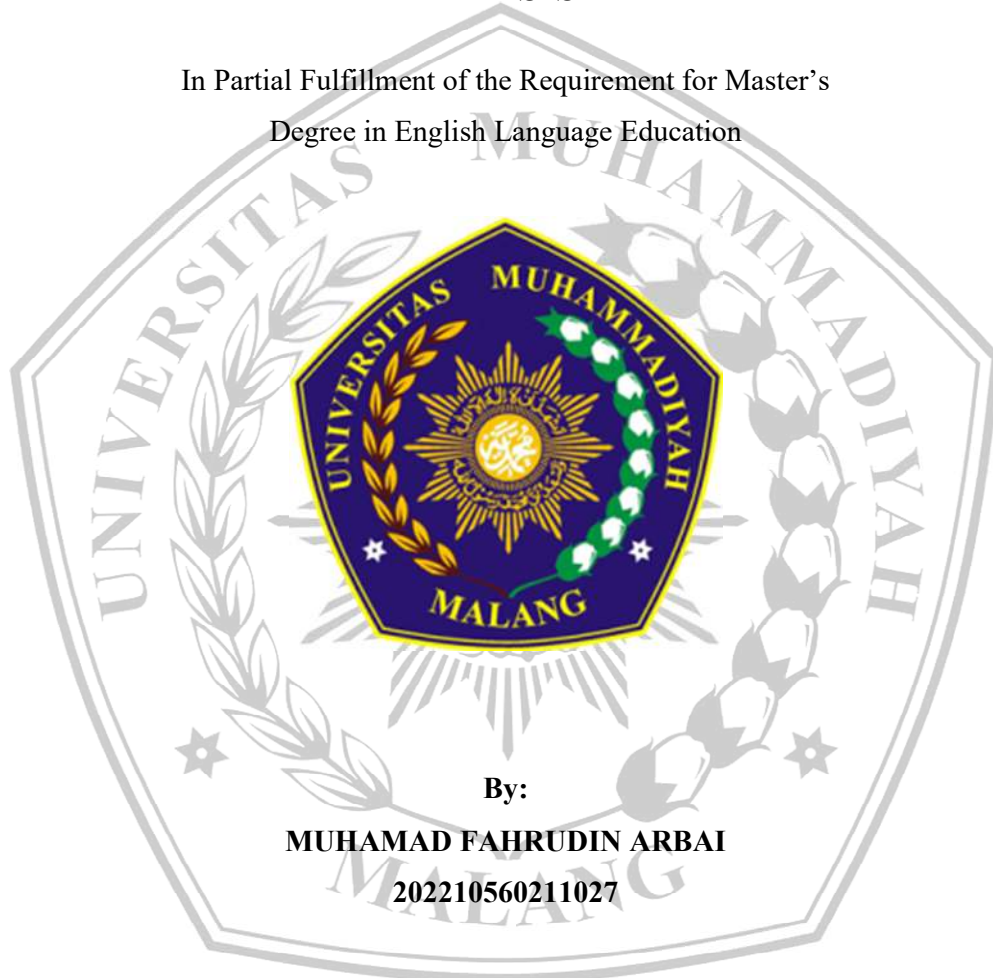**EFL TEACHERS' EXPERIENCES OF MANAGING NEGATIVE**
EMOTIONS IN TEACHING-LEARNING CLASSROOM:
PHENOMENOLOGY RESEARCH

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree in English Language Education

By:

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2024

EFL TEACHERS' EXPERIENCES OF MANAGING NEGATIVE EMOTIONS IN TEACHING-LEARNING CLASSROOM: PHENOMENOLOGY RESEARCH

by

MUHAMAD FAHRUDIN ARBAI
202210560211027

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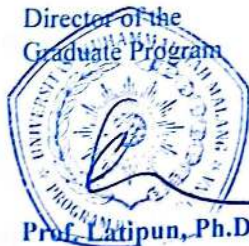
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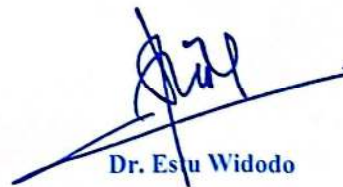
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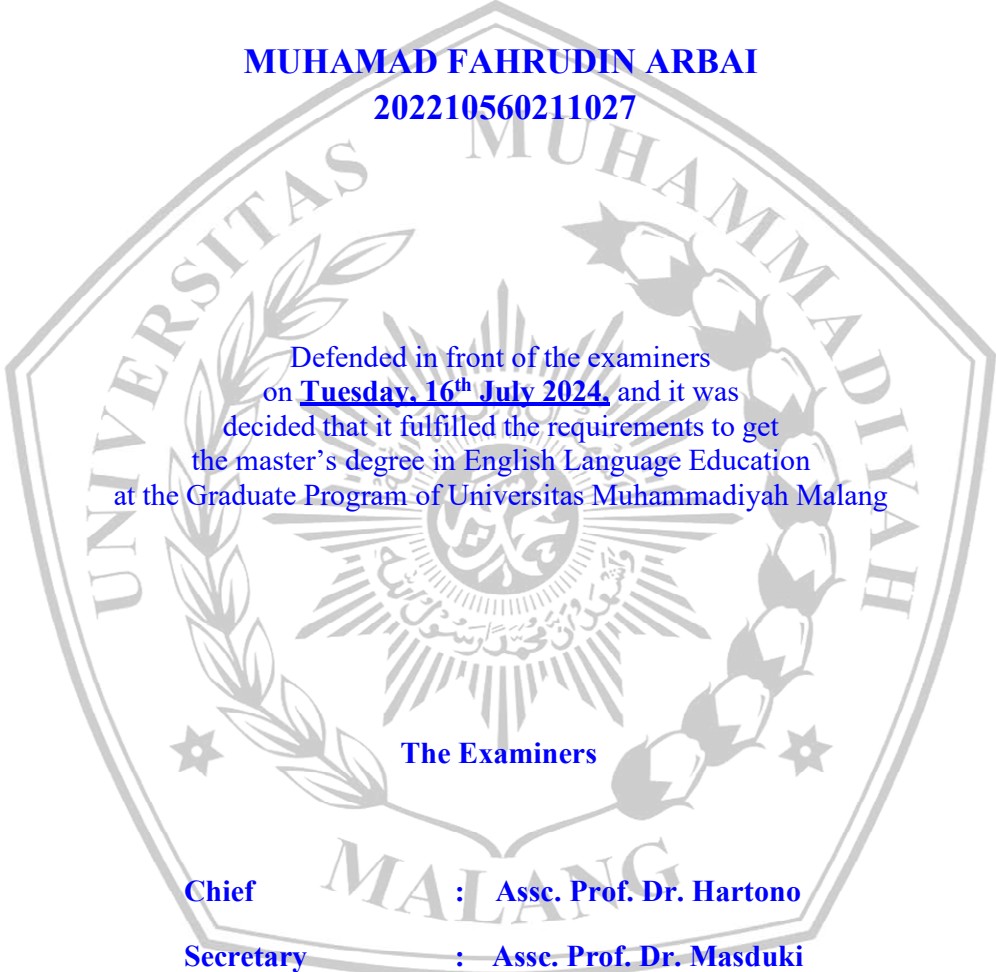Graduate Program

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Defended in front of the examiners
on **Tuesday, 16th July 2024,** and it was
decided that it fulfilled the requirements to get
the master's degree in English Language Education
at the Graduate Program of Universitas Muhammadiyah Malang

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LETTER OF STATEMENT

I, the undersigned:

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Hereby, declare that   :

1. The thesis entitled: **EFL TEACHERS' EXPERIENCES OF MANAGING NEGATIVE EMOTIONS IN TEACHING-LEARNING CLASSROOM: PHENOMENOLOGY RESEARCH** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other idea or citation except those which have been quoted and mentioned in the bibliography.

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Malang, 16th July 2024
The Writer,

MUHAMAD FAHRUDIN ARBAI

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All praise be to Allah for His innumerable blessings, which enable me to finish this thesis. I eventually did it.

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I acknowledge that this thesis is but a humble step on a long journey, and I welcome any constructive criticism and suggestions that may help me grow further.
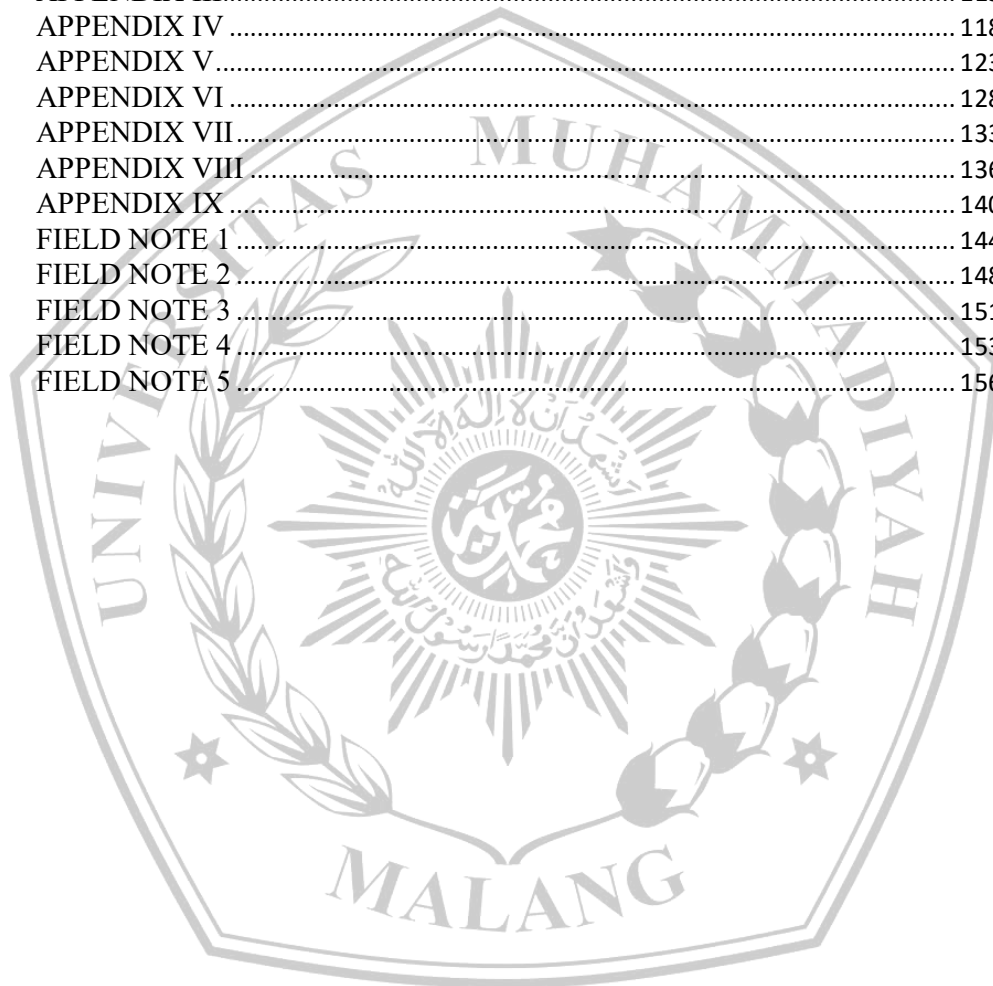
May this work serve as a small contribution to the tapestry of knowledge, bringing light and insight to those who seek it.

The writer

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ABSTRACT

EFL TEACHERS' EXPERIENCES OF EMOTION REGULATION IN THE TEACHING-LEARNING CLASSROOM: A PHENOMENOLOGY STUDY

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This study aims to identify factors triggering negative emotions, types of negative emotions experienced, and how EFL teachers manage these emotions during classroom teaching. The subjects are three EFL teachers from MAN 1 Praya, Lombok Tengah. Using a qualitative design with a phenomenological approach, data were analyzed descriptively. Open-ended questionnaires identified triggers and types of negative emotions, while interviews gathered information on teachers' experiences in regulating these emotions. Observations examined teachers' behavior in managing negative emotions in the classroom. Results indicate that negative emotion triggers stem from both classroom and external factors, including the madrasa environment and outside madrasa. The negative emotions experienced by teachers include anger, sadness, fear, and surprise. In managing these emotions, EFL teachers use strategies such as situation selection, situation modification, attentional deployment, cognitive change, and response modulation. Initially, teachers select lesson planning steps (situation selection). If disturbances arise, they take active action to prevent or seek help from other teachers (situation modification). When negative situations persist, teachers focus their attention through concentration (attentional deployment). During emotional development, they reappraised situations from different perspectives to raise positive emotion, or reappraisal to facilitate acceptance (cognitive change). Finally, teachers either suppress negative emotions to deter further negative behavior that ruins teaching learning process or release them and find relief. Teachers employ these strategies randomly, choosing the most suitable emotion regulation method for the situation.

Keywords: Emotion Regulation, Negative Emotion, Negative Emotion Triggering-Factors, Negative Emotion Management.

ABSTRAK

PENGALAMAN GURU EFL TERHADAP REGULASI EMOSI DI KELAS PEMBELAJARAN: STUDI FENOMENALOGI

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Penelitian ini bertujuan untuk mengidentifikasi faktor-faktor pemicu emosi negatif, jenis emosi negatif yang dialami, dan bagaimana guru EFL mengelola emosi tersebut selama pengajaran di kelas. Subyeknya adalah tiga orang guru EFL dari MAN 1 Praya Lombok Tengah. Menggunakan desain kualitatif dengan pendekatan fenomenologis, data dianalisis secara deskriptif. Kuesioner terbuka mengidentifikasi pemicu dan jenis emosi negatif, sedangkan wawancara mengumpulkan informasi tentang pengalaman guru dalam mengatur emosi tersebut. Observasi mengkaji perilaku guru dalam mengelola emosi negatif di kelas. Hasil penelitian menunjukkan bahwa pemicu emosi negatif berasal dari faktor kelas dan eksternal, termasuk lingkungan madrasah dan luar madrasah. Emosi negatif yang dialami guru antara lain marah, sedih, takut, dan terkejut. Dalam mengelola emosi ini, guru EFL menggunakan strategi seperti pemilihan situasi, modifikasi situasi, penerapan atensi, perubahan kognitif, dan modulasi respons. Awalnya, guru memilih langkah-langkah perencanaan pembelajaran (pemilihan situasi). Jika timbul gangguan, mereka mengambil tindakan aktif untuk mencegah atau mencari bantuan dari guru lain (modifikasi situasi). Ketika situasi negatif terus berlanjut, guru memusatkan perhatiannya melalui konsentrasi (penyebaran perhatian). Selama perkembangan emosi, mereka menilai kembali situasi dari perspektif berbeda untuk meningkatkan emosi positif, atau penilaian ulang untuk memfasilitasi penerimaan (perubahan kognitif). Terakhir, guru akan menekan emosi negatif untuk mencegah perilaku negatif lebih lanjut yang merusak proses belajar mengajar, atau melepaskan emosi tersebut dan mencari kelegaan. Guru menerapkan strategi ini secara acak, memilih metode pengaturan emosi yang paling sesuai dengan situasi.

Kata Kunci: Regulasi Emosi, Emosi Negatif, Faktor Pemicu Emosi Negatif, , Manajemen Emosi Negatif.

I. INTRODUCTION

The importance of the current research about EFL teachers' emotion regulation and the research questions are presented in this motion.

1.1 Background of Study

Teaching English as a second language (EFL) in Indonesia is inevitable. Since it is supposed to be used in several areas as a communication tool in international scope e.g., international relationships, economics, trade, politics, and tourism (Salameh Alomoush & Al-Na'imat, 2018). Recently, the function of English is growing in wider areas, it is needed in commerce and business, legal contract translation of English and Indonesian, education, foreign affairs, and academic research publishing (Lauder, 2020). EFL has become a compulsory subject at the senior high school level, including Madrasah Aliyah (Islamic senior high school).

In reality, Indonesian people do not speak English daily. Most Indonesians are not interested in mastering English, especially in rural areas. According to Lauder (2020), Indonesian people are multilingual language users, EFL usually starts being learned at the level of secondary school through conscious learning at schools. Thus, the EFL teaching-learning process at the school level, especially in Madrasah Aliyah, faces some challenges; first, the facility for EFL teachers does not support the newest curriculum the government requires especially in rural areas. Second, students of madrasah Aliyah are burdened with many subjects, because the religious subjects are more broadly expanded into some sub-subjects. Third, EFL lesson has other competitive language lessons e.g., Arabic language, Indonesian language, and local language as local wisdom. Fourth, the English lesson has the shortest time to conduct among those language lessons. Therefore, the EFL teaching-learning process is less maximum.

In delivering EFL materials that meet student's needs, both teacher and students must work together to create a good atmosphere of interaction. According to Gaspard & Lauermann (2021), an effective classroom atmosphere is characterized by the effective interaction of both teachers and students' engagement. Interaction is one of the classroom managements that provoke outcomes for the students

(Doungwilai & Kanjug, 2023). However, the interaction involves the teachers' behavior, it has effects on students' achievements, participation, and performance of learning (Aneeis Hashim & Yusoff, 2021). In addition, the good behaviors (like verbal, acting, and expression behaviors) of EFL teachers help students by encouraging them to be active in the process of learning (Nasir et al., 2019). Furthermore, according to (Gross, 2008), teachers' behaviors can be based on some possible emotions, and then emotions (positive or negative) are affected by teachers' appraisal of an event. Therefore, it drives EFL teachers to consider acting on particular behaviors.

Regardless of the important role of teacher interaction during teaching-learning activities, teachers face some problems in the classroom. First of all, EFL teachers have difficulty implementing lesson plans in classroom interaction that meet proper duration (Akmal et al., 2022). Secondly, EFL teachers have difficulty in increasing students' low motivation. Thirdly, they have difficulty dealing with misbehaving students (Forster et al., 2022). Fourthly, problems like teachers' lack of pedagogical knowledge in digital areas (Syamdianita & Cahyono, 2021). Fifthly, workload burdens EFL teachers, e.g., long preparations and non-instructional work such as designing lesson plans, paperwork, and reports. Lastly, they have low confidence in their social status and identity as EFL teachers. However, some negative events potentially turn the EFL teachers' positive emotions into negative emotions that will affect the teachers' consideration to act on current behaviors in teaching-learning interaction.

The difficulties EFL teachers face will certainly give rise to negative emotions that will indirectly affect interactions in the teaching and learning process. In line with the important role of teacher interaction, the use of emotional management through emotion regulation plays a crucial part in driving the EFL teachers' psychological aspect to stay focused on the goal of the teaching and learning process. Wang & Ye (2021) argued that by regulating emotions, the teacher could reduce the negative one caused by a sort of negative stimuli. Greenier et al. (2021) suggested that the management capability of regulating emotion in the classroom enables EFL teachers to possess positive emotions during interaction. It

also enables EFL teachers to create a positive environment that systematically affects the quality of efficient instruction in the classroom (Noughabi et al., 2022). In addition, teachers' well-being is increased through the management capability of using emotional regulation to adapt to the classroom environment (Yin et al., 2016).

There have been several previous research findings on teachers' emotional regulation (Taxer & Gross, 2018; Chang & Taxer, 2021; Noughabi et al., 2022; L. Li & Lv, 2022). First of all, research by Taxer & Gross (2018) focused on why and how teachers regulate emotion (based on Gross Emotion regulation model). The result showed that teachers had instrumental and hedonic emotion regulation goals, which were focused on regulating both their own and the students' emotions and were typically attempting to decrease negative emotions. Secondly, research by Chang & taxer (2021), which explored the emotional regulations the teachers use when dealing with misbehavior students, showed that teachers mostly use reappraisal steps (Gross Emotion regulation model) by evaluating the students' misbehavior from different perspectives to change their negative emotions to positive ones. Thirdly, research by Noughabi et al. (2022) investigating whether emotion regulation and psychological well-being can affect the foreign language teaching enjoyment (FLTE) of EFL teachers indicated that they are strongly correlated, significantly contributing and becoming strong predictors for FLTE. It implied that increasing teachers' emotional responses and skill mastery to emotional experiences is an influential factor in supporting EFL teachers against burdens in the profession. Fourthly, Li & Lv, (2022) examined whether there would be any correlation between EFL teachers' emotional regulation and resilience with their success. The findings showed that resilience has a stronger correlation, yet both of them have a positive correlation with the success of a teacher job. Furthermore, it was found that by regulating their emotion, EFL teachers regulate their emotions when dealing with challenges and are adept at directing their emotions, which leads to job satisfaction and enjoyment.

This research differs from previous research in some contexts. Firstly, this present research is conducted in Indonesia, while all previous studies (Taxer & Gross, 2018; Chang & Taxer, 2021; Noughabi et al., 2022; L. Li & Lv, 2022) were

conducted in other foreign countries; thus, it gives space for socio-culture environmental differences. Secondly, this present research uses a qualitative approach while (Noughabi et al., 2022) Li & Lv, (2022), used a quantitative approach, while, Taxer & Gross (2018), and Chang & Taxer (2021) used mix approach. The last is concerned with the different aims of the research. Taxer & Gross (2018) focused on teachers' process and reason for using emotional regulation to themselves and students' behavior; Chang & Taxer (2021) explored the emotional regulations teachers used when dealing with misbehavior students; Noughabi et al. (2022) focused on examining whether the emotion regulation and wellbeing of EFL teachers had a relationship with the foreign language teaching enjoyment; and Li & Lv (2022) investigated the relationships of EFL teachers' emotion regulation and resilience with their success of teaching job. Meanwhile, this present research focuses on an in-depth exploration of the experiences of regulating emotion done by EFL teachers when confronted with negative stimuli/triggering factors of emotion in teaching EFL.

