

CHAPTER I

INTRODUCTION

1. 1 Background of the Study

Teachers have multiple roles inside the classroom; those roles include manager, professional, acculturator, caretaker, etc (Farrell, 2011). The researcher believed that a teacher's role is similar to that of a performer, where they have to perform certain steps and take on many different roles to help their students learn. To help them achieve this noble goal, teachers employ teaching strategies. Teaching strategies are the many steps teachers perform to improve students' cognitive abilities, create a supportive learning environment, and affect students emotionally.

In 2022, Minister of Education, Culture, Research, and Technology of Indonesia Nadien Makarim employed a curriculum called "Kurikulum Merdeka." In this curriculum, teachers are given the freedom to use any kind of teaching strategies to help students develop. With this freedom also comes a dilemma about what kinds of teaching strategies to use for their students. There is also a problem where not every school or even every class in the same school applies the same curriculum. For example, one class applies "Kurikulum Merdeka," while another class applies a curriculum that was created in 2013. According to Mottet and Beebe (2002), good teaching strategies have to be able to affect students' emotions. Essentially, teachers have to be able to manipulate how students feel in such a way that they can get excited, confident, and happy while learning. Positive emotion can lead to students being more active and displaying "approach" behaviour, and vice versa. (Baker et al., 2019; Henry & Davydenko, 2020). Other researchers such as Baker et al. (2019), Prokofieva et al. (2019), and Ruiz et al. (2020) conclude that students' emotional states affect their learning results.

In Indonesia, some teachers still feel confused about what learning strategy they need to use because of this freedom. Nasir et al. (2019) found that a teacher still dominates classroom interaction since she is mostly the ones who give direction to her students. Meanwhile, technology integration in the form of video-based mobile learning can increase students' skills, creativity, and enthusiasm for writing

(Imelda et al., 2019). Mahbub (2020) found that the use of Kahoot was perceived positively by students and could generate interest and concentration on the subject. The use of fun activities such as playing games, integrating songs in the teaching process, practising, and memorising in teaching young learners can help increase their enthusiasm to learn (Oktavia et al., 2022). Based on all of the previous research mentioned above, the reader can conclude that the use of specific teaching strategies can have an impact on students' skills and their enthusiasm for learning the English language.

Like any other previous research that had been done by Khamkaew (2022), Krivosheyeva and Shodiyeva (2020), Silvani et al. (2023), Wijaya, (2022), Yunus and Hua (2021). This research involves the effect of teaching strategies on students, the difference was, that this research delved into the intricate relationship between English as a Foreign Language (EFL) teachers' teaching strategies and their influence on students' emotional experiences. Besides using Mottet and Beebe's (2002) emotional response theory to find out students' emotional responses, this research was also much broader because it was more exploratory than any other research, so, therefore, this research didn't have a particular strategy to highlight. It was an intentional decision by the researcher to make this research to be an introduction to how teaching strategies impacted students emotionally. At this time there were only researchers such as Baker et al. (2019) and Ngadiso et al. (2021) that had delved into this topic, so this research can be used as an introduction to how teaching strategy impacted students in Indonesia. This research is important because students' emotions are crucial for creating a positive and effective learning environment. By uncovering these dynamics, educators and policymakers can make informed decisions to optimise teaching strategies, ultimately promoting a positive impact on students' emotional engagement and overall academic success.

1. 2 Formulation of the Problems

The research answers two questions relating to teaching strategy and students' emotional responses to the teaching strategy being used.

1. What kinds of teaching strategies did teachers use throughout the teaching process?
2. How do the strategies impact the students emotionally?

1. 3 Operational Definitions

1. 3. 1 Language Teaching Strategies

Language teaching strategy refers to a set of methods, approaches, and techniques often used by teachers to help them present their material, manage the classroom environment, create an engaging and fun learning experience, and evoke positive emotional response from students.

1. 3. 2 Technology Incorporation

A lot of teachers in the 21st century is using technologies to help them teach their students. This strategies of incorporating technology come in many forms and apply to many applications in the learning process. Sometime, they use media such as PowerPoint or video to help them present material and sometime they use game app such as Kahoot or Quizizz to gamified the assessment process after they done learning the material. This strategy offers many benefits and possibilities for its user and they will still expand in its features for many years.

1. 3. 3 EFL Teacher

An EFL teacher is a teacher who has a responsibility to teach their students English outside of their native language. Besides increasing students' vocabulary and improving their language skills, they are responsible for creating an environment where students can learn English effectively and also for giving them assessments, measuring their cognitive output, and assembling the result administratively.

1. 3. 4 Emotional Response Theory

Whenever a teacher uses teaching strategies, students can emotionally respond to it. If the strategies that were used were good or suitable for the students they could feel pleasure, arousal, and dominance. If not, the students could feel displeasure, inattentive, and unassertive. Because of this, teachers must know how students experience the learning process whether students feel happy, sad, bored, frustrated, confused, excited, etc. These types of emotions can be an indicator that teachers need to change their teaching strategy to teach their students properly.

1. 4 Aim of the Study

The purpose of this research is to find out what makes a teaching strategy effective in increasing students' motivation and engagement in the learning process by indicating students' emotional responses in the process of learning.

1. 5 Significances of the Study

1. 5. 1 Theoretical Significance

The writer wishes that the result of this study can further provide information on the importance of teaching strategy in the EFL English education field and its emotional impacts on students. The emotional responses were expected to vary with each different strategy, and with this information in hand, the teacher or preservice teacher can decide whether or not they prefer their students to feel pleasure, arousal, or dominance and thus create their preferred classroom interaction.

1. 5. 2 Practical Significance

Sometimes students tend to dissociate themselves from the classroom or have no intent to learn at all once inside the classroom. This phenomenon can lead to stress and teacher demotivation to teach their students. With this research, the writer hopes that it will create a solution for whoever reads it to try a few different teaching strategies presented to their students, preventing students' boredom.

1. 5. 3 Empirical Significance

The writer hopes that with this research, many other researchers interested in researching the effect of teaching can be inspired to pursue their research and use the data that was presented in this research as a reference.