ego. The Language Ego affect the second language acquisition by creating the sense of fragility, defensiveness and extending inhibitions. The reasons are firstly some of the students who learn a second language will likely felt discomfort, humiliated, and lack of words or structure during communication. Thus learners feel fragile due to the sense of interference of their native language on the pursued language. Therefore, students have to fend for their emotional of total defenselessness feeling.

To help students cope with the language ego, teacher must support the students' affective domains so that students could get some relief to the situation, such as:

1. Teacher should show a supportive remarks and attitude to the students. Teacher should understand that normally some learners feel discomfort in this new language by communicating their patience and empathy as students' language ego tend to lead to misinterpreting the intended input.
2. The lesson plan level, techniques and technique sequences are become teachers' concern needs to

be cognitively challenging but not overwhelming at an affective level.
3. The teacher should examine and consider the state of students' language ego, some effort could be made by teachers to lowering language ego such as recognizing:
   a. Which students to be invited to do an activity on the class
   b. Which students to ask for information voluntarily
   c. When to correct a student's language error
   d. How deep the material explanation
   e. How manage classroom activity
   f. How to encourage students to collaborate
   g. How restrict the teacher can be with the student.
4. The students are likely to experience a conflict of self-identity when learning new language. Therefore, teacher should assisted the students that self-identity confusion is commonly and normally occurred when learning new language. The teacher' patience and understanding will help to resolve the problem.

b. Self-Confidence

Previous researches on self-confidence have been investigated thoroughly which has proven to favor the EFL learning as well as its development in the classroom such as Akbari & Sahibzada (2020), Nurhayati, Rosmaiyadi, & Buyung (2017), Radyuli, Wijaya, & Ulfina (2020), etc. The research found that Self-confidence is significance in favor to language learning. The students' belief in their own abilities to do the assignment is known as self-confidence or self-esteem. It contributes to students' positive

outcome in completing the job. The Language Ego Principle can be linked to self-confidence. It goes even further, emphasizing the relevance of the learner's self-evaluation, regardless of the level of language-ego interaction. The teacher can implement some action related to self-confidence enhancement such as:

1. Teacher provides students with numerous verbal and nonverbal assurance which beneficial for students. Teachers' confirmation on students believe for their ability support the students to tackle the problem of low confidence and students could be directed to avoid the emotional defense wall.

2. Teacher need to sequence the materials and task from the simpler to more complex. It is believed to sustain students' self-confidence which could be developed by stages. The teaching activities in the classroom could be initiated by simpler technique and concepts. Therefore, students could develop the sense of accomplishment that will support to learn the higher stage.

c. Risk-Taking

Risk-Taking is necessary in encouraging learners to examine their willing to take risk in their effort to use the new language. The risk-taking is influenced by the preceding two concepts: Language–Ego and Self-Confidence. Learners are ready to take the necessary risks if they acknowledge their own ego and establish the belief that they can do the task. They are eager to put their newly acquired language to use, to ask questions, and to utilize it for meaningful goals (Karimi & Biria, 2017; Al-Obaydi, 2020).

Many teachers discourage students from taking risks, preferring instead to emphasize correctness, correct responses, and the withholding the students try until they are certain of the correctness. According to the majority of educational studies, the reverse is more conducive to long-term retention and intrinsic motivation. The teacher can reflect by applying the following teaching strategy:

1. Create an environment in the classroom that encourages students to try language and respond without waiting for someone else to do so.

2. Provide appropriate challenges by not making the material too easy or too difficult.

3. Assist students in understanding what calculated risk-taking entails, let some mistake it for recklessness.

4. Acknowledge students' attempt with positive response and appreciation for trying to answers while also paying close attention to the students' language production.

d. The Language-Culture Connection

Culture and language are connected one another. When students learn a language, they will also learn about the culture of the language's speakers because whenever teachers teach a language, they are also indirectly teaching a complex system of native speakers' norms, values, and ways of thinking. Thus, this concept focuses on the complex interconnectedness of language and culture as it was examined by studies conducted by Marhamah (2017), Alamsyah, Mutaat, & Darmawan (2019).

The previous researchers suggested to support the language-Culture Connection, some activities can be implemented as follow:

1. Discussing cross-cultural contrasts with students, emphasizing that no culture is superior to another and that cross-cultural knowledge is an important aspect of language learning.
2. Include activities and materials that demonstrate the relationship between language and culture among the teacher's strategies.
3. Teach the pupils about the cultural implications of language, particularly the sociolinguistic components.
4. Explain about issue that may be assumed contradict with students' own culture.
5. Make what the students may take for granted in their own culture obvious.