Another difference in this research is conducted at Madrasah Aliyahs Negri in central Lombok. Based on the result of the preliminary study for some reasons, it was found that, first of all, the school situations and the students tend to potentially provoke EFL teachers to regulate their emotions to gain the aim of teaching-learning. Secondly, EFL teachers experience both positive and negative emotions and they avoid the negative ones. In line with this, Alzaanin (2021) points out that teaching is an emotional practice. Each time EFL teachers teach, their emotions potentially arise during the teachers-student interaction (both positive and negative).

1.2 Research Questions

1.1.1 What types of negative emotions do the EFL teachers experience at MAN 1 Praya, Central Lombok?

1.1.2 What factors trigger EFL teachers' negative emotions at MAN 1 Praya, Central Lombok?

1.1.3 How do the EFL teachers manage their negative emotions in classrooms at MAN 1 Praya, Central Lombok?

II. REVIEW OF LITERATURE

Here are explanations about the related literature that support the current research. The chapter aims to explain the type of EFL teachers' negative emotions factors that trigger EFL teachers' negative emotions and how they manage them. In addition, a few additional literatures need to be explained.

2.1 Teaching English as A Foreign Language (EFL)

Teaching English as a second language (EFL) in Indonesia is important because English is used in many important areas like talking with people from other countries, doing business, and making agreements. Cloudia Ho, 2020) pointed out that learning English helps Indonesia be part of the world in a better way. For politics, if Indonesian politicians can use English, they can express their ideas in international meetings and share Indonesia's opinions. This makes sure that Indonesia's voice is heard on important global issues. In schools knowing English gives students access to a lot of information and research from around the world. This helps Indonesian students learn new things and contribute to the world's knowledge.

Even though the function of English is growing in wider areas, it is needed in commerce and business, legal contract translation of English and Indonesian, education, foreign affairs, and academic research publishing (Lauder, 2020). In Indonesia, high schools, including Madrasah Aliyah, now require students to learn English as part of their studies. This is because knowing English has become important for many reasons. It makes it easier for students to do business and trade internationally in the future. Learning English promotes understanding and respect for different cultures. Students can access a lot of information and knowledge when they know English. English skills make students more competitive in the global job market. So, teaching English in high schools, including Islamic high schools, is a way to prepare students for success in a world that is closely connected and where English is a key to many opportunities.

On the other side, many aspects still become a challenge in EFL teaching at Madrasah Aliyah. Akmal et al. (2022) stated that Indonesia has adopted a large

number of curricula. It takes certain educators longer to adjust. The format of the lesson plans was constantly changing, which was sure to confuse teachers. The format changes in the lesson plan might be a big obstacle for EFL teachers. Another issue is the lack of facilities that support EFL teachers in operating new curricula. In addition, it is a fact that students of Madrasah Aliyah are burdened with many subjects because there are religious subjects that are more broadly expanded from just a general religious subject into some sub-subjects.

As local wisdom, EFL lessons have other competitive language lessons, e.g., Arabic, Indonesian, and regional languages. In addition, according to Salim and Hanif (2021), English lessons take the shortest time to conduct among Arabic, Indonesian, and regional lessons. This can be why most students do not realize that English is important. The students do not get enough exposure to or opportunities to express themselves in English. So, teaching English in rural areas might be challenging for EFL teachers.

2.2 Teachers' Behavior in EFL Classroom Interaction

The interaction in the context of classroom teaching is about the lively socialization, interchange, and conversation that happens between the EFL teacher and the students as they learn (Greatbatch & Holland, 2016; Harrison et al., 2022). In supporting effective teaching and learning, behaviors incorporate a variety of communication, engagement, and responsive strategies in the classroom. EFL teachers play a crucial role in engaging in classroom activity, as Kurniatillah et al.(2022) explain that the concept of classroom interaction is the core activity in learning a language. however, contact fosters knowledge and skill development within the classroom community.

Behavior influence interaction of EFL teachers and students. It makes a distinction between teacher-oriented and student-oriented categories (Assen et al., 2020; Assen et al., 2016). This means that teachers have the decision to make classes become teacher-oriented and student-oriented categories. In terms of behaviors, some aspects can affect and change in the class, e.g., the morale of society, the workload is increased, including hours and papers work, discrimination,

and economics (Benesch, 2020). The behavior also can change into negative or positive based on the teachers' appraisal, thoughts, and perception of a certain event in or outside the classroom, personal problems, and teachers' workload at madrasah, etc.

In classroom interaction, teachers' behaviors can be generally classified as follows: teachers must adjust the volume and tone of their voices; teachers must speak politely and clearly and be easy to understand by their students; teachers must dress modestly; they must organize the seating, they must encourage and reward students to ask and argue, create order, discipline, convenience, and safety for the teaching-learning processes, they must provide reinforcement and feedback in response to students questions and return students' assignments and give out results whilst the learning process takes place, they must adjust the speed of the subject matter to the ability of their students to learn (Kementerian Pendidikan, 2013).

In addition, it is believed that teachers' behavior in classroom interaction increase and keeps the stability of the student's motivation, interactive, and communicative (Doungwilai & Kanjug, 2023), thoughts, cognition, and feelings (Hashim & Mohd Yusoff, 2021). In learning a language, students must coordinate their activities and engage in a lot of social contacts that students and EFL teachers perform together in the classroom to support the learning process. Let's take a closer look at the illustration of teachers' behavior in the classroom for questioning interaction; "EFL teacher starts questioning to open the classroom conversation about the certain topic being discussed, students try to answer the question then teachers give feedback". On the contrary, it is different responses to the event if the students cannot answer the question. Alternatively, EFL teachers' behavior as a reaction to the event, is that they can ask other questions to make it more comprehensible to students or they can avoid it and continue to the main topic. The problem is, that there "was" or "no" emotion that affects teachers' decision on asking alternative questions.

In terms of emotion, behavior is the action that is triggered by emotion. Sometimes, emotion cannot be measured by the behavior because some behaviors are normal, and others have been affected by emotion. The EFL teachers might have

another goal to achieve through emotion regulation management, procrastination, honesty, and financial decision-making. Therefore, the teacher's interaction with students can be different; they conduct appropriate actions required to achieve the teaching goals in EFL classrooms (Duckworth & Gross, 2020).

2.3 EFL Teachers' Emotion

Emotion is a complex psychological state that involves a range of physiological and cognitive processes. It is often described as feelings that can be experienced as positive or negative. Internal or external stimuli can trigger emotions (Bailen et al., 2019). There have been plenty of definitions of emotion from many experts since the beginning of the emotion study. Emotions can affect our behavior in many ways, e.g., when a person experiences fear, he/she may avoid certain situations or objects that we perceive as dangerous. When a person experiences anger, he/she may be more likely to engage in aggressive behavior. Emotions can also affect our decision-making processes and our ability to think clearly (Trampe et al., 2015).

This literature uses some definitions that are more appropriate to explore emotion from psychological behavioral theories. According to Power & Dalgleish (2008), emotion is nothing more than an experienced psychological pattern reaction, and it is in an operant framework condition, where the emotion will emerge in an EFL teacher's mind if he/she finds a situation that can trigger the mental state reaction. For the illustration, the event "A" will trigger a set of psychological states "A" as a reaction, and event "B" will trigger a set of psychological states "B" as a reaction, e.g., Robert is talking to students in smiling and energic in teaching. Robert is defined as being joyful because of smiling and energizing teaching to students. Smiling and energic teaching are his behavior because of certain events, "e.g., students' success in learning, reward from the principal, or he remembers/imagines something else in the past or future". So, the psychological pattern of *joy* is caused by the correct *pleasant* situation that forces Robert to adopt the current behavior of *smiling*.

Besides behaviorism theories concerning emotion, the cognitive theory explains that emotion has developed and become the most popular theory of emotion paradigm. It is stated that the sequence of how emotions happen is a complex form. It starts with an *event* (either internal or external), as the human who faces a certain event *interprets* it, and then he/she *appraises/values* the existing event; therefore, it affects the *physiological change* in the form of behavior/expression/words, etc. (Power & Dalgleish, 2008).

The sequence of situations to emotions and emotion to behavior process is described as follows.

EVENT e.g., rewards from principle	INTERPRETATION e.g., "rewards can be an incentive" that can be used as wished.	APPRAISAL e.g., it is classified as pleasant
BEHAVIORS	POTENTIAL ACTION	PHYSIOLOGICAL CHANGE
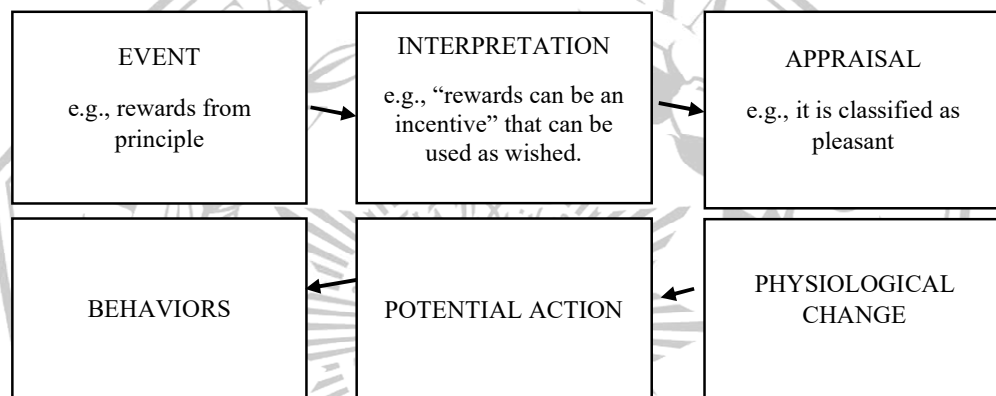
Figure 2.1 The emotion sequence (Power & Dalgleish, 2008)

Referring to appraisal and physiological change theories are part of a sequence of emotions (Power & Dalgleish, 2008). Regarding "appraisal," it has evolved into a technical, general phrase that includes not just evaluation but also valuing, value perceptions, and value feelings (Mulligan and Scherer, 2012). Appraisal of emotions is a crucial process that affects how a teacher sees the situation. It is the way the EFL teacher perceives the situations being faced. It determines the type of emotions felt and how strongly those feelings are perceived. Furthermore, Mulligan and Scherer (2012) also stated that intense emotions cause physiological changes in the face, voice tone, and body reaction. All have unique methods of expressing these feelings.

On the other side, emotion involves the brain and body's process of responding to a stimulus and more concepts. Therefore, it is impossible to predict emotion fully one hundred percent from one aspect, such as the gestures of the behaviors, words, voice tone, and facial expressions. People must see the whole context to understand a person's emotions (Barret, 2017). However, there are no measurement tools on earth that are possibly able to detect the exact emotion experienced inside by evaluating the expressions on the surface without knowing the whole context. In terms of definition, from the beginning of the philosophy era, many definitions and emotional processes were illustrated. There is no standard definition, but sociology, psychology, and behaviorism have their own understandings of emotions (Subramanian & Mahmoud, 2020).

The discussion about emotion will cover some topics, namely the types of EFL teachers' emotions and the factors that trigger negative emotions.

2.3.1 Type of EFL Teachers' Negative Emotion

Emotions can be classified as either positive or negative depending on whether or not they influence predetermined outcomes. For instance, in EFL teaching, positive emotions are reflected to be the teaching-learning encouragement, whereas supposedly negative emotions are reflected to be the teaching-learning barrier (Benesch, 2020). Positive emotions encourage people into new and wider behavioral repertoires, which open up chances and develop new talents. Furthermore, a positive emotion will possess positive feelings, which are linked to behaviors that are crucial for teachers (Diener et al., 2019).

Richards (2022) explained the emotions in his article. These emotions are the result of interactions between teachers and their teaching contexts. They include feelings about themselves, their colleagues, their students, classroom activities, the teaching surroundings, and instructional materials, as well as feelings about the benefits and rewards of teaching.

Basic emotion is a concept in psychology that is considered universal and fundamental to human experience. Although this concept has long been recognized and studied, there are variations in the number and types of basic emotions that have

been identified by scientists. Many psychology scientists have classified emotions fundamentally into different quantities and categories. In relation to that, Ekman (2003) classified emotions into six types: *anger, fear, sadness, contempt, surprise,* and *enjoyment.* In this literature, due to knowing emotion in in research field, the researcher uses the emotion types that Ekman (2003) promoted. A further comprehensive explanation of negative emotions is presented in the next sub-topics.

2.3.1.1 Sadness

The sadness emotion is classified as a negative one. It is a common human emotion with significant purposes. It encourages people to consider difficult circumstances, ask for help from others, and partake in comforting activities. Even though it is unpleasant, it promotes social interaction and personal development (Web & Pizzagalli, 2016). Unhappiness and emotional suffering are all characteristics of the emotional state of sadness. It frequently results from unfavorable incidents or circumstances (Bonanno et al., 2006; Web & Pizzagalli, 2016).

Furthermore, the crucial mechanism of sadness is introspection after the irreparable loss of a loved one or other important object to oneself (Bonanno et al., 2006) or the perception of loss and defeat (Web & Pizzagalli, 2016). Power & Dalgleish (2008) explained that the object or aim that has been lost might range in importance and kind from a person, location, unfulfilled desire, item of personal worth, or loss of an ideal or moral value. It consequently focuses on the evaluation of the loss of one or more goals. Power and Dalgleish (2008) added that the loss need not be permanent; it could also be temporary. The loss may occur in the past, present, or future, depending on appraisal memory. Loss may refer to an imagined future situation.

Furthermore, according to Ekman (2003), sadness and agony are the same emotions but show different reactions. Sadness characterized by resignation and agony involves active protest. Despite their differences, the benefit of sadness can boost problem-solving capacity, while grief provokes the long hassle of making a decision (Bonanno et al., 2006). It is important to remember that sadness is not always a negative effect. In response to such stressful or unfavorable life situations,

it has been suggested that feeling sadness may help people re-evaluate their objectives and inspire them to adjust their living arrangements in adaptive ways (Web & Pizzagalli, 2016).

Sadness expression elicits empathy and supportive responses from others. Persistent dysphoric expressions have a major negative impact on interpersonal relationships and pose a threat to overall social adjustment. Numerous studies have demonstrated that prolonged and powerful displays of sadness, such as melancholy, alienate potential supporters. (Bonanno et al., 2006). In recognizing the expression of sadness, Ekman (2003) explains that some facial muscles change to express sadness through the drooping of the eyelids, which can indicate slight, controlled, or diminishing sadness. When combined with raised eyebrows, this expression signals stronger sadness. Additionally, a typical feature of sadness is a downward gaze or a straight-ahead stare. While people might look down when reading or tired, paired with sad eyebrows, the message is clear. Few can perform this movement without feeling sad, making it a reliable indicator of genuine sadness.

2.3.1.2 Anger

Although anger can also be directed at oneself or an inanimate object, it is usually directed at another person. The desires (expression, behavior, and words) associated with anger include punishing the offender or making up for the blame that has been done (Power & Dalgleish, 2008). Anger is the result of a perception of deliberate, careless, or at least avoidable slight or wrongdoing. The absence or presence of a reward or a barrier to achieving the goal can contribute to the blocked perception. Encompassing everything from fulfilling immediate needs to carrying out significant long-term plans for oneself. Based on these definitions, anger may be a reaction to pain because the person who is experiencing it feels as though it prevents them from achieving physical and psychological comfort (Harmon-Jones & Harmon-Jones, 2016). According to Ekman (2003), frustration with obstacles or failures can also trigger anger. Physical or psychological harm attempts, rejection, or disappointment can evoke anger. The cycle of anger calling forth more anger is

highlighted, making it challenging to resist responding angrily to unjust or self-righteous anger from others.

Furthermore, in relation to recognizing the emotion from facial expressions, Ekman (2003) adds that the general expression is a partial anger expression that is called a glare. In the facial condition, the lower and upper eyelids have been tightened. It can be a subtle sign of controlled anger, or it may be just a slight annoyance. It occurs also when there is no anger at all, but the person is focusing or concentrating on something intensely. The facial expression usually shows when people do not understand something in conversation. The signal is also in the jaws and lips. In anger, the jaw is often thrust forward. Another signal is when the lips are pressed together with slight tensing of the lower eyelids. This can happen in very slight anger or the beginning of anger. It may also happen when someone is thinking. If there were no lower eyelid movement, just a pressed lip, it is very ambiguous.

There are also anger expressions where it is not certain if the anger is slight, just beginning, or being controlled. A long-duration slight expression is a sign of deliberately controlled emotion. If one of those expressions were shown for only a half second or a second, it would more likely be a slight feeling of anger in the beginning rather than more controlled anger. Generally, anger expression shows when people pull the eyebrows down and together; make certain that the inner corners go down toward the nose. While holding those brows down, the eyes wide open, so the upper eyelids push against the lowered eyebrows, staring hard.

2.3.1.3 Fear

The emotion that seems to be most essential is fear. Normal fear serves a purpose by empowering the person to either fight or flee in facing of perceived threat (Power & Dalgleish, 2008). It is an alarm for the behavior system to protect the self from threatening things (Mobbs et al., 2019). In addition, it is also an unpleasant emotion as a response to an approaching threat and drives the body to defend itself (Öhman, 2006). People normally face a threatening situation; they have a choice to face it or leave and go away from it. In the context of EFL teachers, teachers can

have a fear of facing students; they might think that teaching them the wrong way is a bad thing since they feel has lack of pedagogical skill teaching; it is appraised when they think the principal will find out to decrease the salary.

According to Ekman (2003), when people feel any type of fear, when they are conscious of being afraid, it is hard to feel or think about anything else for a time. Their mind and attention are focused on the threat. When there is an immediate threat, they focus until they have eliminated it, or if they find that they cannot, the feelings may turn into terror. Ekman (2003) explained that fear responses vary depending on the timing of the threat. Immediate threats typically elicit action, such as freezing or flight, to address the danger. In contrast, anticipation of a future threat leads to heightened vigilance and muscle tension. Additionally, immediate threats often have an analgesic effect, reducing pain sensations, while anticipation of a future threat can amplify pain.

The issue is if fear does not pass or if the emotion of fear lasts for a long time, anxiety can be inferred. Anxiety manifests when a person is unable to deal with a perceived danger or situation, specifically when they believe that there is no way out, such as "death," or that there are other problems for which there are currently no solutions (La-Bar, 2016). For instance, teachers may be afraid of students if they have not improved their pedagogical skills. However, fear can also foster other uplifting emotions like hope (Nabi & Myrick, 2019). When the EFL teachers have a fear of failing to improve student abilities, the teachers also hope that students will continue to learn without giving up or they need to upgrade their pedagogical skills in teaching and organizing the classroom.

In the case of facial recognition of fear emotion, Ekman (2003) explains the signal from the upper eyelids. They are raised just a slight amount, but it is probably more of simply a sign of attention or interest. If the upper eyelids are raised more, it is very likely to be either surprised or fearful, which would depend on what was happening in the rest of the face. The clue to distinguish fear and surprise is that this is not surprise or attention, but fear is in the lower eyelids. When tensed lower eyelids accompany raised upper eyelids, and the rest of the face is blank, it is almost always a sign of fear.

2.3.1.4 Being Surprised

The emotion of being surprised is the briefest of all emotions, typically lasting only a few seconds (Ekman, 2003). The emotional response dissipates rapidly as the individual assesses the situation, leading to a range of subsequent emotions, including fear, amusement, relief, anger, or disgust, depending on the nature of the surprise. In certain instances, no subsequent emotion ensues if the surprising event is deemed inconsequential. Due to its ephemeral nature, it is uncommon to capture the phenomenon of being surprised in a photograph. The emotion of surprise can only be triggered by a sudden and unexpected event, as illustrated by the individuals depicted in the given context.

In order for an event to induce a state of surprise, it must occur abruptly and catch the individual unprepared. When an unexpected situation unfolds gradually, it fails to evoke the emotional response of being surprised. The men who observed the stuntwoman's fall were not forewarned, rendering the event genuinely surprising. In such instances, there is a paucity of time to consciously regulate one's behavior in response to the surprise. This lack of preparation is generally not problematic unless the individual is expected to have anticipated the event (Ekman, 2003).

Although brief, the emotion of surprise is often perceived as such. During the brief interval between the initial perception of the unexpected and the subsequent emotional response, the experience of being surprised can be perceived as either positive or negative (Ekman, 2003). The emotion of fear, which frequently follows being surprised, can be of short duration or can persist for an extended period.

2.3.1.5 Disgust

Disgust is a complex emotional response that can be triggered by a wide range of situations or stimuli, including tastes, smells, touches, and people's actions or ideas (Ekman, 2003). Research indicates that bodily products are universal triggers for disgust, with cultural variations in perceptions of offensiveness. The

emergence of disgust as a distinct emotion is not fully apparent until later childhood. During this period, children and adolescents often exhibit a fascination with disgusting objects and situations.

Core disgust can be distinguished from interpersonal disgust, which encompasses learned triggers related to the strange, diseased, unfortunate, and morally tainted. Morally objectionable behavior often elicits the strongest feelings of disgust in adults (Ekman, 2003). Certain forms of disgust may be universal, with cultures having more leeway in admitting things to the realm of disgust than excluding them.

The concept of "fed-up disgust" is linked to conflict resolution, where expressions of disgust can predict future separation in marriages. The threshold for disgust is lower in intimate relationships, where individuals may tolerate actions that would be considered disgusting in other contexts, such as changing diapers or caring for sick family members (Ekman, 2003).

Disgust plays a pivotal role in the removal of individuals from what is considered revolting. It is contended that the use of disgust as a basis for legislation is inappropriate, with the suggestion that outrage is a more reliable and publicly shareable moral sentiment. Disgust can potentially lead to dehumanization, which may result in the justification of violence and the degradation of others through the dehumanization of victims. The emotional response to a crime, including disgust, should not be considered a mitigating factor in the legal context.

2.3.1.6 Contempt

Contempt is a distinct emotion that is often associated with a sense of superiority over others. This suggests that an individual believes they are superior to another in some way, such as in terms of knowledge, appearance, or personal attributes. In interpreting expressions of disgust or contempt, it is crucial to consider that the emotions may not be directed at a specific person but could be self-directed or linked to past experiences (Ekman, 2003).

It is paramount to differentiate between anger and disgust, as the former often signifies disapproval of a situation or decision rather than a personal attack

(Ekman, 2003). Disgust indicates a lack of satisfaction with a situation or decision, whereas contempt indicates a perceived superiority over others.

When addressing such emotions, it is recommended that one avoid confronting feelings of repulsion directly and instead provide an opportunity for the individual to express their thoughts. Acknowledging the challenges the individual may be facing and facilitating a discussion is beneficial. Empirical evidence indicates that work relationships may be adversely affected when subordinates express disgust or contempt toward their superiors.

In family scenarios, it is of the utmost importance to navigate emotions differently. While anger may necessitate a direct approach, disgust and contempt may require a more empathetic response. It is beneficial to explore the individual's feelings and provide a calm and rational explanation of the perspective in question. Maintaining open communication and acknowledging the individual's feelings can contribute to positive outcomes, even when negative emotions are involved.

2.3.2 Factors that Trigger EFL Teachers' Negative Emotions

The factors are the events that might stimulate the appraisal of EFL teachers, giving rise to some of the emotions. The events EFL teachers appraise are from their teaching contexts, including feelings about themselves, their colleagues, their students, classroom activities, their teaching context, and teaching resources, as well as feelings about the benefits and rewards of teaching (Burić et al., 2018; Richards, 2022).

However, this current literature elaborates on the factors that trigger the EFL teachers' emotions according to Subramainan & Mahmoud (2020) as they classified; First, the triggers *inside the classroom* consist of students' bad behavior, students' low participation in learning, and students' low motivation. Second, the triggers *outside the classroom* consisted of resource difficulties, professional recognition needs, poor relationships with students, less satisfaction with their jobs, workloads, poor working conditions, and poor staff relations. Even though there are factors from outside the classroom, the emotions caused by them may still be attached to the teaching and learning process.

On the contrary, Gross et al. (2008) stated that events through the appraisal process trigger positive or negative emotions. Eventually, it is not the event that triggers the emotions, but the EFL teachers' appraisal existence account provokes an emotional reaction. If appraisal awareness does not exist in the mind, the individuals surely cannot have their perception and reaction to any event.

Despite the argument of Gross et al. (2008), both factors *inside the classroom* and *outside the classroom* are explained and elaborated as follows:

2.3.2.1 The Factors that Trigger EFL Teachers' Negative Emotions Inside Classroom

A. Students' Bad Behavior

Students' behavior may differ from good to bad. Positive behavior refers to activities and attitudes that provide a productive and welcoming learning environment, e.g., active involvement, friendly communication, peer cooperation, and attention to the instruction. Positive behavior contributes to an engaging environment and promotes successful teaching and learning. Negative behavior, on the other hand, refers to activities and attitudes that interrupt the learning process or impair the classroom atmosphere, e.g., distractions, lack of attention, rude speech, disobedience, or failure to complete responsibilities. Such actions can affect both the students and their classmates' learning experiences. Both of them have the potential to trigger EFL teachers' emotions in positive or negative ways.

B. Students' Low Participation

Students' participation in learning is referred to their involvement in learning activities. It covers a variety of acts and behaviors that contribute to a successful learning experience that can trigger EFL teachers' positive emotions, e.g., active listening, group activities and collaboration, active listening, students contributing to class discussions, asking questions, answering prompts, and sharing their thoughts and ideas with the teacher and peers. While students' participation in learning is often pleasant and constructive, sometimes it can trigger EFL teachers to experience negative emotions, e.g., students constantly depart not relevant topics

during conversations, few students actively contribute while others stay passive, students look unprepared for discussions or activities, disrupted, and bored in participation, and students appear unprepared for discussions or activities.

C. Students' Low motivation

Student motivation refers to students' condition, desire, and enthusiasm to engage in learning experiences, reach their goals, and actively take part in their educational process e.g., students actively participate in class with enthusiasm, energy, and a genuine eagerness to learn, display a natural curiosity, ask thought-provoking questions, demonstrate strong interest, actively support and encourage their peers, apply creative learning, and so on. on the other hand, a lack of excitement, desire, or drive to engage in learning activities and academic duties is referred to as low student motivation. It might emerge as indifference, hesitation, or disinterest in educational activities.

2.3.2.2 The Factors that Trigger EFL Teachers' Negative Emotions at Madrasa

A. Resource difficulties

The importance of resources in assisting EFL teachers is critical. Appropriate resources may improve the teaching and learning experience for both teachers and students. Becoming an EFL teacher can provide unique problems, particularly in terms of limited resources. These difficulties may include a lack of access to technology, textbooks, teaching materials, and chances for professional development.

B. Professional Recognition Needs

Professional recognition may benefit EFL teachers in many ways. It enhances their morale and drive and helps them grow as educators. EFL teachers in rural locations need professional recognition to support their growth, motivation, and success in the classroom. EFL Teachers' emotional motivation might benefit greatly from professional recognition, but lack of recognition or inadequate recognition might result in unpleasant emotions.

C. Poor Relationship with Students

Building meaningful relationships with students is crucial for EFL teachers in any educational environment, including EFL classes. A positive teacher-student relationship influences both teaching and learning results. The relationship between EFL teachers and students may have a considerable influence on teachers' emotions. Depending on the nature of the contacts and the context of the educational setting, this dynamic can elicit a range of emotions, both positive and negative.

D. Less Job Satisfaction

EFL teachers may make several decisions to ensure that they are happy and devoted to their jobs, which leads to improved teaching outcomes and a positive influence on students. Dissatisfaction and a lack of dedication to the profession can elicit a variety of emotions among EFL teachers. These emotions can have a substantial impact on their overall effectiveness in the classroom, as well as their goodness and connections with students.

E. Teachers' Workload

EFL teachers' workload includes a variety of jobs and obligations that they perform besides their instructional time with students. Because of the great impact it has on their classroom activities, it might elicit a wide range of emotions, some of their workloads e.g., grading assignments and tests e.g., grading assignments and tests, creating lesson plans and curriculum materials, attending professional development workshops, organizing and supervising field trips, adapting materials for students with special needs, analyzing student assessment data, collaborating with colleagues on curriculum alignment, designing and administering classroom assessments. Due to the excessive expectations and demands that teachers encounter, their workload can cause negative emotions., which is probably brought to the teaching-learning process.

F. Poor Working Conditions

EFL teachers may perform well and enjoy their jobs when they work in good working conditions. These factors create an environment in which instructors may concentrate on their instructional duties without being distracted by unnecessary barriers or pressures. Poor working conditions can have a severe negative emotional effect on EFL teachers; these EFL teachers frequently confront particular problems, which might heighten emotional responses to inadequate conditions.

G. Poor Staff Relation

A helpful and collaborative work environment with good staff interactions promotes job satisfaction, stress reduction, and a sense of belonging. EFL teachers experience difficulties in their relationships with colleagues and staff members, which can lead to a range of negative emotional responses and negative outcomes.

2.3.2.3 The Factors that Trigger EFL Teachers' Negative Emotions Outside Madrasa

A. Bad Personal Relationships:

The quality of personal relationships can significantly impact an EFL teacher's emotional state. Supportive relationships with family members, friends, romantic partners, and others can provide a sense of belonging, encouragement, and comfort. Positive interactions within these relationships can uplift the teacher's emotions and help them regulate challenges more effectively. Conversely, conflicts or tension within personal relationships can lead to negative emotions, which can spill over into the teacher's professional life.

B. Poor Financial Concerns

Financial stability plays a crucial role in an EFL teacher's overall emotional health. Challenges such as debt, limited income, or unexpected expenses can cause significant negative emotions. EFL teachers may worry about their ability to meet basic needs, such as housing, food, and healthcare, especially if their salary is

insufficient or unstable. Moreover, financial concerns can affect long-term planning and goal-setting, leading to emotions of uncertainty or insecurity about the future.

C. Poor Health Issues

Personal health issues, as well as those affecting family members, can profoundly affect an EFL teacher's emotions. Dealing with illness, injury, or chronic health conditions can be physically and emotionally draining, leading to emotions of fear, sadness, and others. Concerns about Health-related challenges may require the teacher to take time off work, disrupting their routine and potentially affecting their ability to fulfill professional responsibilities.

2.3.3 Impact of EFL Teachers' Negative Emotions on Teaching

Teachers' daily lives are shaped by emotions, which are fundamental to education. While teaching in the classrooms, they feel a range of emotions that automatically motor interacting behaviors. When teachers possess emotions, especially positive ones, they can explain the material and give good instruction which helps students comprehend new contexts and linguistic input, widen their perspective, increase their level of engagement (Q. Huang, 2021), provide a form of social support, care, respect, and feedback in a positive way (J. Wang et al., 2023).

Further, Braun et al. (2020) explained that Students' academic activity is influenced by teachers' emotions during interactions with students. Li (2021) added Teachers' emotions certainly impact motivation and teaching quality, so students should focus on positive emotions and not let negative ones hinder their learning. Maintaining a positive teacher-student relationship is crucial, as teachers experiencing negative emotions may hinder students from employing effective learning strategies (Q. Huang, 2021).

Frenzel et al. (2021) declared that the functions of emotions affect a person's thoughts, memory, perception, and interpersonal functions determine People's engagement. Although the emotions are usually noticed here and now, they also relate to teachers' long-term emotions and how they affect students' perceptions and

performance. Therefore, teachers' emotions impact students and have a reciprocal impact on both teachers and students in the sections as follows.

2.3.3.1 Direct Transmission Effect

For teachers, their emotions in the classroom can affect how well they get along with their students. If a teacher is happy, it usually leads to good relationships, but if they are sad, it can make things worse. Emotions can also show what teachers believe about a situation. For example, if a teacher is angry, it might mean he thinks the student is not good enough and needs more help. Surprisingly, the effects of a teacher being angry or sympathetic to students don't always match what we might expect. It depends on the situation, like whether they're giving feedback or managing the class.

2.3.3.2 Effects on The Students from Instructional Strategy

Positive and negative emotional states have a big impact on how well EFL teachers behave in teaching. Positive emotions promote increased focus and a wider variety of cognitive and behavioral responses, which promotes greater adaptability and inventiveness in solving various classroom issues. On the other hand, negative emotions make it difficult to complete complicated tasks, which makes teachers less adaptable and hesitant to use different teaching strategies. Both positive and negative emotions can have non-linear effects on interacting behavior and instructional strategies, it appears especially in anger. In some contexts, it is necessary to keep students disciplined and force them to increase students' motivation.

2.3.3.3 Reciprocal Effects

Student outcomes can be greatly impacted by the emotions of teachers. In the classroom, teachers have a significant impact on a range of aspects of students' experiences and accomplishments. It's crucial to remember that teachers and students are not the only parties affected by this impact. Teacher emotions are influenced by student traits, emotions, conduct, and performance in a reciprocal manner. In a similar vein, the emotions of teachers can impact their methods and

demeanor, which may lead to a feedback cycle of emotions and interactions in the classroom.

2.4 The Ways of EFL Teachers Manage the Negative Emotions

2.4.1 Using Emotion Regulation

Emotion regulation is an EFL teacher's ability to recognize, understand, and manage their emotions healthily and productively. It involves a variety of strategies and skills that allow them to regulate their emotional reactions to certain events, situations, and conditions. The goal is to maintain emotional balance and avoid overreaction or adverse reactions. Emotion regulation is the ability to manage EFL teachers' emotions effectively to perform needed and desired behavior. Emotion regulation involves being aware of their emotions and being able to regulate them in an appropriate way for the goal of teaching (Koch et al., 2018).

In the context of before and after emotions, which are truly aroused, emotion regulation strategies are typically categorized as either *antecedent-focused* or *response-focused*. *Antecedent-focused* strategies are applied before the emotion generation process is complete, such as situation selection, situation modification, attentional deployment, and reappraisal. *Response-focused* strategies, on the other hand, involve attempts to modulate effect after it has already been generated. A behavior or physiological response has occurred, such as suppression, after any emotional experience.

The EFL Teachers can up-regulate their emotions to improve teaching effectiveness and handle their responsibilities as teachers. They can also down-regulate negative emotions to prevent negative impacts on the teaching-learning process (Wang, 2022). In some contexts, the teachers may originally feel too happy in a serious time; in this circumstance, they need to manage the positive emotions into appropriate emotional expressions but not lose the original positive ones. On the contrary, the teachers may tend to make themselves afraid or maybe unconsciously afraid, but the situation is resulting a positive effect on teaching and learning.

Furthermore, emotion regulation refers to the processes through which people influence their emotions, when they have them, and how they perceive and express their emotions (J. Huang et al., 2016). Emotion regulation enables stability and flexibility for EFL teachers in coping with the unpleasant conditions that frequently occur during teaching-learning classes (Wijaya, 2021), and matches the suitable actions they should take in classroom interactions (Akbari et al., 2017). Therefore, by regulating, managing, changing, and influencing the conception and portrayal of feelings as a result of inner and outside factors, the EFL teacher may possess the appropriate emotions in classroom interactions.

In this literature, the model of emotion regulation used is the model promoted and recommended as the most generative model (Helion et al., 2019). Furthermore, there are five emotion regulations used to regulate negative emotions: situation selection, situation modification, attention deployment, cognitive change, and response modulation (Gross, 2014, 2015; McRae & Gross, 2020). In addition, Aldrup et al. (2024) classify this five-emotion regulation into three regulation types; firstly, external regulation consists of situation selection and situation modification. Secondly, internal regulation consisted of attention deployment and cognitive change. Lastly, expressive regulation consists of response modulation. The explanation about these emotion regulation models is as follows:

2.4.1.1 Situation Selections

Situation selection is the first model of emotion regulation. An EFL teacher may avoid or approach a particular situation based on the need to face a desirable or undesirable emotion in any situation. It is the most forward-looking way because it happens before any emotion is triggered. According to Livingstone & Isaacowitz (2015), situation selection refers to the process of choosing to avoid or enter into a specific situation based on its emotional content. In the context of emotion regulation, situation selection involves actively deciding whether to deal with stimuli or situations that trigger positive, or negative emotions. It's a proactive tactic that enables EFL teachers to choose which events or situations to avoid and deal with.

Vujović and Urry (2018) added that EFL teachers select situations based on their desired emotional outcomes. Emotion selection is important because it can have a significant impact on well-being as well, as EFL teachers will choose situations that they believe will make them feel better. In the newest literature about situation selection, Aldrup et al. (2024) classified it into avoidance and confrontation. Firstly, avoidance, like distance, escape-avoidance, and behavioral disengagement interaction, may be helpful in the short term, but they can cause issues in the long run. On the other side, leaving a situation can momentarily lessen tension, but it may eventually make the problem worse. Secondly, directly confronting the triggering situation is known as confrontation, and it can be more adaptive than avoiding it. It involves taking steps to look for assistance to influence the situation so that it has less of an emotional impact. In the context of EFL teachers, they always have this situation selection in the form of lesson plans.

In addition, there are some ways in which situation selection can impact emotional outcomes: Firstly, positive emotional outcomes. When EFL select situations that tend to trigger positive emotions, such as dealing with activities they design in lesson plans, they are more likely to experience positive emotional states. Secondly, avoidance of negative emotional outcomes. Situation selection also allows EFL teachers to avoid situations that tend to trigger negative emotions by recognizing and avoiding situations that may trigger negative emotions. Thirdly, reduced emotional reactivity. For EFL teachers who tend to experience intense emotions, situation selection can be very beneficial. By choosing situations that are less likely to trigger strong emotional responses, EFL teachers can prevent positive or negative emotional overload. Fourthly, improved emotion regulation competence. Situation selection can be helpful for EFL teachers who struggle with regulating their emotions at the moment. By selecting situations that align with their emotional outcomes, EFL teachers can bypass the need for immediate emotion regulation. This can decrease the burden that is processed in the reappraisal or suppression steps.

On the other hand, EFL teachers may use alternative emotion regulation steps if the situation selection is a failure, e.g., situation modification, attention deployment, reappraisal, or suppression.

2.4.1.2 Situation Modification

Situation modification is the second model of emotion regulation. EFL teachers may attempt to change actively an ongoing situation in the hopes of altering its emotional impact. e.g., improvise the activity in the lesson plan to cover the problem that is caused by students with misbehaviors, low motivation, and even less participation. Situation modification involves actively changing the situation before any problem arises or emotion needs to be managed (Livingstone & Isaacowitz, 2015). In addition, it is the method used for changing, and modifying the aspects of situations before triggering particular emotions (Heydarnejad et al., 2021). It allows EFL teachers to intervene early in the emotional process by modifying the environment.

According to Duijndam et al. (2021), EFL teachers rate specific safety behaviors to prevent or reduce perceived negative situations. These behaviors can fall into categories like avoidance choice, and active control choice in the classroom situation. EFL teachers trying to counsel a student who irritates them in class is an example of situation modification. This strategy involves making deliberate modifications to the conditions and lowering the emotional reaction. In the newest literature on situation modification, Aldrup et al. (2024) classified it into problem-solving and help-seeking. Firstly, Problem-solving in situation modification refers to actively addressing the problem to change the situation in a way that reduces its emotional impact. It involves strategies like active coping, planning, and seeking instrumental support to tackle the root cause of the emotional distress, which can lead to more favorable emotional outcomes. Secondly, Help-seeking is another aspect of situation modification where EFL teachers seek instrumental support or advice from others to deal with the situation effectively.

This strategy allows EFL teachers to control challenging situations by partially reducing the intensity of negative aspects rather than completely avoiding them. Situation modification can be an effective way to regulate emotions,

especially in situations where other strategies like reappraisal may not be effective (Van-Bockstaele et al., 2020) because situation modification demands less cognitive usage (Livingstone & Isaacowitz, 2015). On the other hand, the distinction between situation selection (entering or avoiding a situation) and situation modification (changing the situation) can sometimes be blurred (Livingstone & Isaacowitz, 2015).

2.4.1.3 Attentional Deployment

Attentional deployment is the third emotion regulation model. Attentional deployment refers to directing attention within the situation that influences EFL teachers' emotions. The process emerges during pre-development emotion, especially when situation modification is a failure or when a situation suddenly occurs quickly (Gross, 2014). Gross (2014) added that it can entail turning the EFL teacher's gaze away from the motion-inducing triggering factors externally or inwardly recalling neutral or enjoyable experiences. Simply, attention modification is driving the attention away from the current situation, which can trigger unwanted emotional outcomes, or shifting away the memory that can trigger unwanted emotional outcomes (Adamczyk et al., 2023; Hiekkaranta et al., 2021; Kökönyei et al., 2024; Van-Bockstaele et al., 2020).

In addition, Thoma 2021 added that the mechanisms for emotion regulation involve attentional deployment through distraction, and also concentration. In terms of concentration, it involves focusing on elements of a situation e.g. EFL teachers may focus on continuing their teaching (Torrence & Connelly, 2019). Besides bed situations as negative triggering factors that must be avoided by EFL teachers.

2.4.1.4 Cognitive Change

Cognitive change is the fourth emotion regulation model. It refers to modifying how EFL teachers appraise a situation to alter their emotional outcomes by changing their thoughts about the situation. It is the process of changing how EFL teachers understand a situation so that it has a different emotional impact (Aldrup et al., 2024). Furthermore, Gross (2014) explained that it could involve changing how they think about external situations, like reframing a failure in

motivating students as a self-developing opportunity or such as viewing students' failure as the push of elf development change in the classroom as excitement for a game.

Aldrup et al. (2024) classified cognitive change into reappraisal and acceptance. The EFL teachers may reappraise the perception about the event, taught, or situation. They select which of several potential emotional meanings will be attached to a situation. Later, this meaning gave rise to emotion regulation, and reappraisal helps reinterpret the importance and meaning of emotional events (Bebko et al., 2014). Therefore, EFL teachers may prevent the activation or development of negative emotions by restructuring beliefs about situations (Beaumont et al., 2023).

Simply, reappraisal involves reinterpreting the meaning of the emotional situations to change or down-regulate their emotional response (Kökönyei et al., 2024; Torrence & Connelly, 2019; Van-Bockstaele et al., 2020). However, reappraisal can have different benefits in every different situation and the effects can be driven by the intensity of the emotions in a specific situation (Gross, 2014).