The amount to which the students will be affected by the acculturation process is a second facet of the Language-Culture Connection. Students are confronted with the realities of understanding life in a foreign country, as well as the varied emotions that accompany stages of acculturation, in many second language learning environments. This part of the principle can be described as follows: in second language learning, the learners' capacity to master the language is influenced by this principle is comparable to the Language-Ego and Self-Esteem principles from the standpoint of the classroom teacher. The teacher's job is to help students improve their learning and growth. Students can more directly address their state of mind and mood once they realize that some of their discouragement may be due to cultural factors. The instructor can accomplish the following in the classroom:

1. Make students aware of the processes of acculturation.
2. Emphasize the value of learning a second language as a valuable tool for gaining acceptance in a new culture.
3. Be aware of any students who are disheartened, and provide them aid.

To address the existing gap in knowledge of the implementation affective factors enhancement by EFL teacher, the research questions for the current study are the following:

1. How is the implementation of affective factor improvement to the EFL students of junior high school? In what specific affective variables does the teacher develop?
2. What are problems faced by teacher related to students affective factor enhancement?

The objectives of the study were to:
1. Investigate the implementation of affective factor improvement to the EFL students of students of junior high school. Find The effort of affective factors enhancement in term of their strategy
2. Find the affective Variables that the teacher develop during the EFL teaching activity
3. Investigate the problems faced by teacher in the effort of enhancing the students affective variables

2. Method

This research employs describing the classroom activity in the perspective of teachers concern on the students' affective factors. The researcher is examining, observing, and describing the EFL teaching activity and analyze the interaction happened that is related

to the effort of enhancing the students affective factors that implemented by the teacher.

This research employed a narrative design of qualitative research. As Creswell (2012) stated that a narrative research design is a qualitative research which describe the lives of individuals, collect and tell stories, and write narratives about their experiences. In education field, this method often refers to a description on the classroom activities or experiences.

The data of this research is the teacher's utterances during the EFL teaching activity to the students of grade 9th of a private junior high school in West Java. To gain the data, the researcher employs the EFL class observation and interview with the EFL teacher. The observation was intended to analyze the EFL teaching activity while the interview was conducted to support the data found in the observation session. The interview was used to clarify the teacher intention of the affective factors enhancement whether its' systematically. To help the researcher do well observation, the researcher recorded the whole teaching activity, from the opening session to the closing, using a video recorder. The instrument in this research is the video recorder and the researcher herself as the observer. In short, the design of the research conducted is as follow:

1. The researcher observed and recorded the EFL teaching activity to junior high school students.
2. The researcher interviews the EFL teacher for clarifying the teacher intention of affective factor enhancement.

3. The researcher analyzing the video recording of EFL teaching activity.

4. Finding

This research is aimed to analyze the teacher effort and implementation of enhancing students' affective factors. The analysis was conducted by relating the teacher-students interaction to the affective factor enhancement principles. The affective factor enhancement lists are adapted from the literature review. The lists of the affective factors to be analyzed and the result of observation are shown in the Table 7.

To answer the first question, the researchers analyzed the checklist in the table above. It shown that the EFL students' affective factors enhancement was conducted by the teacher. The teacher efforts are emphasized on the assisting students' Language Ego as many as 50% favorable (5 out of 10 lists), The Students Self-Confidence as many as 67% favorable (2 out of 3 lists), and Risk-Taking as many as 25% (1 out of 4 lists). However the Language-Culture Connection principle does not appear to be enhanced by the teacher (0 out of 8 lists). The specific of affective variables that the teacher enhanced was showed in the table. The researcher summarizes the specific of affective variables that the teacher enhanced as follow:

A. Language-Ego principle:
  1. Display a supportive attitude to the students.
  2. Organize material and task level, cognitively challenging

but not overwhelming to the affective level.