Furthermore, acceptance can be considered a form of cognitive change where EFL teachers may modify how they appraise a situation by acknowledging and embracing their emotions without judgment or resistance. Instead of trying to change or suppress emotions, acceptance involves recognizing and allowing emotions to exist, promoting a sense of mindfulness and self-awareness. There were few works of literature that cover this territory, but Aldrup et al. (2024) added that it involves acknowledging situations that cannot be changed and learning to deal with the situation, promoting emotional adaptation and resilience. It is a strategy where EFL teachers recognize the reality of a situation and choose to accept it without trying to resist or change it, leading to a sense of inner peace and emotional stability.

2.4.1.5 Response Modulation

Response modulation is the last model of emotion regulation. It is a type of emotion regulation process that occurs after emotional responses have already started, focusing on directly influencing experiential, behavioral, or physiological aspects of the emotions. This model includes managing outward facial expressions, voice tones, and behavioral reactions to emotions (Hiekkaranta et al., 2021).

Aldrup et al. (2024) classify this response modulation into suppression and venting. EFL teachers could try to alter an emotional response's physical, experiential, or behavioral components. It can be broken down further into suppression emotion, "*faking and masking*", basically expressing emotions that do not genuinely feel, portraying emotions that are not authentic. For instance, an angry teacher cannot lose his emotion but tries to express needed behavior and expression by surpassing his will to express the original angry emotion, yet the anger is still in. Faking means trying to show the needed emotional expression, while masking is hiding the original emotional experience by showing the needed emotional expression. These two terminologies are completing each other. Both faking and masking are classified as surface-acting, and it is still in the suppression.

Butler et al. (2007) explain that when EFL teachers are emotionally aroused, they actively reduce their expressive behavior related to their emotions or cover their mindfulness or neutral emotion with negative expressions like anger to take appropriate actions in certain situations. As a result, it is an intentional attempt to suppress the expressive aspect of an emotional reaction rather than just a passive lack of expression. Unlike reappraisal, suppression focuses on concealing emotions rather than changing thoughts, making it a poor strategy for EFL teachers as it does not address emotional aspects that directly impact performance (Torrence & Connelly, 2019).

On the other hand, venting involves releasing or expressing genuine emotions, often in a cathartic manner, to alleviate emotional distress or seek relief. It is a coping strategy where individuals express their emotions openly, which can help in processing emotions but may also lead to rumination and prolonged negative emotional experiences (Aldrup et al., 2024).
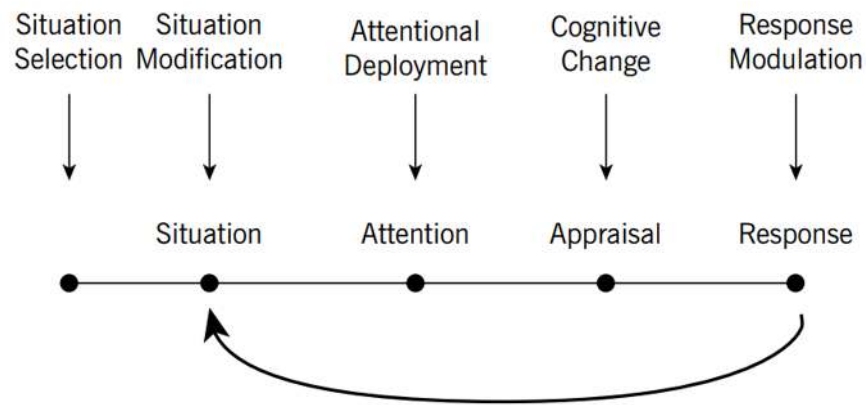
Figure. 2.2 Model of Emotion Regulation (Gross, 2014).

2.4.2 Intensity of Emotion Affects the Choice of Using Emotion Regulation

The intensity of emotion is one of the factors that can influence the emotion regulation options the EFL teachers choose (Sheppes, 2014). The intensity of emotion is basically felt in subjective ways for every individual including EFL teachers (Goto & Schaefer, 2017). One of the pieces of evidence in emotion regulation choice is also influenced by the intensity was carried out research by Moyal et al. (2023)); they promoted that it is preferable to execute reappraisal when the emotional intensity is low and distraction when the emotional intensity is high.

According to Goto and Schaefer (2017), there are five basic conditions of intensity in emotions: Firstly, consider how often and how strongly emotions are recalled and re-experienced. Frequency refers to how often emotions are felt and remembered by EFL teachers, while strength refers to the intensity of these emotions when recalled.

Secondly, think about the latency and duration of emotions. Latency is the time it takes for an emotional response to start after a trigger, with a shorter latency indicating a quicker response. Duration refers to how long the emotional response lasts, with a longer duration indicating a more sustained experience.

Thirdly, consider the strength and intensity of behavior tendencies. Strength refers to the urge to act in response to an emotion, with stronger urges leading to

more motivated responses. Drasticness refers to the extremity of actions taken as a result of the emotion.

Fourthly, look at changes in beliefs and long-term behaviors. Emotions can significantly alter beliefs and perceptions about oneself, others, or the world. Long-term behaviors are those that persist as a result of emotional experiences, indicating a lasting impact.

Lastly, note the strength and duration of perceived bodily changes and passivity. Strength refers to the intensity of physical sensations (e.g., increased heart rate, sweating) associated with emotions. Passivity refers to the extent of inactivity or unresponsiveness due to an emotional state.

In conclusion, the intensity of these factors influences the emotion regulation (ER) strategies EFL teachers use. Some teachers may rely on current ER strategies more than others due to these varying intensities.
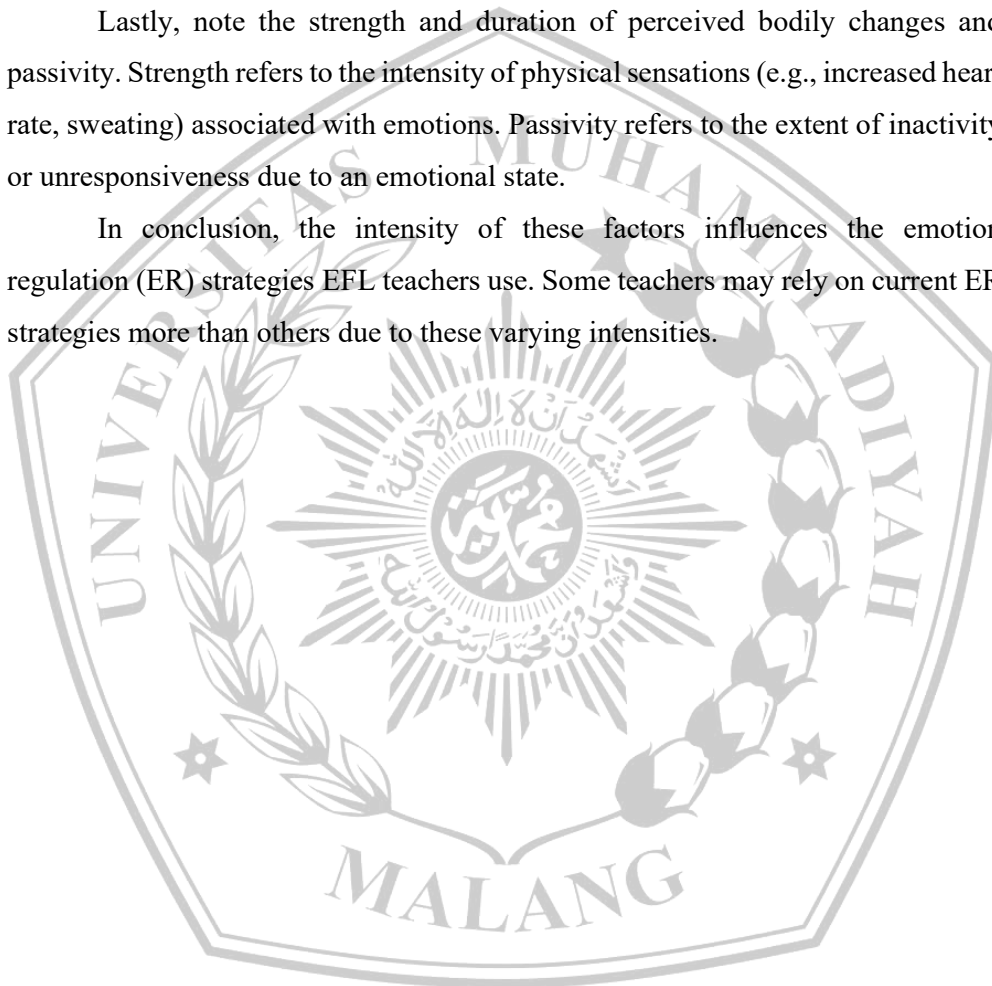
III.   **METHOD**

This chapter outlines the research design, setting, and research subjects. The chapter describes the instruments used, which include open-ended questionnaires, observations, and interviews. It also outlines the procedures for data collection and methods of data analysis.

3.1 Research Design

A qualitative approach was applied in this research to explore the EFL teachers' experiences in regulating or managing their emotions. Qualitative research concentrates on describing the facts associated with the scope being studied. (Anderson, 2005). It was the type of research approach that explored phenomena in their natural contexts and used a variety of techniques to analyze, understand, and explain them. This research used a phenomenology design, which comprehended the significance of EFL teachers' experiences within a particular context. In this research, this design focused on exploring in-depth information about the experiences of how the teachers regulated their emotions, their emotions, and the factors that triggered the teaching and learning interactions.

3.2 Research Subject and Setting

This research focused on EFL teachers who had experience in managing their negative emotions, the triggering factors, and the variety of negative emotions they experienced. The research was conducted at MAN 1 Praya, Central Lombok Regency, NTB. In the preliminary study, several criteria were found in EFL teachers at MAN 1 Praya. First, they had to be EFL teachers who taught at Madrasah Aliyah and had experience in managing negative emotions. There were five EFL teachers, but there were three EFL teachers who were allowed to be subject by the vice headmaster. It happened for some reasons: 1) the third English class was in the enrichment class to face the final exams, and the EFL teachers and students needed to focus on enrichment. In the first class, there were PPL students from various Universities conducting teaching practice. Only in the second class, they were free from obstacles in contributing to the current research. Consequently,

three EFL teachers were able to be recruited to complete the data of the research, and they were initially teachers AA, AF and FZ.

3.3 Data Collection Techniques and Instruments

One of the characteristics of the qualitative approach is that instead of relying on a single source of data, the qualitative researcher collected data from various sources, including interviews, observations, and open-ended questionnaires (Creswell, 2014; Creswell & Creswell, 2018). Furthermore, the researcher successfully collected the phenomenological data for this research using open-ended questionnaires, observations, and interviews.

3.3.1 Questionnaire

The open-ended questionnaire was distributed to the EFL teachers to explore the types of emotions they experienced and the factors that triggered their emotions. There were some reasons for using the open-ended questionnaire: 1) EFL teachers only came into the office or the class when they had scheduled, and 2) EFL teachers did not want to arrange the meeting unless at their scheduled times. 3) hard to find the space or rest times to conduct interviews. Therefore, the questionnaires were the alternative option to collect data about the type of negative emotions and the triggering factors. They answered based on their current or past emotional experiences. In this research, the researcher used open ended questionnaire to collect data, and it was easier for the EFL teachers to access it anytime they were ready. In order to get the data on the type of negative emotions and the factors that trigger negative emotions, teacher AA filled out the questionnaire on the 6th of March, 2024. Meanwhile, teacher AF filled out the questionnaire on the 29th of March, 2024. Furthermore, teacher FZ filled out the questionnaire on 16th March of 2024.

3.3.2 Interview

Semi-structured interviews with the EFL teachers were conducted to explore these issues. The interviews also explored and identified the focus of the research, the teachers' experiences of regulating or managing their negative

emotions. A semi-structured interview with an interview guide gave the interviewees more opportunities to express themselves, allowing the questions to change during the interview. In order to get the data on the ways EFL teachers regulate negative emotions, teacher FZ was interviewed on 29th Feb of 2024. Meanwhile, teacher AF was interviewed on 28th March of 2024. Furthermore, teacher AA was interviewed on 13th March of 2024.

3.3.3 Observation

Subsequently, observations were conducted to gather supplementary data on how EFL teachers manage or regulate their negative emotions during the learning process in the classroom. The researcher made a field note during the observation. However, there was limited data collected from classroom observations that did not include information regarding the process of managing negative emotions related to mental conditions, e.g., reappraisal and acceptance of cognitive change. In the class of teacher AA, the first observation was conducted on 21st Feb 2024; the class started at 07.00 - 09.15 am (WITA) in the MIPA 5 class. The second observation in the teacher AA's class was conducted on the same date at 13.30 - 15.00 am (WITA) in the MIPA 3 class. Meanwhile, in the class of teacher AF, the observation was done once on 29th Feb 2024 at 07.00-09.15 am (WITA) in the IBB class. Furthermore, in the class of teachers FZ, the researcher conducted the observations two times. The first observation was conducted on 16th Feb 2024 at 07.45-10.00 am (WITA) in the IPS 2 class. The second observation was conducted on 23rd Feb 2024 at 07.45 – 10.00 am (WITA) in the IPS 2 class.

3.4 Data Analysis

The researcher took the steps proposed by Miles et al. (2014) in analyzing the research data.

3.4.1 Data Condensation

The steps of choosing, emphasizing, condensing, abstracting, and decrypting data constituted data condensation. In this step, the researcher transformed the information found in a comprehensive database of open-ended

questionnaires, interview transcripts, and field notes. The researcher then selected relevant data while discarding irrelevant data to address the research questions, which focused on the factors that triggered their negative emotions, the types of negative emotions experienced by EFL teachers, and how they managed or regulated these emotions.

3.4.2 Data Display

In this step, the researcher condensed the gathered information to enable the drawing of conclusions. The complete database compiled through interviews and questionnaires was presented. The information was clear-cut, precise, and specific rather than general. It was described and presented based on emerging themes that aligned with the research focus, specifically the factors triggering their negative emotions, the types of negative emotions experienced by EFL teachers, and how they managed or regulated these emotions.

3.4.3 Conclusion Drawing

The researcher validated the research results. The primary goal of this section was to conclude a thorough analysis of the data display. The researcher defined answers for each research question, namely the factors that triggered EFL teachers' negative emotions, the types of emotions experienced by EFL teachers, and how they managed or regulated these emotions.

Table 3.1 Summary of Research Questions, Data, and Instruments

No	Research Problem	Form of Data	Sources of Data	Instruments
1	What types of negative emotions do the teachers experience in EFL classes at MAN 1 Praya, Central Lombok?	Qualitative data about the types of teachers' negative emotions.	EFL teachers	Open-ended Questionnaire
2	What factors trigger teachers' negative emotions in EFL classes at MAN 1 Praya, Central Lombok?	Qualitative data about the factors that trigger the teachers' negative emotions.	EFL teachers	Open-ended Questionnaire

3	How do the teachers regulate their emotions in EFL classes at MAN 1 Praya, Central Lombok?	Qualitative data about teachers' experiences in managing negative emotions.	EFL teachers	Researcher (human instrument) interview guide Classroom Observation (Field note)

IV. FINDING AND DISCUSSION

The findings present the data to answer the research questions 1) What types of EFL teachers' negative emotions, 2) Factors that trigger EFL teachers' negative emotions, and 3) The ways EFL teachers regulate the negative emotions in the class.

4.1 Findings

4.1.1 Type EFL Teachers' Negative Emotion

The main types of negative emotions were anger, sadness, surprise, fear, disgust, and contempt. Reflecting the complexity of EFL teachers' emotional data, these emotions were experienced in the classroom, at the madrasa, and outside the madrasah. To obtain clearer negative emotional triggering factors data, in addition to EFL teachers selecting emotions, they also needed to explain the chronology of their emotional experiences. Failure to meet these criteria would result in flawed data. The data presented here are collected through an open-ended questionnaire that had already been distributed and filled out by the research subjects. Summary data about the negative emotional experiences of EFL teachers in MAN 1 Praya can be seen in Table 4.2.

Table 4.1 The summary data of EFL teachers' negative emotions in MAN 1 Praya, Central Lombok.

NO		EFL teachers' Negative Emotion	Anger	sadness	Surprised	Fear	contempt	disgust
1	Inside	Teacher AA	✓	✓	✓			
		Teacher AF	✓			✓		
		Teacher FZ	✓					
2	At	Teacher AA			✓			
		Teacher AF						
		Teacher FZ	✓			✓	✓	
3	Outside	Teacher AA	✓	✓				
		Teacher AF	✓	✓		✓		
		Teacher FZ			✓			

From the table above, it can be seen that teachers AA, AF, and FZ experience negative emotions such as anger, sadness, surprise, and fear. Those negative emotions

4.1.1.1 Anger

A. Inside the Classroom

The researcher found data about the anger emotions that were felt and experienced by EFL teachers inside the classroom. The data, which were extracted from the questionnaire, showed that Teachers AA, AF, and FZ had experiences of feeling anger. It was confirmed that they ticked the column of emotions in the questionnaire and explained their chronological emotional experiences. The EFL teachers described these chronological emotional experiences, which can be seen in the following excerpt.

Data Excerpt 1:

> *AF: ,,, What often arises immediately is irritation with students' bad behavior.* (App V/Lines 13-14)
> *AA: ,,,I also get angry if the same mistake that has been warned is repeated again,,, some students deliberately sleep, even provoking other friends to complain that the last hour is quite tiring for them.* (App IV/Lines 13-16)

As evidenced by the excerpt data above, instances of students' bad behavior elicited emotional responses from Teacher AA. Teacher AF did not provide a detailed account of the process by which anger arose. However, he asserted that the students' bad behavior was the primary cause of the anger in the classroom. Teacher AA then proceeded to elucidate the specific instances of students that provoked his anger in the classroom. These instances included the deliberate act of falling asleep, complaints about fatigue resulting from studying for too long, and the repetition of the mistake after being warned. The intensity of emotion also increased with each repetition. Conversely, what enabled EFL teachers to feel at ease in the classroom was the creation of conducive activities that were not hindered by students' bad behaviors.

Data Excerpt 2:

FZ : ,,,do not pay attention to instructions when studying or discussing, make noise,,, ,,, Makes me annoyed and even angry. (App VI/lines 11-13)

From the excerpt above, it was evident that Teacher FZ also experienced emotions of anger due to student behavior in the classroom. When Teacher FZ encountered conditions where a student's behavior disrupted smooth learning, it also affected his psychological comfort. As previously explained, for Teacher FZ, comfort in the classroom meant that the learning process could proceed without interference from students exhibiting misbehavior.

Data Excerpt 3:

AF: ,,,Other incidents include intentionally or not, they did not doing homework,,, I feel those angry emotions. (App V/ Lines 31-32)

From the excerpt above, it was evident that Teacher FZ also experienced anger. The anger felt was a consequence of the impact on students' motivation, which led students to neglect their homework assignments. Meanwhile, the teachers' objective in assigning tasks was for students to learn. However, in practice, students did not complete the assigned work. The failure to achieve desired outcomes triggered feelings of anger in Teacher FZ.

In conclusion, EFL teachers experienced a range of negative emotions within the classroom setting, particularly in response to students with misbehavior and low motivation. Students' bad behavior, such as falling asleep, ignoring instructions, or showing low motivation to complete homework, elicited emotional responses from teachers. The recurrence of similar incidents could compound the intensity of these emotions. Generally, EFL teachers were adept at identifying factors that impeded their physical and mental comfort.

B. At the Madrasa

The researcher found data about the anger and emotions felt and experienced by EFL teachers in the classroom. The data extracted from the questionnaire proved that teacher FZ only experienced anger and emotion at the madrasa. It was proved that he ticked the column of anger in the questionnaire and explained the chronological emotional experience. The following excerpt describes the emotions described by teacher FZ.

Data excerpt 1:

> *FZ: If the classroom is dirty and the desks are not symmetrical. I often feel uncomfortable. Sometimes I scold the students for not cleaning their trash, especially during the time of studying after going out to play. (App VI/Lines 75-77)*

In the excerpt above, Teacher AF's experience suggested that negative emotions were caused by environmental conditions that were less conducive, untidy, and dirty. During the teaching process, Teacher FZ also paid attention to neatness and cleanliness. It could be concluded that the anger experienced by Teacher AF was an emotional reaction to the discomfort caused by these conditions.

Data Excerpt 2:

> *FZ: ,,,the sports teacher who invited 3 OSIM members to help with practice,,, In fact, 3 OSIM members were from other classes and there were actually teachers who were going to join their class,,,* (App VI/Lines 87-89)

From the excerpt above, it was known that the anger Teacher FZ felt around the madrasa was triggered by poor staff relations issues. In Teacher FZ's perception, the sports teacher's invitation of OSIM members during another class time disrupted his comfort. Teacher FZ believed the sports teacher should not have invited the OSIM members, as they had another class obligation to attend.

In conclusion, Teacher FZ experienced anger and discomfort at the madrasa due to two main triggers: environmental conditions such as a dirty classroom and asymmetrical desks and staff relations issues, specifically when the sports teacher

invited 3 OSIM members from other classes. These conflicting obligations disrupted FZ's comfort, leading to angry emotions.

C. Outside Madrasa

The researcher found data about the anger emotions that were felt and experienced by EFL teachers outside the madrasa. The extracted data from the questionnaire indicated that teachers AA, AF, and FZ reported experiencing anger emotions. They ticked the anger column in the questionnaire and provided chronological explanations of their emotional experiences. However, teacher FZ ticked the anger column without providing a clear explanation of how his anger emotion arose. The chronological emotional experiences are described in the following excerpt.

Data Excerpt 1:

> AA: ,,, sorry I can't tell you. But I'll give you a little idea. Angry when there are things that should be done but they are left alone,,,
> (App IV/Lines 95-96)
> AF: Angry if there are things that need to be done but they are postponed, such as when delaying prayer, children are slow to obey orders. (AppV/Lines 94-95)

From the excerpt above, it was evident that Teachers AA and AF experienced anger emotions when they were outside the madrasa. Typically, their anger emotions were triggered by issues within their family circle. Teacher AA explained that he became angry when things that needed to be done were left undone. A sentiment echoed for both Teachers AA and AF. The underlying cause of their anger emotions was generally linked to feelings of disappointment. This sensation of disappointment could occur when EFL teachers have hopes or desires that fail to be fulfilled. It appears that emotions can trigger other emotions.

In conclusion, EFL teachers AA and AF experienced anger when they were outside the madrasa, typically triggered by issues related to their family circle, specifically frustration over unfinished tasks. This emotional response seems to be

associated with a broader sense of disappointment, where external factors such as unmet expectations can lead to anger emotions in EFL teachers.

4.1.1.2 Sadness

A. In the Classroom

The researcher found data about the sadness emotion that was felt and experienced by EFL teachers in the classroom. The data extracted from the questionnaire proved that teacher AA had an experience of feeling sadness in the classroom and explained it chronologically. It was proven that he ticked the column of sadness in the questionnaire and explained the chronological emotional experience. The chronological emotional experiences described by teacher AA, can be seen in the following excerpt.

Data Excerpt 1:

> *AA: ,,, first thing I felt was sadness, because learning is for their future but is not paid attention to from now on,,,* (App IV/Lines 10-11)

From the excerpt above, it is known that teacher AA's sad emotional experience was inside the classroom. Typically, the triggering factors of a teacher AA's sadness emotion were the students' behavior and motivation. Teacher AA desired and valued students' attention and participation, as crucial for their future. However, students often displayed contradictory behaviors in the classroom. Therefore, the teacher felt sadness because his desire for their moral growth and success remained unfulfilled.

In conclusion, it is evident that teacher AA experienced sad emotions within the classroom. These emotions were triggered by factors related to the student's behavior and motivation. Specifically, teacher AA experienced sadness because he perceived that learning, crucial for the student's future, was not receiving adequate attention. His desire for students to actively participate and engage clashed with the observed contradictory situations in the classroom. Consequently, the unfulfillment of this desire led to his emotional response.

B. Outside the Madrasa

       The researcher found data about the sad emotions that were felt and experienced by EFL teachers outside the madrasa, and there was no data on emotions toward the madrasa environment. The data extracted from the questionnaire proved that Teachers AA, AF, and FZ experienced sadness outside the madrasa. It was proved that they ticked the column of sadness in the questionnaire and explained the chronological emotional experience. The chronological emotional experiences are described by the teacher FZ in the following excerpt.

Data Excerpt 1:

> *AA : It's sad when there is a death in the family, or seeing another family in debt problems and so on.* (App IV/Lines 96-97)

       From the excerpt above, it was known that factors outside the madrasah caused the teachers' sad emotional experience. The death of his family triggered Teacher AA's sadness. Sadness is triggered by the loss of an object or aim and can vary in importance and kindliness from one person to another. It was confirmed that the loss of his family aroused the sadness in Teacher AA.

Data Excerpt 2:

> *AF: I experienced financial shortages after the death of my father/mamiq. I have to pay for my younger siblings' school and college fees. At that time, I was still on honor roll,,,* (App V/Lines 109-111)

       On the other hand, Teacher AF's sadness was triggered by family and financial issues. Although the category of triggering factors was different, the basic characteristic of this condition was triggered by one reason: the failure and suffering to fulfill an aim. During his hardest times, he struggled to pay his sibling's college fees.

Data Excerpt 3:

FZ: I have blood diabetes. When I first knew about this disease, I felt sad because my activities might not be as extensive as when I was healthy. Even if I think about it, I feel overly anxious. (App VI/Lines 105-107)

Teacher FZ lost his chance to do extensive activities because of his diabetes. Furthermore, Teacher FZ stated that he got anxious every time he thought about it. In this context, his sadness emotion was also triggered by his comparison between his healthy condition and his future condition with diabetes. In the beginning, after learning about his health issue, he felt sadness through appraisal in framing the future hard activity.

In conclusion, EFL teachers experienced sad emotions outside the madrasa. Teacher AA's sadness was triggered by the death of family members, while teacher AF faced financial hardships after the death of their father. Teacher FZ, who had diabetes, felt sadness due to limitations in activities compared to when he was healthy.

4.1.1.3 Being Surprised

A. At Madrasa

The researcher found data about the surprised emotions felt and experienced by EFL teachers at the madrasa. There was no data related to the emotion of surprise in the classroom through questionnaires. The data extracted from the questionnaire proved that Teachers AA and AF had an experience of feeling sadness outside the madrasa. They ticked the column of sadness in the questionnaire and then explained the chronological emotional experience. The chronological emotional experiences were described by Teachers AA and AF in the following excerpt.

Data Excerpt 1:

> *AA: Of course, I would be surprised and disappointed if that really happened. Because I am a teacher who pays attention to everything that is my obligation as a teacher,,,* (App IV/Lines 49-50)

The question that Teacher AA answered was about "what would have been his emotion if he had not been allowed to be certified as a professional teacher?" From the excerpt above, it was concluded that Teacher AA felt the surprised emotion around the madrasa. This emotion was exactly triggered by something that happened fast and unexpectedly. Besides being slighter and shorter, it was considered a negative emotion. In this context, his surprised emotion was not triggered by his condition of not being a professional teacher but by his reaction if this were to happen to him. The main reason was that he was typically a diligent teacher who cared about his duty as a teacher. So, if there were no opportunity for him to join a professional teacher training program, he would have been surprised as well.

Data Excerpt 2 :

> *FZ: During my time as a teacher at MAN 1, I never deliberately looked for problems among other teachers. If there is a possibility that my emotion is surprised,,,* (App VI/Lines 83-84)

From the excerpt above, it was known that factors outside the madrasa caused the teachers' surprise emotional experience. Teacher FZ's surprised emotional factors were related to his relationships with other teachers. In this context, his emotions were triggered by possible future conditions that would happen to him. Because he was typically the teacher who maintained his manners and relationships with the teachers, the term "bad relationship" was indeed prevented by his good manners. If bad things happened, it was unexpected for Teacher FZ. Therefore, he would have been surprised if he had a conflict with the other teachers.

In conclusion, the data indicates that both Teachers AA and FZ experienced emotions of surprise in contexts related to their professional environments. Teacher AA's potential surprise stemmed from the hypothetical scenario of not being allowed to become a certified professional teacher, which was unexpected given his diligent nature and commitment to his duties. Similarly, Teacher FZ's surprise was linked to the possibility of conflicts with colleagues, an unforeseen situation for him due to his typically good relationships.

B. Outside Madrasa

The researcher found data about the surprised emotions felt and experienced by EFL teachers outside the madrasa. The data extracted from the questionnaire proved that Teacher AA had experienced surprised emotions outside the madrasa. He ticked the column of surprise in the questionnaire and explained the chronological emotional experience. Teacher AA described the chronological emotional experiences in the following excerpt.

Data Excerpt 1:

> *AA: Maybe if the disease came suddenly, I would not have been ready, and I would have been surprised.* (App IV/Lines 104-105)

From the excerpt above, it was known that factors outside the madrasah surprised the teachers' emotional experience. Teacher AA had a surprising emotional experience because of health issues. He said the possible reaction to their emotion was surprise. These situations had not happened. What teacher AA told me was the possible emotional reaction that would happen if it were true. The conditions he assumed were in line with the being surprised principle triggering factor, which is the unexpected situation.

In conclusion, the data showed that external factors, such as health issues, could elicit surprising emotional experiences in teachers outside the madrasa. Teacher AA's hypothetical scenario highlighted that unexpected situations are key triggers for surprise, demonstrating how potential external events can impact teachers' emotional states.

4.1.1.4 Fear

A. Inside Classroom

The researcher found data about the fear emotion that was felt and experienced by EFL teachers in the classroom. This emotion was clearly classified as a native emotion. The attribute that characterized fear was the threat of physical or psychological harm. Threatening situations always trigger fear. What was interesting about fear was that it provoked the next action, whether it was to flee, freeze, or confront it. The problem was that evaluating things, places, and people as threats was subjective. The data, which was extracted from the questionnaire, proved that Teacher AF only had the experience of feeling fear emotion. It was proven that he ticked the column of fear in the questionnaire and explained the clear chronological emotional experience. Teacher AF described the chronological emotional experiences in the following excerpt.

> AF: *,,, the fear is that students will quickly get bored and lose concentration. If my fears come true, I am concerned about my performance. This shows that my method should be evaluated.*
> (App V/Lines 21-23)

From the excerpt above, it is known that EFL teachers experienced fear emotions inside the class. Teacher AF's fear was triggered by the condition of his students, who might become bored and lose concentration. This was Teacher AF's fear, and he also anticipated the possible consequences of his teaching. If his fear came true, he would take action to evaluate his teaching method. The action of teaching evaluation was a proactive step, albeit stemming from negative emotions.

In conclusion, EFL teachers experience fear in the classroom. Fear is triggered by perceived threats, whether physical or psychological. Interestingly, fear prompts fight, flight or freeze responses. It is confirmed that Teacher AF specifically felt fear, primarily concerned about students becoming bored and losing concentration.

B. At Madrasa

The researcher found data about the fear emotion that was felt and experienced by EFL teachers outside the madrasa. The data extracted from the questionnaire proved that Teacher FZ had experienced feelings of fear outside madrasa. It was proved that they ticked the fear column in the questionnaire and explained clear chronological emotional experiences. The chronological emotional experiences are described by the Teacher FZ in the following excerpt.

> FZ: *My head often gets dizzy from sitting in front of the laptop for a long time. Then, the fear is that you will get bored quickly when you haven't finished your work.* (App VI/Lines 68-69)

From the excerpt above, it was known that teacher FZ felt fear of emotional experiences at the madrasa. Teacher FZ was afraid and emotional about the workload issue. The fear and emotion of teacher FZ came from his workload situation. He stated that sitting too long in front of a laptop gave him a headache, not a threat he feared. The consequence if it took too long and he got bored soon was that he could not finish his work. Teacher FZ appraised the possible situational results if some current causes happened. Maybe it happened once and became the frame that, was the threat they needed to cover. As one of the characteristics of fear, it also provokes the next action in the future, whether the EFL teacher confronts it or not.

In conclusion, Teacher FZ experienced fear due to his workload at the madrasa, fearing that prolonged computer use would lead to headaches and hinder his work. He saw these potential negative outcomes as threats, influencing the future actions.

C. Outside Madrasa

The researcher found data about the fear emotion that was felt and experienced by EFL teachers outside the madrasa. The data extracted from the questionnaire proved that Teacher AF had experienced feelings of fear outside the madrasa. It was proved that they ticked the fear column in the questionnaire and

explained clear chronological emotional experiences. The chronological emotional experiences are described by the Teacher AF in the following excerpt.

> *AF : Afraid that if I don't fulfill their requests, they will become sulky and disappointed.* (App V/Lines 98-99)

Teacher AF had fear and emotion around his family. The situation of teacher AF's explanation in the excerpt above was the chunk of the situation before teacher AF stated ", *I still have not given enough to my family*." in emotion sadness. In fact, what he appraised as a threat. It was the condition of the family members who became sulky and disappointed. If he could not ever fulfill their request. The unfulfillment would become the cause of an unwanted situation or a threat.

In conclusion, Teacher AF experienced fear related to his family. He feared that not fulfilling their requests would cause disappointment and sulkiness, which he viewed as a threat. This indicates that family expectations significantly impacted his emotional state.

4.1.2 Factors that trigger EFL Teachers' Negative Emotions

The data about factors that triggered EFL teachers' emotions were classified into three main categories: first, the factors that triggered EFL teachers' negative emotions inside the classroom; second, the factors that triggered EFL teachers' negative emotions at the madrasa; and third, the factors that triggered EFL teachers' negative emotions outside the madrasa. The summary of the data can be seen in Table 4.1.

Table 4.2 Summary data of factors that trigger EFL teachers' negative emotions in MAN 1 Praya, Central Lombok.

NO	EFL T ETFs	AA	AF	FZ
Inside the Classroom	Students' behavior	✓	✓	✓
	Students' participation		✓	✓
	Students' motivation	✓	✓	✓
Around Madrasa	Resource			
	Professional Recognition			
	Relationship with students		✓	
	Job Satisfaction	✓	✓	

	Teachers' workload	✓	✓	✓
	Working conditions	✓	✓	✓
	Staff relation		✓	✓
Outside Madrasa	Personal Relationships	✓	✓	✓
	Financial Concerns	✓		
	Health Issues			✓

The table above explains the factors that trigger EFL teachers' negative emotions. Teachers AA, AF, and FZ, scattered inside the classroom, at and outside the madrasa, experience negative emotions.

4.1.2.1 Negative Emotions Triggering Factors Inside the Classrooms

A. Students' bad behavior

The researcher found data on EFL teachers' negative emotion-triggering factors related to student behavior. It was established that teachers AA, AF, and FZ experienced in the classroom during the teaching and learning process. The acknowledgment from these EFL teachers was noted in the questionnaires they completed. Excerpts from their explanations can be seen below.

Data Excerpt 1:

> *AA: One or two students sometimes invite other students to talk. Students are sometimes noisy, and sometimes sleeping. Students sometimes do not pay attention to the teacher instructions.* (App I/Lines 11-13)

From the above excerpt, it appeared that the negative emotion-triggering factors from student behavior varied. According to Teacher AA's clarification, he explained that students were sometimes noisy, some occasionally fell asleep during lessons, and others did not pay attention. These situations became negative triggering factors for Teacher AA.

Data Excerpt 2:

> *AF: Sometimes there are those who behave very impudently, are rude to friends,,,,* (App II/Lines 13-14)

From the excerpt above, although it related to students' bad behavior, the experience of Teacher AF's negative emotion-triggering factors was different from Teacher AA's. Teacher AF appraised the situation as impudent when students bothered other classmates during class. These situations were appraised and the emotional responses appeared.

Data Excerpt 3:

> *FZ : ,,, I most often found complaints about the long duration of learning from one student.* (App III/Lines 13)

Teacher FZ then proceeded to elucidate the emotional triggers he perceived in his students' bad behavior during class. It appeared that the students' complaints constituted a significant source of emotional distress for the teacher during the teaching sessions. The students' complaints about the timing and duration of the English lessons frequently disrupted the teacher's concentration.

From these situations, they were classified as unfavorable conditions in the classroom. It is therefore not surprising that EFL teachers responded with emotions that aligned with these negative situations. In conclusion, teachers AA, AF, and FZ reported experiencing negative emotions due to misbehaviors by students, including talking, noise, inattentiveness, rudeness, and complaints about lesson duration. Such behaviors created an unfavorable classroom environment, which in turn triggered negative emotional responses from EFL teachers.

B. Students' low participation

Besides the negative emotion-triggering factors that were from students' bad behaviors. The researcher found the data about EFL teachers' triggering factors related to the student's participation. It was proved that teachers AF and FZ had experienced it in the classroom during the teaching and learning process. The recognition from the EFL teachers was stated in the questionnaire they filled out. Some of their explanations can be seen in the excerpt below.

Data Excerpt 1:

> *AF: Sometimes they make excuses for missing books and so on so
> as not to write material.* (App II/Lines 20)

From the excerpt above, it was evident that students' low participation in the learning process could evoke negative emotions in Teacher AF. A review of Teacher AF's teaching experience indicated that students always have a variety of reasons for not taking notes on the learning material. Such circumstances could impede the teacher's capacity to provide effective instruction. Furthermore, allowing this to persist might have resulted in other students developing feelings of envy.

Data Excerpt 2:

> *FZ: Most of the time, when asked to practice speaking specifically
> or answer reading questions on the board, students are
> embarrassed and insecure.* (App III/Lines 19-20)

From the excerpt above, it was known that students' participation in the learning process could trigger Teacher FZ's negative emotions. This was particularly evident when students were asked to engage in speaking activities or answer reading questions on the board. Students asked to participate or come forward often demonstrated a tendency to respond slowly or carry out the teacher's instructions slowly. For teacher FZ, this was one of the triggering factors of negative emotions.

In conclusion, teachers AF and FZ reported experiencing negative emotions as a consequence of low student participation. The avoidance of tasks and reluctance to engage in speaking activities were identified as significant triggers. Such behaviors impede effective teaching and result in negative emotional experiences for EFL teachers.

C. Students' Motivation

In addition to the factors that triggered the negative emotions that were a result of student behavior and external factors, The researcher identified data

regarding the factors that influence EFL teachers' negative emotions related to students' motivation. The result indicated that teachers AA, AF, and FZ exhibited negative emotional triggers within the classroom setting during the teaching and learning process. Some of the explanations provided by the EFL teachers can be seen in the excerpt below.

Data Excerpt 1:

> *AA: A few students rarely come in, some don't like English at all, there are also those who don't like me.* (App I/Lines 27-28)

From the excerpt above, it was proven that students' motivation could also lead teacher AA to have a negative emotional experience. According to AA, students who rarely attended classes showed low motivation, some did not enjoy English lessons, and some even disliked the teacher. The negative situations experienced by teacher AA subsequently triggered negative emotions.

Data Excerpt 2:

> *AF: Lack of enthusiasm in class,,.* (App II/Lines 26)
> *FZ: ,,, some students have poor participation, due to lack of motivation to learn.* (App III/Lines 26)

From the excerpt above, it was proven that students' motivation could also force teacher AA to have a negative emotional experience. A lack of enthusiasm is characterized by a lack of motivation. In some cases, it could also result in decreased participation. According to teacher AF, this was a significant issue that he closely monitored. However, a lack of enthusiasm proved to be a significant factor in triggering teacher AF's emotions in the classroom. In the case of Teacher FZ, he believed that students' low participation was closely linked to their low motivation. Therefore, when he observed low participation among students, it confirmed to teacher FZ that students' motivation was also low. This correlation directed teacher FZ to experience negative emotion-triggering factors.

In conclusion, a significant trigger for negative emotions among Teachers AA, AF, and FZ was the presence of low motivation among their students. Issues

such as irregular attendance, a dislike for the English language, a lack of enthusiasm, and minimal participation were identified as key factors. These deficiencies in motivation had a detrimental impact on the emotional well-being of teachers, adding more obstacles to their teaching experience.

4.1.2.2 Negative Emotions Triggering Factors at the Madrasa

A. Poor Relationship with the Students

The data initially focused on the "poor relationship with the students" due to the absence of data on negative emotion-triggering factors related to a lack of learning resources and a lack of professional development needs. The researcher found data on EFL teachers' triggering factors related to situations outside the classroom or at the madrasa, particularly concerning relationships with students. It was proven that only teacher AF had negative emotion-triggering factors from this aspect. Teacher AF's acknowledgment was noted in the questionnaire he filled out. His explanations can be seen in the following excerpt.

> *AF: some students are often annoying, even complaining behind my back. Because actually they are afraid if they make a mistake and I will find out.* (App II/Lines 44-45)

From the excerpt above, it was ensured that teacher AF had issues with his students around the madrasa. He occasionally showed temperamental expressions and behaviors to intimidate students who made mistakes. The problems resulting from his actions were the students' annoyance and complaints behind Teacher AF's back. What triggered Teacher AF's negative emotional experience was not his own action or response to the students' mistakes but the students' complaining annoyingly about Teacher AF. Teacher AF might have known the news from other students, other teachers, or himself about the students' response to his extreme reactions to students' mistakes. This situation ensured that teacher AF's negative emotion-triggering factor was indeed related to the poor relationship with the students.

The poor relationship between EFL teachers and their students, with a particular focus that may have been triggered, was highlighted. It was noteworthy

that the source of AF's negative emotions was not his actions but rather the students' complaints. This emphasized the significance of addressing poor teacher-student relationships.

B. Job Dissatisfaction

Besides the negative emotion-triggering factors that were from the relationship with the students. The researcher found the data about EFL teachers' triggering factors related to the situation at the madrasa, it was the dissatisfaction related to the job being the teacher. It was proved that teachers AA and AF only had negative emotion-triggering factors related to the condition of the job. The explanations from teacher AA were stated in the questionnaire they filled out. Some of his explanations can be seen in the following excerpt.

Data Excerpt 1:

> *AA: Even though my house is near Madrasa, I am sometimes late. Leading to bad feelings in my heart. And being annoyed with myself who still can't be proficient at operating a laptop.* (App I/Lines 52-54)

From the excerpt above, Teacher AA explained the chronological sequences that led him to possess negative emotions. The situations were classified where he did not fill the disciplines and some needed skills to get it into the job satisfactions. Therefore, the negative emotion triggered by his habitual lateness in coming into the classroom, although his home was near the madrasa. Furthermore, he did not feel satisfied with the lack of capability to help his job through digital or laptop operation.