3. Appropriate on recognizing who to call on

4. Appropriate on recognizing who to ask to volunteer information

5. Appropriate on recognizing students to place in small groups or pairs

Table 7 Classroom Affective Factors

No	Teacher effort	Favoring	Disfavoring
	a. Language Ego		
1	Teacher show a supportive remarks and attitude to the students	v	
2	Sequencing The lesson plan level, techniques and	v	
3	Appropriate on pointing students:		
	• Which students to be invited to do an activity on the class	v	
	• Which students to ask for information voluntarily	v	
	• When to correct a student's language error		v
	• How deep the material explanation		v
	• How manage classroom activity		v
	• How to encourage students to collaborate	v	
	• How restrict the teacher can be with the student.		v
4	Assisted the students and explain that self-identity confusion is common and normal		v
	b. Self-Confidence		
1	Teacher provides students with numerous verbal and nonverbal assurance		v
2	Teacher need to sequence the materials and task from the simpler to more complex.	v	
3	Teacher develop the students' sense of accomplishment that will support to learn the higher stage.	v	
	c. Risk-Taking		
1	Create an environment in the classroom that encourages students to try language and respond without waiting for someone else to do so.		v
2	Provide appropriate challenges by not making the material too easy or too difficult.		v
3	Assist students in understanding what risk-taking entails and let some mistake occurred.		v
4	Give positive response and appreciation for students trying to answers.	v	
	d. The Language-Culture Connection		
1	Discussing cross-cultural contrasts with students.		v
2	Include activities and materials that demonstrate the relationship between language and culture.		v
3	Teach the cultural implications of language, particularly the sociolinguistic components.		v
4	Aware to information that could be culturally offensive.		v
5	Explain about issue that may be assumed contradict with students' own culture.		v
6	Help students to be aware of acculturation.		v

No	Teacher effort	Favoring	Disfavoring
7	Emphasize the importance of learning a second language as a powerful tool for adjusting to a new culture.		v
8	Pay attention to any students who appear to be discouraged.		v

B. Students Self-Confidence principle:
1. Sequencing techniques from easier to more difficult.
2. Establishing a sense of accomplishment that catapults the students to the next, more difficult material.

C. From the Risk-Taking principle, it show that teacher are respond to students' risky attempts with positive affirmation, appreciating students for trying to answer or respond while at the same time examining students language production.

To answer the third question, the researcher analyzed the data gained from the observation and interview. It is found that the affective factors enhancement were not programmed and not systematically. It can be seen that the favored statements given by the teacher are mostly from the feedback to the class situation and students behavior instead of teacher's initiation. This conclusion was in line with the data taken from the interview session that there was no formal framework given by the school and other sources to conduct the affective factors enhancement. The effort was merely from the teacher's initiative without systematically planned. The problems faced by the teacher on implementing the affective factors enhancement are because of there is no standard operational or outline of the affective factors enhancement.

5. Discussion

The finding showed that the affective factor from Language- Ego was the dominant area that the teacher developed. It acquired half of the provided list. It indicated that the EFL teacher show support to students and expected the students to feel comfort in learning English. Teacher showed that she knew each of the students, both name and characters the students and called it occasionally to perform in front of the class. Meanwhile, the teacher's effort in enhancing students' self-confidence was gaining 67% of the list; however, the researchers manage to provide two criteria for Self-Confidence but in broad scope. In other hand, The Risk-Taking willingness was acquiring lower score by 25% of the criteria, it showed that students were reluctant to participate or answering the task when they were uncertain to the answers. Unfortunately the researchers were unable to identify the language culture connection during the observations.

The researcher found that improving the affective domain was not so easily captured, mainly because researchers must rely on more

subjective forms of data such as student self-reporting and outside observation. The observation needs be conducted in longer period of time, more EFL class activities and more data to be analyzed. These factors are identified to be the reasons why the researcher cannot find the teacher favor on the aspect of Language-Culture Connections. The extended observation and analysis will benefit to the result of the research such as the researcher can find out if the teachers "negative" statements is also intended to enhance the students' affective factors. The difficulty in obtaining data, such as schools were refused to be observed was one of the researchers' obstacle. However the research should keep go on despite the limitations. From the observation of EFL teaching activity it is found that the teacher do effort to enhance students affective factors in this research is undertaken with the aim of investigating the teachers effort to enhance the students affective variables in the EFL teaching activity.

6. Conclusion

Based on explanation of the finding and discussion above, it can be concluded that affective factor enhancement did by the teacher are intentionally, as many as 32% of the categories of affective factor enhancement was implemented by the teacher. However it is found that the efforts are insufficient, unintentionally and unsystematically. Based on the finding, the researcher suggests that the teacher do more on the affective factors enhancement. Intentionality, systematically programmed of affective factors enhancement is needed, it will be beneficial if there are regulations from the school and government as well. The further research is needed to find strategic standard of EFL students' affective factor enhancement. It will help the teacher acknowledged the concrete and appropriate feedback and actions related to the students' affective factors enhancement.

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8. References

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