Data Excerpt 2:

> *AF: Sometimes the results of the preparation of the KUMER module are not completed on time, that is also the problem with other friends.* (App II/Lines 51-52)

Meanwhile teacher AF in the job-related problem, also had the negative emotion-triggering factors when having the uncompleted KUMER module

(Kurikulum Merdeka module). Teacher AF seemed to have authority on the related job. Therefore, it mattered to him to complete it on time. But the problem was the other teachers might have less contribution, hence teacher AF whose authority, got the negative emotion triggered. In conclusion, the uncompleted KUMER module on time was the result of the other teachers' less contribution and cooperation. Both situations triggered the teacher AF's negative emotions.

In conclusion, the data above indicated that negative emotion-triggering factors among EFL teachers included dissatisfaction with their performance issues. Teacher AA experienced negative emotions due to habitual lateness and a lack of proficiency in laptop operation. Meanwhile, Teacher AF faced frustration related to uncompleted KUMER modules, exacerbated by other teachers' lack of contribution. In summary, addressing both EFL teachers' conditions was crucial for reducing teacher dissatisfaction with the job.

C. Teachers' workload

Besides the negative emotion-triggering factors that resulted from less satisfaction from the job. The researcher found the data about EFL teachers' triggering factors related to the workload conditions. It was proved that teachers AA, AF, and FZ had negative emotion-triggering factors related to workload conditions. The explanations from teachers AA, AF, and FZ were stated in the questionnaire they filled out. Some of his explanations can be seen in the following excerpt:

Data Excerpt 1:

> AA: When having extra work that involves a laptop and so, I can't. (App I/Lines 59)

From the excerpt above, teacher AA explained the chronological sequences that triggered his negative emotions. The workload teacher AA experienced if there was extra work that involved technological skills. The lack of capability to use technological support led the teacher AA to experience negative emotions. Although the task might be simple, for a teacher AA would be challenging and hard

to do. Teacher AA needed a lot of effort to accomplish any teacher's task through the laptop.

Data Excerpt 2:

> *AF: Sometimes some teachers, because they are technologically clueless, because of age, I take over their work too.* (App II/Lines 58-59)

From the excerpt above, it can be seen that teacher AF had other problems than teacher AA. The workload faced by teacher AF was that he took over the job. The job was supposed to be done by some teachers, but they were technologically clueless teachers. Teacher AF's work added this was the teacher AF's condition that led him to raise negative emotions. Probably, including the task that should be done by teacher AA in the previous data excerpt.

Data Excerpt 3:

> *FZ: I'm the type who quickly gets bored doing something. If it's too much and too long. It's quite draining* (App III/Lines 54-55)

Furthermore, teacher FZ's emotional triggering factors in the context of the workload were his own mind. Teacher FZ thought that the long duration of the workload made him raise negative emotions. It was caused by his own short-term resilience, which he could easily bore before finishing the task. Therefore, what made him have a negative emotional experience, was the condition where he could not finish the extra job on time.

In conclusion, EFL teachers experience negative emotions related to workload conditions. Factors included technological demands (e.g., laptop use), task takeover (handling other teachers' work), and personality problems (boredom during extended tasks).

D. Poor Working conditions

The researcher also found data that triggered the EFL teachers' negative emotions in terms of working conditions, including the conditions around the madrasa. It was proven that teachers AA, AF, and FZ had negative emotion-

triggering factors related to workload conditions. The explanations from teachers AA, AF, and FZ were noted in the questionnaires they filled out. Some of their explanations can be seen in the following excerpt.

Data Excerpt 1:

> *AA: ,,, Sometimes students who don't have teachers in the next class make noise.* (App 1/Line 66)

From the excerpt above, it was proved that teachers AA had negative triggering factors related to the working conditions. In the teacher AA's experience, he felt very disturbed if it turned out that in the room next to the class he was teaching, there were students who didn't have a teacher and were making noise. Things like this are enough to trigger teacher AA's negative emotions.

Data Excerpt 2:

> *AF: ,,, the teacher's desk wasn't cleaned enough to make me uncomfortable.* (App II/lines 65-66)

From the excerpt above, it was proven that teacher AF had negative triggering factors related to working conditions. In teacher AF's experience, comfort was important to him. Therefore, if it is not fulfilled or met at work, such as in the office or classroom, it could lead to the triggering of negative emotions. Perhaps what differed was the intensity of the negative emotions felt, such as when encountering students's bad behavior.

Data Excerpt3:

> *FZ: If it's summer, the classroom doesn't have AC, so I often move my class to a lab room that has AC. Not focusing on teaching when the atmosphere is not conducive.* (App III/Lines 60-61)

From the excerpt above, it was proven that teacher FZ had negative triggering factors related to working conditions. Similar to teacher AF's situation, comfort was important to teacher FZ. In classes taught by teacher FZ, hot weather was quite disturbing for him. This might have been a frequent occurrence for him.

Therefore, his decision to use another, better room was aimed at preventing negative emotions caused by uncomfortable working conditions.

In conclusion, the EFL teachers experienced negative emotions triggered by their working conditions, particularly those related to the madrasa environment. Teachers AA, AF, and FZ were affected. For instance, teacher AA felt disturbed when students in the adjacent class made noise due to the absence of a teacher. Teacher AF's discomfort stemmed from an inadequately cleaned desk, impacting their emotions. Similarly, teacher FZ faced discomfort during hot weather without air conditioning, leading to a decision to teach in a more conducive lab room. These conditions significantly influenced their emotional well-being.

E. Poor Staff Relation

The researcher also found data that triggered the EFL teachers' negative emotions regarding poor staff relation issues, including the conditions around the madrasa. It was proven that teachers AF and FZ had negative emotion-triggering factors related to their relationships with other staff and teachers. The explanations from teachers AF and FZ were noted in the questionnaires they filled out. Some of their explanations can be seen in the following excerpt.

Data Excerpt 1:

> *AF: Not cooperative during meetings, some are late. Permission not to enter on the day of preparation of the KUMER module. Enough to make me a bit angry.* (App II/Lines 72-73)

From the excerpt above, it was known that teacher AF had experience with negative emotion-triggering factors. In teacher AF's context, his evaluation and appraisal were concerned with the situation involving other teachers' participation in completing tasks. In previous data on teachers' job dissatisfaction, teacher AF encountered issues with the KUMER module not being completed on time. This occurred during the module's completion process, where other teachers were required to participate. The problem arose when some teachers were late for meetings, less cooperative during discussions, and even made excuses for not

attending meetings. These conditions were what teacher AF appraised as negative emotion-triggering factors.

Data Excerpt 2:

> *FZ: Sometimes, annoyed with fellow teachers who can't control their words,,, and did not fulfill his obligation to be present on time. It's enough to disturb my positive emotional stability.* (App III/Lines 68-70)

The excerpt above showed that teacher FZ also had negative emotions about other teachers and staff. Some situations that teacher FZ found concerning negative emotion-triggering factors were when he heard other teachers could not control their choice of words and when some teachers were consistently late. Although teacher FZ did not react directly to these situations, they provoked negative emotional experiences for him.

In conclusion, staff relations issues triggered negative emotions among EFL teachers. Specifically, teachers AF and FZ experienced negative emotions related to their interactions with other staff and teachers. Other teachers' low participation influenced teacher AF's appraisal. Meanwhile, Teacher FZ's negative emotions were provoked by other teachers' inability to control their choice of words and consistent lateness.

4.1.2.3 Negative Emotions Triggering Factors Outside the Madrasa

A. Poor Personal Relationships

The researcher also found the data that triggered the EFL teachers' negative emotions outside the madrasa, was known as the poor personal relationship. From the questionnaire, it was proved that teachers AA, AF, and FZ had negative emotion-triggering factors related to poor personal relationships. The explanations from teachers AA, AF, and FZ were stated in the questionnaire they filled out. Some of their explanations can be seen in the following excerpt:

Data Excerpt 1:

AA: Sometimes people rarely contribute to the construction of mosques. In the family environment,,, (App I/Lines 77)

From the excerpt above, teacher AA clarified that his negative emotions were triggered by the societal situation. Because some people in his village did not contribute to the mosque building construction. It was not clear, whether it was in the form of power, work, or the form of financial support. Seemed that teacher AA took a great part in it, therefor it mattered and he appraised. So, his negative emotions were aroused when he found the situation that part of society did not give any contribution.

Data Excerpt 2:

AF: I get angry with my children when it's prayer time, but I still look relaxed. Slow when I ask for help or ask my wife and children to do something. (App II/Lines 79-80)

Furthermore, in the context of teacher AF's experience concerned with personal relationships with the family. He hoped that his children and wife had to do obligations generally and obeyed the orders. Then teacher AF clarified that the children prayed the prayers on times included in their obligation care. When these conditions were executed by the children slowly or never, it triggered teacher AF's negative emotions.

Data Excerpt 3:

FZ: ,,, in the past, I was ridiculed for opening a workshop in the middle of the village 5 years ago. In fact, the business is still running smoothly to this day. even now I have 2 mechanics working. (App III/Lines 78-80)

On the other side, teacher FZ had negative emotion-triggering factors related to personal relationships with people around his village. The chronological sequence of this stimuli was when teacher FZ opened the workshop, he got mocked and ridiculed, that the location of the workshop was in the middle of the village. Exactly people thought that nobody knew the workshop there. This situation was appraised as the factor that triggered teacher FZ's negative emotional experience.

It can be concluded that EFL teachers experienced negative emotions triggered by their personal relationships outside the madrasa. Teachers AA, AF, and FZ reported factors related to interactions with colleagues and other staff. Teacher AA expressed frustration when people in his village failed to contribute to mosque construction. Teacher AF's negative emotions arose when his children didn't obey orders during prayer time. FZ, who faced ridicule for opening a workshop in the village, also experienced negative emotions related to personal relationships.

B. Financial Concerns

Besides the researcher found data about factors that triggered negative emotions in personal relationships. The researcher also found the data that triggered the EFL teachers' negative emotions concerning their financial issues. From the questionnaire, it was proved that teacher AA had negative emotion-triggering factors related to financial issues. The explanations from teacher AA were stated in the questionnaire he filled out. Some of his explanations can be seen in the following excerpt.

> *AA: There was a shortage of funds when paying for children to enter medical school. There was a shortage of funds for the events from the first to the ninth day of the ceremonial tradition of my late father.* (App I/Lines 86-88)

From the excerpt above, it is evident that financial problems were a factor that triggered negative emotions for teachers outside the madrasah. Firstly, Teacher AA experienced financial difficulties when their daughter or son entered medical school. Secondly, he faced financial strain when covering the costs of his late father's ceremony from the first to the ninth day. These were not mere perceptions but actual experiences that teacher AA had to navigate and fund.

This underscored that financial issues served as triggers for negative emotions among EFL teachers, such as funding their child's medical school expenses and covering ceremonial costs, highlighted the significant impact of financial challenges.

C. Health Issues

Another data about factors that triggered the EFL teachers' negative emotions was also found in terms of health issues. From the questionnaire, it was extracted that teacher FZ had negative emotion-triggering factors related to health issues. The explanations from Teacher FZ were noted in the questionnaire he filled out. Excerpts from his explanations can be seen as follows.

> *FZ: I was shocked and I thought about it for months because I was diagnosed with diabetes. So, my activities seem to be disrupted,,,*
> (App III/Lines 93-95)

From the excerpt above, teacher FZ showed that his negative emotion-triggering factors were the condition of the health issues. In his appraisal, daily activity was the matter that supported by health. When it came to hearing the bad news about his health condition, his emotional reaction was negative. The diabetes issues felt too hard and might cause his activity to be interrupted in the future. What made it a negative emotion-triggering factor was the future imagination of disability to do the activity as usual.

In conclusion, the teacher FZ experienced negative emotions due to health issues, specifically being diagnosed with diabetes. His emotional reaction was negative upon hearing this news, as it disrupted his daily activities. The anticipation of potential future interruptions to his usual activities contributed to the negative emotional experience.

4.1.3 The ways EFL Teachers manage Negative Emotions

The ways EFL teachers managed or regulated their negative emotions are presented here. The main strategies for regulating negative emotions included 1) Situation selection, 2) Situation modification, 3) Attentional deployment, 4) Reappraisal, and 5) Response modulation. This data encompassed the regulation strategies employed by EFL teachers in the classroom. The data presented here were collected from interviews and supported by observations. The summary data about

the emotion regulation strategies from EFL teachers in MAN 1 Praya can be seen in Table 4.3.

Table 4.3. the way EFL teachers manage negative emotions in the classroom.

NO	Emotion regulation strategy	AA	AF	FZ
	situation selection			
1	Avoidance			
	Confrontation	✓	✓	✓
	Situation Modification			
2	Problem-solving	✓	✓	
	Help-seeking	✓	✓	✓
	Attentional Deployment			
3	Distraction			
	Concentration		✓	✓
	Cognitive Change			
4	Reappraisal	✓	✓	
	Acceptance	✓	✓	✓
	Response Modulation			
5	Suppression	✓	✓	
	Venting		✓	✓

The table above explains the phenomenon of teachers AA, AF, and FZ managing negative emotions using a variety of strategies of emotion regulation.

4.1.3.1 Situation Selection

The researcher found data about the EFL teachers' experience in doing the situation selection to prevent negative emotions. An EFL teacher could choose to avoid or confront a specific situation depending on whether they anticipated experiencing a positive or negative emotion. This occurred before any emotion was triggered. In the interview results, EFL teachers mentioned that they had experience in planning situations in the classroom. It can be seen in the following data excerpt.

Data Excerpt 1:

AA: The learning plan was in the RPP. (App VII/line 16)
FZ: ,,,it's already in the lesson plan. (App IX/line 15)

In emotional regulation, it was not just about reducing or eliminating the negative emotions that had been felt. As seen in data excerpt 1, teachers AA and FZ explained that they had plans when teaching in the classroom. However, certain stages were needed to plan or organize anything that could turn a situation into a desirable one or prevent an undesirable one. This included situation selection. In the context of teacher AA and FZ as EFL teachers, they claimed that the strategy of situation selection was planned and written in their lesson plans.

Data Excerpt 2:

> *AA: ,,, the topics to be taught, teaching methods to be applied, duration, and what achievements students might gain,,,* (App VII/lines 19 & 20)

Furthermore, teacher AA explained that what was included in the lesson plan encompassed the planning of duration, materials, achievement, and teaching methods. All of these had been designed and neatly organized within the lesson plan.

Data Excerpt3:

> *AF: ,,,Before I entered the classroom, I certainly read what the achievements of that day.* (App VIII/lines 18 & 17)

The problem was that not all teachers remembered what they were going to do in the classroom. This was the reason why teacher AF routinely read the lesson plan before entering the class, to recall the activities planned for achieving the day's objectives for both students and the teacher.

In conclusion, the EFL teachers at MAN 1 Praya did indeed have experience in emotional regulation strategies, especially in the situation selection strategy, where they chose and managed activities in the classroom during the learning process. Meanwhile, the type of situation selection strategy they used was the confrontation type. In this approach, EFL teachers directly engaged as actors and managed what was good and beneficial for achieving learning goals in the classroom. On the other hand, the researcher did not find any experiences of EFL

teachers using situation selection in the form of avoidance, where they deliberately or intentionally let the opposite situation occur in the classroom. Everything was planned for the benefit of the learning objectives, as reflected in their lesson plans.

4.1.3.2 Situation Modification

The researcher found data about the EFL teachers' experience in doing situation modification to prevent negative emotions. It occurred before any emotion was triggered as a preventive strategy. In the interview results, EFL teachers said that they had experiences in modifying the situation when the implementation of situation selection failed or encountered obstacles. In the context of situation modification, the researcher found the EFL teachers' experience in both types of situation modification: problem-solving and help-seeking. It could be seen in the following data display.

A. Problem-solving

The data about EFL teachers' experience in situation modification with problem-solving strategies are presented in the following excerpt:

Data Excerpt 1:

> *AA: If I was late to class, I would try to reduce non-essential activities to ensure the day's material or goals were met.* (App VII/Lines 22-23)

In considering Teacher AA's case in the context of situation modification, it became evident that focusing solely on the students' issues as the impediment to the failure of implementing situation selection or confrontation steps for managing classroom learning was insufficient. In implementing learning activity plans, it was essential to consider the time required to ensure that the process was adequate for students to achieve the learning objectives for the day. In reality, teacher AA acknowledged that if he was late, the problem that might occur was that the duration would not fit with the planned activities. Consequently, in modifying that condition, he reduced or summarized the activities and steps for the day to ensure that the learning objectives for the material were achieved and completed.

In addition, in the observations made by the researcher, it was seen that the problem of being late to class was evident in field note 1 (lines 3-8), field note 2 (lines 3-11), field note 4 (lines 3-6), and field note 5 (lines 8-13). The researcher found that one of the factors causing late entry to class was not only because of the EFL teachers but also due to the students. The madrasa's way of managing time was still less effective, causing students to be late to class, even for the first lesson, despite the reason being discipline and the checking of electronic devices that students brought. In such a situation, the teacher's planning in terms of student achievement was disrupted due to a lack of time. The challenge for EFL teachers was how to help students achieve learning goals with reduced time. One effective way for EFL teachers at MAN 1 Praya might have been to reduce several instructional steps. This was closely related to teacher AA's statement that one of the factors that led him to make a situation modification to his situation selection strategy (which was recorded in the learning plan).

Data Excerpt 2:

> *AA: ,,, Warning them to focus on learning was my approach to prevent them from repeating it.* (App VII/Line 29-30)
> *FZ: I often immediately reprimanded them. I even pinched their ears,,,.* (App IX/Lines 23-24)

It can be understood from the excerpt above that EFL teachers conducted situation modification in the classroom. In cases of students with misbehavior in the classroom, such as not listening to the teacher's explanations, talking to friends, or disturbing other students, these issues posed significant obstacles and challenges to the implementation of the EFL teacher's lesson plans. However, teacher AA and teacher AF addressed students with poor behavior by immediately reprimanding them to prevent repetition and discourage other students from following suit. Furthermore, teacher AF not only reprimanded students for poor behavior but also implemented light sanctions to deter such conduct. The objective was to ensure that such issues did not impede the smooth execution of the planned learning process.

Regarding the teachers' situation modification in response to students with misbehavior, there were various ways EFL teachers handled it. In the researcher's observation, it could be seen in field note 1 (Lines 73-84) that when teacher AA found students sleeping during a teaching activity, he woke them up. Additionally, when he discovered a female student using a small mirror, he confiscated the mirror and issued a warning. There was also a moment when teacher AA threatened to remove an unserious student from class after finding them yawning and showing disinterest in studying (Field note 1/Lines 85-90).

In the researcher's observation of teacher FZ's class, challenges arose in preventing and addressing situations related to students with misbehavior. When one student asked for clarification but remained confused about the task, it potentially triggered negative emotions for the teacher, given the timing. However, the teacher remained professional and focused on modifying the situation by asking and warning the students to focus on the task (Field note 4/Lines 75-87). In another instance (Field note 4/Lines 117-122), a student sat with their back to the teacher during an explanation. The teacher tapped the student's shoulder to redirect their attention to the front of the class where the explanation was taking place. Unexpectedly, the student's expression indicated disagreement with the teacher's warning. Consequently, the teacher had the student sit alone on the left side of the class away from group seating. Later, in a part of the class not visible to the teacher, some students were observed whispering to each other, while two students stood next to the windows and looked outside.

Data Excerpt 3:

> *AF: ,,, most often used ice-breaking in the middle of teaching. so*
> *that they were at least happy,,,* (App VIII/Line 71-72)
> *AF: ,,, whether it was magic or various kinds,,, but I still prepared*
> *it beforehand before entering.* (App VIII/Lines 77-78)

From the data excerpt above, it was known that teacher AF had experience related to situation modification in the classroom. In addressing issues with students, particularly in terms of waning motivation or participation, teacher AF employed a unique set of methods. He used games and magic tricks to entertain and

relieve the students' fatigue during class. However, teacher AF himself stated that although these activities were employed when the classroom situation was suboptimal, the games and magic tricks were always pre-planned before entering the classroom. The contingency plan employed by teacher AA in the event of a disruption to the initial plan was classified as situation modification. In this instance, although it looked like situation selection where the plan was made before confronting the situation, the implemented backup plan served to address students' low motivation and participation by modifying a situation that did not proceed as originally planned.

In field note IV, the researcher also witnessed whole activity that teacher AF implemented the BINGO game. In the bingo game, the teacher divided students into groups and distributed bingo cards containing cause-and-effect sentences. Acting as the game facilitator, the teacher drew and read sentence fragments aloud, while students called out "BINGO" if their card matched the read sentence. The teacher maintained control and engagement by smiling, encouraging participation, and managing disruptions with humor and gentle discipline. The game continued until all cards were read, with enthusiastic participation from female students and less engagement from male students. After the game, the teacher reinforced the lesson by explaining the material and assigning homework.

Data Excerpt 4:

> *AF: ,,, I had prevented all of that when entering the classroom earlier.* (App VIII/Lines 22-23)
> *AF: ,,, I made these students feel like they had shock therapy so that in the future they would be easier to manage... If there was noise, I got as angry as I could in class. But that was acting... throwing the eraser against the wall... even if it was too outrageous, I would ask them to leave...* (App VIII/Lines 25-28)

From the data excerpt above, it was found that teacher AF modified the situation related to students with misbehavior. Uniquely, teacher AF managed student misbehavior with dual goals. The first was to manage the situation in a way that would prevent disruptions from occurring. The second was to address

disruptions that had already occurred in the current moment. Teacher AF used dramatic and memorable actions characterized by "shock therapy." The aim was to create a memorable and impactful experience that would deter future and current misbehavior. Teacher AF employed a pronounced display of displeasure and strictness, designed to prompt students to re-evaluate their actions.

From the observation, it could be seen that teacher AF's class seemed to have fewer negative emotion-triggering factors in the context of students with misbehavior (Field note 3/Lines 4-6). There were fewer disruptions among students, with almost none disrupting others. The class was not as noisy as those of teachers AA and FZ. Furthermore, there were fewer complaints about the lesson and its duration. This might be attributed to teacher AF's approach to modifying the situation, which aimed to prevent future misbehavior through impactful interventions.

In conclusion, EFL teachers employed unique approaches to problem-solving and situation modification to achieve desired outcomes at MAN 1. These modifications were tailored based on the teacher's objectives and the specific challenges encountered. For instance, when Teacher AA was late for class, he condensed several activities to ensure the day's learning objectives were met. Conversely, when faced with disruptive behavior from students, Teacher AA promptly issued warnings and implemented minor sanctions. On the other hand, Teacher AF addressed challenges related to student motivation and participation by employing games and other engaging techniques. Both teachers used direct reprimands and displays of firmness to discourage misbehavior and ensure immediate correction. The goal was to provide students with clear guidance and deter them from repeating disruptive behaviors in the future.

B. Help-seeking

The data about EFL teachers' experience in situation modification with help-seeking strategies are presented in the following excerpt:

Data Excerpt 1:

> *AA: However, for students who rarely attended, I reported to the*
> *BP teacher,,,* (App VII/Lines 36-37)
> *AF: ,,, except for students who had been absent for too long, I*
> *reported them to the BP teacher,,,* (Appendix/TI2/Line 36-37)
> *FZ: Sometimes they often didn't maintain his manners... during*
> *discussions, it caused chaos. ,,, I reported it to the counseling*
> *teacher,,,* (App IX/Lines 33-35)

From the data excerpt above, it was evident that all EFL teachers, including teachers AA, AF, and FZ, had experience in proactively preventing situations that could potentially trigger unwanted emotions in the future. To address various behavioral issues among students, these teachers reported cases of misbehavior to the counseling teacher for assistance. They established criteria for identifying misbehavior, such as chronic absenteeism from English classes, which were typically challenges they could not address alone. When disruptions or barriers arose that hindered the learning process or affected the teacher's well-being and focus during lessons, they sought support from other staff, particularly counseling teachers, to intervene and facilitate adjustments to the situation.

In conclusion, if the situation planned by the EFL teacher at MAN 1 encountered obstacles during the teaching process or evoked negative emotions in the EFL teacher, they sought counseling from the responsible teacher to address instances of excessive student behavior. This represented a situation modification using a help-seeking strategy, as outlined in the madrasa regulations for managing student misbehavior.

4.1.3.3 Attentional Deployment

The researcher found data about the EFL teachers' experience in using attentional deployment to prevent negative emotions. Attentional deployment involved directing attention within the situation to influence EFL teachers' emotions. This was done as a preventive strategy before any emotion was triggered. In the interviews, EFL teachers mentioned their experiences in deploying their attention when the implementation of situation selection and situation modification

failed. The researchers found that EFL teachers exclusively employed concentration as a form of attentional deployment, as evidenced in the following data display.

Data Excerpt 1:

> *AF: That's... not related to the students... that was an emotion at different times... so I didn't pay attention to it in other activities.*
> (App VIII/Lines 45-46)
> *FZ: ,,, but after teaching for a few dozen minutes, sometimes the problems were forgotten...* (App IX/Line 45-46)

In the case of teachers AF and FZ, when they explained that they had encountered difficulties outside the madrasa and experienced negative emotions, they employed concentration strategies to regulate their attention to negative emotions that might have impaired their teaching performance. AF teachers were aware that emotions or problems arising outside the classroom did not contribute positively to the teaching process, as they were unrelated to the students. Therefore, they refrained from dwelling on negative emotions and external issues, especially during classroom teaching. Mr. FZ realized that merging his emotions with external problems from outside the madrasa was detrimental to effective teaching. Consequently, he learned to refocus and concentrate on his teaching activities within a few minutes after encountering emotional challenges, ensuring he could engage with and evaluate the subject matter effectively.

From the explanation above, it was evident that the emotional triggering factors originated from outside the madrasa, with attentional deployment, especially through concentration. From the researcher's observation in the class of teacher AA, it was noted in field note 1 (lines 62-69) that during the activity, a student tapped his table softly, creating a slight rhythm. The sounds were not loud enough to determine if they were coming from inside or outside the class. Initially, it seemed the teacher noticed the tapping but continued explaining the meaning of each sentence in the text. A similar situation that could have been an emotional trigger was observed in teacher FZ's class, as seen in field note IV (Lines 110-116).

After students completed their tasks, the teacher asked representatives from each group to write their letter arrangements on the board. One group hadn't finished, and a student loudly exclaimed he was hungry and unable to think, thus the task remained incomplete. It appeared the teacher used attentional deployment to ensure the task was completed on time. Despite hearing students yelling and complaining, the teacher maintained focus on those coming forward to finish the task.

The conclusion was that in addressing situations that had already occurred, whether in the classroom or in the broader environment and beyond the madrasah, it was essential to adopt a proactive approach. This strategy was employed without delay to prevent the teaching process from being disrupted by the teacher's own emotions. The detrimental impact of negative emotions on teachers' performance and learning planning could not be understated. When teachers were overwhelmed by negative emotions, they were unable to optimally execute their learning plans. It was therefore prudent to utilize attentional deployment to avoid the potential impact of negative situations that could potentially elicit the teachers' negative emotions, whether through distraction or concentration.

4.1.3.4 Cognitive Change

The researcher found data about the EFL teachers' experience in employing cognitive change to decrease the intensity of negative emotions or to eliminate already existing negative emotions. The researcher identified both strategies of cognitive change, namely reappraisal and acceptance. Some data from the interviews were presented in the following display.

A. Reappraisal

The data about the reappraisal strategy that EFL teachers experience, is in the following excerpt:

Data Excerpt 1:

> *AA: Because I believed displaying anger didn't really prevent them from repeating it. I understood their psychology was still*

developing. So, I guided them slowly, giving warnings. (App VII/Lines 41-43)

From the excerpt above, it was evident that teacher AA had experience in reappraising. It involved his anger triggered by situations inside the class related to students. Teacher AA wanted to express his anger but had second thoughts that prevented him from showing it, potentially reducing his anger emotion. Teacher AA's approach aimed to decrease the intensity of negative emotions or prevent their manifestation by demonstrating an understanding of the student's situation (as part of the cognitive process), considering that students' psychology was still developing. This approach aimed to address repeated behaviors in the class. Based on the Teacher AA's understanding, it was preferable to guide and warn students rather than express anger at incidents likely to recur.

Data Excerpt 2:

AF: I almost stopped,,, but I saw ahead for old age above 50, we could still produce even if it wasn't much,,, so I set it firmly to keep teaching. (App VIII/Lines 59-60)

From the data excerpt above, it was evident that the problem existing in the internal factors of teacher AF drove him to consider quitting as an EFL teacher. However, it was interesting to understand how he regulated his emotional experience during classroom teaching. If teacher AF had wanted to stop teaching, his performance would have declined due to his lack of interest, potentially bringing negative emotions into the classroom each time he taught. This situation involved a rejection of his current occupation. According to the interview, the factor that led teacher AF to consider quitting his teaching job was financial problems (APP VIII/lines 65-66), given that he was still a volunteer teacher receiving only a modest salary. However, the act of wanting to quit, influenced by negative emotions, was mitigated when he reevaluated by imagining the comfort he would experience after reaching the age of 50, when most people experience a decline in work. Therefore, the cognitive process he undertook framed the situation in terms of the potential benefits of continuing to teach and advancing in his career through the madrasa.

The conclusion was that every time an action or expression influenced by emotion could be prevented internally through reappraisal, or the emotion itself could be decreased or even eliminated through reappraisal. This reappraisal strategy prevented teacher AA from displaying anger toward students and prevented teacher AF from considering quitting teaching. What changed here was not the situation, but the internal understanding where the EFL teachers clearly had a positive appraisal. The newfound positive perspective resulted in the EFL teachers reevaluating and considering what was important for their own benefit or for the benefit of their students in the future. This could change their subsequent actions and mitigate the negative emotional impact mentally.

B. Acceptance

The data about the acceptance strategy that EFL teachers experience, is in the following excerpt:

Data Excerpt 1:

> *AF: Actually, accepting the situation of deficiency so that my teaching was normal and smooth... meant, holding what came from outside the class, the focus on teaching was important.* (App VIII/Lines 85-87)
> *FZ: Honestly, if I hadn't accepted the bad things that happened or the emotions they aroused, I wouldn't have been able to focus on my daily activities, including teaching.* (App IX/Lines 74-75)

From the excerpt above, it was seen that, in the course of their experiences, EFL teachers encountered several challenges. When the researcher asked EFL teachers about how they dealt with issues from outside the madrasa and managed their teaching responsibilities amidst challenging situations, the teachers provided detailed responses. Teachers AF and FZ then explained that to maintain composure and avoid being affected by external issues during teaching, they first needed to accept the situation. This strategy helped them regulate their emotions in the classroom and supported their overall performance. It was noted that, alongside acceptance, teachers AF and FZ also utilized a strategy from the previous stage, namely, attentional deployment. Without acceptance as a foundation for mitigating

external issues and negative emotions, teacher AF might struggle to maintain focus and concentration. Therefore, it can be inferred that the strategy of deploying attention through concentration would be less effective if teachers AF and FZ did not first practice acceptance, especially concerning external issues they faced outside the madrasa.

Data Excerpt 2:

> *AA: ,,, ,,, Clearly, death is part of human destiny. So we accepted that situation. If not, there would have been heavy denial in the heart.* (App VII/Lines 78-69)

However, teacher AA's experience was particularly challenging compared to others, involving the death of his family member. When the researcher asked about his strategy inside the classroom to manage negative emotions related to his father's death (App VII/Line 75-76), he provided the following response: he elucidated that acceptance of this phenomenon was imperative, as it could precipitate a state of resistance within the individual. This rejection could have had a detrimental effect on teacher AA's daily life, including his teaching performance. In his cognitive process, teacher AA perceived death as an inevitable aspect of the human condition. Upon accepting this reality, it influenced AA's father to regulate his emotions and circumstances, leading him to perceive these emotions as a natural consequence and his father's death as a predetermined event.

In conclusion, it turned out that the involvement of cognitive processes led to the potential of EFL teachers to accept a bad situation. Apart from that, acceptance reduced the EFL teacher's emotional state and aligned it with an effective learning process in the classroom, even though the actual emotional trigger came from outside the madrasah environment, such as the death of a family member, financial issues, and other factors.

4.1.3.5 Response Modulation

The researcher found data about the EFL teachers' experience in doing the response modulation to cover the already existing negative emotions. It was a type

of emotion regulation process that occurred after emotional responses had already started, focusing on directly influencing experiential, behavioral, or physiological aspects of the emotions. This model included managing outward facial expressions, voice tones, and behavioral reactions caused by emotions. The researcher found data about both strategies in response modulation, which were suppression and venting. Some data from the interview can be seen in the following display.

1. Suppression

The data about the suppression strategy that EFL teachers experience, is in the following excerpt:

Data Excerpt 1:

> *AF: If in front of students yes, couldn't show sadness,,,* (App VIII /lines 101),

From the excerpt data above, it could be seen that the type of response modulation experienced by teacher AF was suppression. Previously, the researcher had asked about his sad emotions displayed to the students (App VIII/line 118), and he had explained that he suppressed his negative emotions, especially sadness, in front of his students during the learning process, regardless of whether the cause originated inside or outside the classroom. However, suppressing negative emotions does not make them disappear entirely. Therefore, there was still a possibility that the teacher's performance could be affected by internal factors in the implementation of learning planning (as part of situation selection).

Data Excerpt 2:

> *AA: I directly warned naughty students. There might have been anger, but I held it back.* (AppVII /Lines 39-40)
> *FZ: Most of the time, I took direct action on students' bad behavior, although sometimes it brought about anger or emotional arousal.* (App IX/Lines 78-79)

From the excerpt data above, it can be concluded that teachers AA and FZ suppressed their negative emotions, especially anger, when encountering situations not conducive to their students' learning. This indicates that the suppression strategy was employed after they had already experienced negative emotions. However, alongside suppressing these emotions, they also took proactive emotional regulation steps by issuing warnings directly to address student misbehavior. The experiences of teachers AA and FZ illustrate how managing disruptive student behavior coincided with the suppression of their own emotions. The goal of suppressing negative emotions was to maintain a compassionate demeanor toward the students, while simultaneously using warnings as a strategy to modify the situation and prevent further disruption to ongoing teaching activities, thereby preventing a resurgence of heightened negative emotions.

In field note 1 (Lines 78-84), there was a female student who brought a mirror into the classroom, a situation previously discussed in the data excerpt on problem-solving, where warnings were used as part of situation modification. During this incident, the teacher indeed issued a warning, though a slight expression of anger was briefly noticeable. Despite suppressing the anger, subtle facial expressions or tones of voice were observable. In this context, the teacher restrained the impulse to react impulsively, which may have made the female student feel uncomfortable.

A similar instance of suppression occurred with teacher FZ, as seen in field note 4 (Lines 86-95), during a particularly challenging class where two students stood near the window and looked outside. Simultaneously, teacher FZ calmly explained a task to students who were struggling to understand. During this explanation, teacher FZ briefly displayed suppressed anger. However, he quickly shifted to a positive demeanor by smiling, ensuring other students felt comfortable with his approach in the classroom.

In conclusion, the role of teachers is crucial in maintaining a complex learning environment. However, this does not discount the challenges they face, both internal and external, including managing their own negative emotional experiences. EFL teachers have the autonomy to choose how they handle these

emotions. The experiences of teachers AA and FZ demonstrate the use of suppression as a strategy to manage negative emotions arising from situations both inside and outside the classroom.

2. Venting

The data about the venting strategy that EFL teachers experience is in the following excerpt:

Data Excerpt 1:

> *AA: However, if the problem is significant, like when my father passed away before, I was really down-coming to the madrasah, preoccupied. In class, I only handed out assignments to the students.* (App VII /lines 77-79)

From the excerpt above, it was known that the experienced teacher AA vented his negative emotions not through expression but through his behavior reflected in teaching. Indirectly, teacher AA explained that one thing that influenced his ability to overcome existing emotions was the intensity of the situation that gave rise to his negative emotions. Therefore, he was unable to resolve it or could only reduce the intensity a little by reappraisal, but it did not rule out the possibility that he showed behavior that was still influenced by negative emotions, such as when Teacher AA entered the class feeling overwhelmed by sadness because his father had died. By venting his negative emotions, it did not mean he failed to regulate his emotions. Most likely, he sought a sense of relief by venting the negative emotions because it was complicated for someone to focus if the emotions from a bigger problem were still lingering.

Data Excerpt 2:

> *AF: If the problem came from students or things in the class,,, there was no need for me to hide,,, if there was anything that made me angry,,, I got angry,,,* (App VII/lines 92-93)

From the excerpt above, what the teacher AF did was vent his negative emotions. From the experience above, it was known that the negative emotions of

anger caused by students in class were enough to make teacher AF feel angry emotions. However, there were many choices in managing emotions; AF teachers chose to show their anger toward students with misbehavior. Previously, there were stages of reappraisal and suppression of negative emotions. In the AF teacher's experience, when he failed to deploy attention, he did not choose to reappraise or see the situation from a more positive point of view (except for emotional sadness). Suppression was not an option for AF teachers; instead, he immediately released or vented his negative emotions. This was also related to providing a deterrent effect to students in class when carrying out situation modification (as seen in the data display on situation modification).

In the context of venting, where the EFL teachers showed emotional expression deliberately, the expression of surprise might be unholdable. It was the fastest emotional response to an unexpected situation. From the researcher's observation, some teachers expressed this emotion deliberately. In Fieldnote 1 (lines 35-43), it happened when all students did not bring their textbooks. The teacher showed a surprised expression because, before that day, they had been informed to bring their textbooks. Students were still noisy in class; at the same time, the teacher did not find the board markers. The teacher looked surprised that no one was responsible for providing board markers in the classroom. The teacher instructed students to write an example of the letter. In the middle of the activity, one student was late. Then the teacher looked surprised. Situations like 1) all students not bringing their handbooks, 2) late students, and 3) no student being responsible for the board markers, were situations that made teacher AA feel surprised. Furthermore, although this emotion was classified as a negative emotion comparable to fear, it did not have any effect on students or on the teacher himself. On the other hand, this emotion was usually followed by other negative emotions, whether they were basic or secondary emotions.

Venting the being surprised emotion also done by the teacher AF, can be seen in field note 3 (lines 57-61). It happened when one student who was allowed to leave because of a stomach ache entered his group, without permission. The teacher was surprised and he said that you had taken your time so long, your friend

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took all prizes. The teacher continued saying you are the only one who did not have it. When he talked to this student, he smiled. In this situation, teacher AF vented his surprised emotion, it was shown in the expression, but then followed by smiling. The smiling teacher AF did, was the signal that he had a positive emotional experience. There may be the possibility of the surprise followed by the negative and positive emotions, it is based on the situations whether positive or negative, or the personality that influences how a person appraises the situations.

The researcher also revealed the teacher FZ vented his emotion in the classrooms, it can be seen in the field note 4 (Lines 26-29). It happened when the teacher had the students count numbers 1 to 9 to classify the group. There was a mistake in counting the number. Here, the teacher's tone of voice changed, and asking "What number is correct", he showed slight anger because of feeling disappointed. Teacher FZ chose to show his anger for some reasons 1) it might be unholdable by suppression because of elementary mistakes for the level of senior students, 2) give provides a deterrent effect on students so that simple mistakes are not repeated, 3) emotions can't be contained, it's better to let them go to feel relieved.

The conclusion was that when negative emotions were shown, it did not mean that the EFL teachers in the classroom had failed to regulate their emotions. They also had several motives and reasons why they showed them, including as a form of achieving a sense of relief from situations in the classroom with severe problems from outside the classroom, such as the experience of teacher AA or providing a deterrent effect on students who had bad behavior in the classroom, such as the experience of teacher AF. Consequently, in the case of teacher AA, it would give an impression of unreliability as a professional teacher in the classroom.

4.2 Discussion

4.2.1 Type EFL Teachers' Negative Emotions

Many issues pertaining to EFL teachers' emotional experiences warrant further discussion. These research findings show that the type of negative emotions

experienced by EFL teachers is limited to four basic emotions: anger, sadness, surprise, and fear.

Firstly, anger is a basic emotion recognized through facial expressions, voice, or behavior, which obstructs their comfort (Harmon-Jones & Harmon-Jones, 2016). The current findings added specific information in the context of EFL teachers. The anger happened in the classroom when EFL teachers found discomfort from students' bad behaviors. In addition, current findings showed that anger felt was the consequence of the impact on students' low motivations, indicating the failure to achieve desired outcomes from students. The current reality differs from the result of Chen (2019) revealed that the teachers' anger was caused by students' low focus in the classroom. Furthermore, repeating the same mistake would increase the anger intensity in the classroom.

In the context of EFL teachers, current findings specifically showed that anger can arise from external factors at the madrasa, like anger triggered by bad working conditions, e.g., dirty classrooms and bad staff relations. Unforgettable, EFL teachers' anger existed outside the madrasa, related to family issues, specifically the frustration of the unfinished tasks. The anger at and outside the madrasa can be reactivated in the classroom during the teaching and learning process.

The second emotion is sadness. Sadness is a common human emotion that serves important purposes, encouraging reflection on difficult situations, seeking help, and engaging in comforting activities. Alzaanin (2021) found that EFL teachers, despite their authority, feel powerless to engage students. The situation creates a sad emotional response. Chen (2020) further highlights that teachers feel sadness when students lash out or do not reciprocate their efforts. The current findings are similar to those of Alzaanin (2021) and Chen (2020); EFL teachers experience sadness when they perceive their students' bad condition, e.g., low participation, showing contradictive behaviors than teachers' hope. This conflict between teachers' hopes for active participation and the reality of student disinterest triggers sad emotional responses, which are the sad sources.

On the other hand, current findings related to sadness also differ from Chen (2020) and Alzaanin (2021), where EFL teachers experience sadness from outside madrasas, such as when losing the aim or the person they love in a personal relationship, e.g., the death of the father. Second, sadness caused financial hardships, e.g., struggling to pay the sibling college fee during the hardest times. lastly, sadness is caused by health issues, e.g., diabetes would prevent the activity in the future. This suggests that sadness can resurface during teaching due to rumination, reflecting broader emotional challenges teachers face in the classroom.

The third emotion is surprise. When unexpected events unfold slowly, EFL teachers are not surprised. The surprise must be sudden and intense, often accompanied by other negative emotions. Some researchers argue that surprise is inherently negative due to cognitive disruption Ortony (2022). Others suggest it can be positive. Wang et al. (2020) classified surprise as a positive emotion akin to joy. However, this research views surprise as a negative emotion, depending on the context and situation.

No related finding from other research can support the finding about surprise emotion. In this research, none of the EFL teachers reported experiencing surprise in the classroom. Conversely, the surprise felt by EFL teachers at and out of the madrasa. They were surprised at the madrasa when they were not allowed to join the teacher professional development program, while they are typically diligent teachers. Furthermore, surprise emotion is triggered when having a bad staff relationship while carefully building a connection in school. Moreover, surprise emotion is felt outside the madrasa. Sadness is caused by health issues, e.g., by just hearing the sudden news about a disease.

The fourth emotion is fear. The timing of a threat influences fear responses. Current findings showed that fear emotions occur both in the classroom and outside the madrasa. At the school, EFL teachers experience fear related to students becoming bored and losing concentration, which they interpret as failing to meet learning targets. Mobbs et al. (2019) found that mental fear can lead to various physical responses based on perceived events or thoughts. The current finding showed the specific physical response when students show potential boredom and loss

of concentration. If his fear came true, EFL teachers would evaluate his teaching method. Fear motivates EFL teachers to take proactive steps to improve their teaching despite being a negative emotion.

Additionally, Mobbs et al. (2019) did not find the fear that exists at and outside the madrasa. Fear can be triggered at madrasa by workload situations, e.g., sitting too long in front of a laptop causes a headache, and the consequence is that EFL teachers cannot finish their work. Fear also can arise from family dynamics, such as unmet requests leading to disappointment, e.g., family members becoming sulky and disappointed if EFL teachers cannot fulfill their request. These situations are perceived as threats. Like anger and sadness, fear can be reactivated during teaching through rumination.

4.2.2 Factors that trigger EFL Teachers' Negative Emotions

The findings suggest that many factors trigger the negative emotions of the EFL teachers in MAN 1 Praya, Central Lombok. These factors are scattered in three main environments: inside the classroom, at and outside the madrasa.

The summary of the current findings about the factors that trigger negative emotions inside the classroom aligns with the research conducted by Alzaanin (2021). In this research, the factors that trigger the negative emotions in the classroom are varied: 1) The students with misbehavior, e.g., some students were sometimes noisy, occasionally fell asleep during lessons, did not pay attention, bothered other classmates during the teaching process, and complained about the timing and duration of the English lessons frequently. 2) The students with low participation, e.g., some students, always have a variety of reasons for not taking notes on the learning material and refused to participate or come forward often demonstrated a tendency to respond slowly or carry out the teacher's instructions slowly. 3) The students with low motivation, shown in students' behaviors, e.g., Irregular attendance, a dislike for the English language, a lack of enthusiasm, and minimal participation, were identified as key issues. Consequently, if the EFL teachers cannot deal with the negative situations in the classroom, the EFL teachers are powerless to refuse the emergence of negative emotions in the classroom.

Unlike the research carried out by Alzaanin (2021), which is limited to factors that trigger the negative emotions inside the classroom. This current research successfully reveals the factors that trigger negative emotions from various possible environments, including the situation around and outside the madrasa. Several factors trigger the negative emotions of EFL teachers around madrasa: 1) Bad relationship with students, e.g., some students' annoyance and complaints behind the back about treating the students' mistakes. 2) Job dissatisfaction, e.g., some EFL teachers lack proficiency in laptop operation, leading to dissatisfaction, and some ELF teachers gain negative emotions from other teachers' lack of contribution in completing KUMER modules. 3) Teachers' workload, e.g., some teachers face technological demands, some are burdened with tasks from other teachers who are technology clueless, and some are bored during extended tasks because they do not have resilience. 4) Poor working conditions, e.g., disturbances from noisy adjacent classes where some students whose no teacher making noise, some feel discomfort from unclean desks in the office or the class, and lack of air conditioning in hot weather also eliciting the potential negative emotions. 5) Poor staff relations, e.g., negative interactions with staff due to low participation or habitual lateness and poor word choice control by colleagues.

Meanwhile, from outside the madrasa, factors include 1) Personal relationships, e.g., some EFL teachers find frustration from villagers not contributing to mosque construction, some find conditions in the house where children do not obey prayer orders, and some feel ridiculed for opening a workshop in the middle of the village. 2) Financial concerns, e.g., from funding a child's medical school and ceremonial costs, both situations crucially faced by one teacher, will lead to negative emotions indeed. 3) Health issues, e.g., diagnosed with diabetes disrupting daily activities. The diabetes issues felt too hard and might cause his activity to be interrupted in the future. What made it a negative emotion-triggering factor was the future imagination of disability to do the activity as usual.

In supporting the factors that trigger EFL teachers' emotions from situations at and outside the madrasa above, Résibois et al. (2018) found in general psychological research that the negative emotions can be reactivated in the future

or other unrelated places; it was called rumination. The sketch of factors from outside the classroom makes it possible to reactivate the EFL teachers' already negative emotions in the teaching-learning process through trait and state rumination. State rumination involves repetitive thoughts about factors triggering negative emotions outside the classroom when EFL teachers are in the classroom. It is transient, situational, and context-dependent, typically subsiding once the triggering factor is resolved. This type of thinking is often short-term and based on intensity. In contrast, trait rumination is a chronic tendency and a personality trait, leading EFL teachers to focus on the factors that trigger negative emotions habitually. This repetitive thinking is persistent, causing prolonged periods of negative thinking. In conclusion, the factors that trigger EFL teachers' negative emotions at and outside the madrasah can still arise in the middle of the teaching and learning process.

4.2.3 The ways EFL Teachers manage Negative Emotions

From the findings in the previous chapter, several things can be discussed related to the ways EFL teachers regulate the negative emotions in MAN 1 Praya using the fundamental emotion regulation promoted by Gross (2014): situation selection, situation modification, attention deployment, cognitive change and response modulation.

4.1.1.1 Situation Selection

Livingstone and Isaacowitz (2015) conducted research that measured the differences between older adults and young adults in situation selection. The results showed that older adults choose situations based on conditions made by researchers and lead to hedonic purposes. No potential problem could be disturbed because it did not deal with many obstacles in a natural setting. This research differs from research carried out by Livingstone and Isaacowitz (2015), although the EFL teachers in MAN 1 Praya are classified as old adults. However, EFL teachers pursue teaching success in the classroom when selecting situations rather than just pursuing hedonic purposes.

Webb et al. (2018) showed that people are ready to engage in more significant situations, reduce negative situations, and help people with emotional management problems. This research finding showed that EFL targets the completion or success of the scenario of the teaching and learning process in the classroom. It is also reflected in the EFL teachers' lesson plans (RPP), where the material, method, and achievement criteria are recorded. On the other hand, Duijndam et al. (2021) found that Individuals with traits such as social and behavioral inhibition tend to use avoidance rather than confrontation. In contrast, EFL teachers tend to use confrontations as a type of situation selection because the EFL teachers in the key maestros to create the desired learning environment in the classroom. In this approach, EFL teachers directly engaged as actors and managed what was good and beneficial for achieving learning goals in the classroom.

The findings of the Vujović & Urry (2018) research indicate that failure to select appropriate situations does occur. Yet, it does not prompt the participants to utilize alternative emotional regulation strategies, such as reappraisal or suppression. This is likely because the researcher presents the situation somewhat unnaturally, and the intensity may be perceived as ordinary through pictures. A great comparison of Vujović and Urry (2018) with current research findings with the research reveals several points of divergence. In this research, the situations participants or subjects face are based on EFL teachers' experiences of emotional regulation in a natural setting. Then, EFL teachers employ alternative strategies from emotional regulation, e.g., situation modification, attentional deployment, and others.

4.1.1.2 Situation Modifications

Larsen and Hollands (2022) found that situation modification is employed as a strategy to prevent the automatic generation of negative emotional responses, which are triggered by unwanted situations. Van-Bockstaele et al. (2020) also conclude that situation modification can manage negative emotions without leaving the triggering situations. In addition, Chavira Trujillo et al. (2022) found that other factors like empathy push individuals to choose situation modification.

On the other hand, in the context of EFL teachers in the classroom, current finding shows that the target or goal is to create a learning activity that successfully transfers knowledge achievement to students. There are many things to consider, including the duration of teaching, the day's achievement, materials, and other activities reflected in their lesson plans. Furthermore, it showed that EFL teachers face many challenges in implementing the lesson plan, e.g., teachers' lateness, students' bad behaviors, low motivation, and low participation.

Current findings show that whether EFL teachers use problem-solving or help-seeking depends on the intensity and variety of the situations encountered in the classroom. For example, students' bad behavior situations are solved by reprimanding, light sections, and even venting anger emotions to give a deterrent effect. With students' low motivation and participation, EFL teachers tend to use ice-breaking and games in the classroom. When EFL teachers are late, they tend to reduce non-essential activities to have a proper duration in the classroom.

On the other hand, there is no evidence of previous findings about using help-seeking to modify the situation. Current findings reveal that EFL teachers also use help-seeking if there is a high intensity of situations regarding students' bad behavior, very low motivation, and low attendance, which are out of control.

4.1.1.3 Attentional Deployment

When using the attentional deployment strategy, the times are right before the negative emotions exist or develop. Furthermore, Chavira Trujillo et al. (2022) found that perspective-taking pushes people to choose attentional deployment as the right option to manage already-existing negative emotions. Research carried out by Piechaczek et al. (2022) showed reciprocal findings that attentional deployment plays a crucial role in perspective-taking. Besides, current findings are in the context of EFL teachers' teaching situations. EFL teachers already have negative emotion-triggering factors scattered at and outside the madrasa that are brought into the classroom. EFL teachers do not face the situations now, but negative emotions exist. It is a push for EFL teachers to use attentional deployment.

The current findings indicate that EFL teachers may face intense situations when managing the negative emotions that have already been reactivated in the classroom. This results in indirect self-blame or rumination in the classroom, which is consistent with the findings of the research carried out by Kökönyei et al. (2024). On the other hand, EFL teachers sometimes have some low-intensity negative emotions; they tend to concentrate on giving feedback to students who need it rather than giving attention to low-intensity negative situations.

In another research, Boelens et al. (2021) found that their subject used distraction as an attentional deployment, and the efficacy of the distraction strategy is significantly influenced by the extent to which visualization is limited to maintaining focus. On the other hand, current findings show that EFL teachers feel rumination. To overcome this disturbing negative emotion, EFL teachers do not use distraction but concentration as a part of attentional deployment. Previous ones found that attentional deployment used distraction in gazing away attention to prevent negative emotional development. In the current research, EFL teachers focus on their teaching activity to avoid being disturbed by rumination in the classroom.

4.1.1.4 Cognitive Change

Cognitive change is divided into reappraisal and acceptance. Reappraisal and acceptance were found to be mediators in the relationship between hope and recovery after negative emotions were experienced. Other researchers found that individuals with higher reappraisal inventiveness were more capable of creating diverse ways to reinterpret distressing negative situations (Weber et al., 2014). In the phenomenon of the ways EFL teachers manage negative situations or negative emotions, the current findings show that if the situation cannot be changed through situation modification and is hardly unavoidable when using attentional deployment, EFL teachers can change how they appraise or accept it.

Endorsing reappraisal was significantly associated with increases in positive emotions, whereas endorsing acceptance was significantly related to decreases in negative emotions (Wenzel et al., 2023). Apart from lifting positive or press down

negative emotions, the current research findings show that reappraisal drives EFL teachers to choose wise actions for students and themselves when having negative emotions to create a great atmosphere in the classroom. When they tend to show anger but have second thoughts, reducing their anger emotion prevents them from showing it. The aim is to decrease the intensity of negative emotions or prevent their manifestation by understanding of the student's situation (as part of the cognitive process). Considering that the students' psychology is still developing. Therefore, it is preferable to guide and warn students rather than express anger at incidents likely to recur. Furthermore, managing negative situations (e.g., financial issues) using reappraisal can prevent one EFL teacher from becoming an EFL teacher by thinking that the comfort of being a teacher would be experienced after reaching the age of 50 when most people experience a decline in work.

On the other hand, there are limited results regarding the use of acceptance as part of cognitive change. Current findings show that acceptance helps and supports EFL teachers in teaching when dealing with negative emotions. Besides, they also show that the previous stage of emotion regulation (concentration as attentional deployment) is affected in positive ways by acceptance. By accepting unchangeable negative situations, the negative emotions start to fade away, e.g., 1) At the madrasa, like poor working conditions or 2) outside the madrasa like the death of family members. However, current research findings show that both reappraisal and acceptance help EFL teachers succeed in the teaching-learning process in the classroom.

4.1.1.5 Response Modulation

In this research, response modulation is the final step in managing negative emotions, which is divided into venting and suppression. Seixas et al. (2021) found that venting emotion is one of the ways individuals understand the people's emotions inside. However, if the emotions are negative, venting is classified as the low well-being of others.

In the current finding, venting is shown through the teaching if the EFL teachers had very deep or high intensity of emotion, e.g., sadness; one of the EFL

teachers felt sadness because of the loss of an important one. He could not hold the sadness until it affected the teaching activity. Furthermore, current findings show that although venting is less well-being, it is used to give a deterrent effect to students and gain relief after negative emotions are triggered. On the other hand, one more unique is the emotion of "surprise". It is unpredictable and cannot suppressed because it is the shortest, fastest emotion. It is vented through voice tone, behaviors, or expression based on the personality and the intensity of the situation. When there are unexpected situations in the classroom, EFL teachers directly vent the surprise.

Meanwhile, Xu et al. (2021) reveal that those who often suppress their emotions are more likely to experience emotional exhaustion from stress. On the other hand, current findings reveal that EFL teachers choose suppression to hold unnecessary emotions in the teaching-learning process, which are unrelated to class situations, e.g., negative emotions from situations at and outside the madrasa. However, sometimes, EFL teachers use suppression while simultaneously modifying the situation. Moreover, suppression is used to hide sadness, whether the cause is inside the classroom or outside the madrasa, because this emotion is unnecessary for students to show. Can et al. (2024) also found that social context influences the use of suppression in society. At the same time, the current research shows that suppression is done to teach success in the classroom, specifically when EFL teachers deal with negative emotions like anger. There is a unique phenomenon where EFL teachers took proactive emotional regulation steps alongside negative emotional suppression, e.g., using warnings directly to address students with bad behavior but holding the anger inside. They manage disruptive student behavior that coincides with the suppression of their own emotions. The goal of suppressing negative emotions was to maintain a compassionate demeanor toward the students while simultaneously using warnings as a strategy to modify the situation.

4.3 Previous and Current Findings Comparison

The current study of how EFL teachers regulate their emotions in MAN 1 Praya contains some unique facts. Hopefully, it can contribute to the body of existing emotion regulation knowledge.

Research by Noughabi et al. (2022) implied that increasing teachers' emotional responses and skill mastery to emotional experiences is an influential factor in supporting EFL teachers against professional burdens. In addition, Li & Lv (2022) show that when EFL teachers manage their emotions effectively, they handle challenges better, leading to greater job satisfaction and enjoyment. These align with the current research that using emotion regulation to manage negative emotions supports EFL teachers to manage against the burden and challenge. On the other hand, the current research also shows that the burden comes from the profession and the EFL teachers' daily lives.

Research conducted by Taxer and Gross (2018) showed that teachers had instrumental and hedonic emotion regulation goals. These goals were focused on regulating their and the students' emotions and typically attempted to decrease negative emotions. The current research shows the phenomenon of EFL teachers' negative emotion management; using emotion regulations to succeed in teaching and learning in the classroom is an instrumental goal.

Research by Chang and Taxer (2021) showed that teachers use emotional regulations when dealing with misbehaving students. Teachers mostly use reappraisal steps (Gross Emotion regulation model) by evaluating the students' misbehavior from different perspectives to change their negative emotions to positive ones. In this research, EFL teachers use reappraisal and almost all types of emotion regulation. A further type of strategy in emotion regulation is also found very specific in the current research, e.g., confrontation in situation selection, problem-solving and help-seeking in situation modification, concentration in attentional deployment, acceptance in cognitive change, and venting in response modulation. In addition, the factors that trigger negative emotions are needed to manage not only limited to students' misbehavior but also many aspects like students' low motivation and students' low participation. Furthermore, the factors

also scattered to situations at and outside the madrasa, which appear through rumination in the classroom.

In addition, several things rarely happen when managing negative emotions using emotion regulation. Firstly, at the beginning of situation selection implementation, EFL teachers may bring negative emotions from around and beyond the madrasa during the teaching and learning process. So, to implement the lesson plans properly, the best strategy to overcome them is using an attentional deployment strategy, especially concentrating on the EFL teachers' activities in the classroom.

Secondly, in the situation modification implementation to overcome existing factors that trigger negative emotions in the classroom, EFL teachers can feel negative emotions from the selection failure of the situation. During situation modification, some EFL teachers vent to give a deterrent effect on students with misbehaviors (venting strategy), and some EFL teachers suppress it to keep the teaching-learning process normal for students (suppression strategy).

Fourthly, attentional deployment, especially concentration, is effective in holding negative emotions in the classroom or around and outside madrasa, which are reactivated as rumination. Lastly, reappraisal and acceptance are under the same umbrella, namely cognitive change. However, they block negative types of emotions in different ways. When in the classroom EFL teachers experience negative emotions that are influenced from outside the classroom, acceptance is easier to reduce negative emotions. The point is, that reappraisal also makes it easier to use acceptance strategy in any situation, including avoiding negative emotions that are reactivated in the classroom.

V. CONCLUSION AND SUGGESTIONS

This section presents the conclusion of the current research related to the type of negative emotions, the factors that trigger negative emotions, and the way of managing negative emotions using emotion regulation strategies. In addition, it offers suggestions for further research and discusses the practicality of negative emotion management using emotion regulation.

5.1 Conclusion

The emotional experiences of EFL teachers in MAN 1 Praya encompass four primary negative emotions: anger, sadness, surprise, and fear. Anger often arises from student misbehavior and external factors, creating discomfort and a negative emotional atmosphere. Sadness serves a reflective purpose but can lead to feelings of powerlessness when teachers perceive a lack of student engagement or face personal challenges. Unlike findings from previous research, this study found that EFL teachers did not report surprise in the classroom; instead, feelings of surprise were linked to negative circumstances outside the madrasa. Finally, fear is triggered by classroom dynamics and personal issues, motivating teachers to take proactive steps despite being a negative emotion. These findings highlight the complex emotional landscape EFL teachers navigate, suggesting a need for strategies to support their emotional well-being and professional effectiveness.

This study highlights that EFL teachers at MAN 1 Praya, Central Lombok, experience negative emotions triggered by various factors in three main environments: inside the classroom, around the madrasa, and outside the madrasa. Classroom-related triggers include student misbehavior, low participation, and lack of motivation. Additionally, factors such as negative student relationships, job satisfaction issues, workload challenges, poor working conditions, and strained staff interactions contribute to teachers' emotional struggles outside the classroom. External factors, including personal relationships, financial stress, and health issues, can also reactivate these emotions during teaching. The findings emphasize the complex interplay of internal and external influences on teachers' emotional well-

being, underscoring the need for supportive strategies to help EFL teachers manage these challenges effectively.

This research explores how EFL teachers at MAN 1 Praya manage negative emotions in the classroom, employing various emotion regulation strategies outlined by Gross (2014), including situation selection, situation modification, attentional deployment, cognitive change, and response modulation. EFL teachers utilize **situation selection** to create conducive learning environments, prioritizing teaching success over merely avoiding negative experiences. In **situation modification**, they actively address challenges, using techniques like reprimanding or engaging students through games to foster participation and motivation. The strategy of **attentional deployment** helps teachers focus on their teaching activities to mitigate the impact of pre-existing negative emotions, such as self-blame or rumination. **Through reappraisal and acceptance, cognitive change** enables teachers to reinterpret negative situations and accept those they cannot change, facilitating a more positive classroom atmosphere. Finally, in **response modulation**, teachers may vent their emotions to deter misbehavior or suppress feelings that could disrupt the learning process. This nuanced approach helps maintain a productive teaching environment.

Overall, the findings indicate that effective emotion regulation is crucial for EFL teachers to manage both professional and personal challenges, contributing to job satisfaction and classroom success. The study highlights the complex interplay between various emotion regulation strategies and the need for teachers to adapt their approaches based on specific classroom dynamics and external influences.

5.2 Suggestions

To achieve success in the teaching process in the classroom, EFL teachers at MAN 1 Praya and across Indonesia can manage negative emotions by planning engaging lessons, setting clear expectations, and addressing misbehavior promptly. Engaging students in interactive activities, practicing mindfulness, and focusing on positive behavior can help maintain a positive classroom environment. Reframing negative situations, accepting unchangeable circumstances, and finding appropriate

ways to express emotions are crucial. Additionally, teachers should manage their emotions in the classroom, at the madrasa, and outside by building support networks among colleagues, participating in professional development, maintaining a work-life balance, and seeking professional help if needed. This holistic approach will enhance resilience, well-being, and effectiveness in their teaching roles.

From this research, several suggestions can be made for future researchers regarding regulating or managing emotions in the context of teaching English as a Foreign Language (EFL). One avenue for future research could be to examine how EFL teachers manage negative moods through "emotion regulation". Alternatively, emotional labor can be highlighted to manage negative emotions for EFL teachers. In addition to mood, future researchers may wish to consider other specific topics, such as how EFL teachers manage their teaching mood in the classroom when they encounter financial, health, or family problems. Another avenue for future research could be to examine whether the intensity of emotions experienced by EFL teachers in the classroom affects their choice of emotional management steps. Finally, regarding methods, there is a need for further research using ethnography on managing EFL teachers' negative emotions or moods.
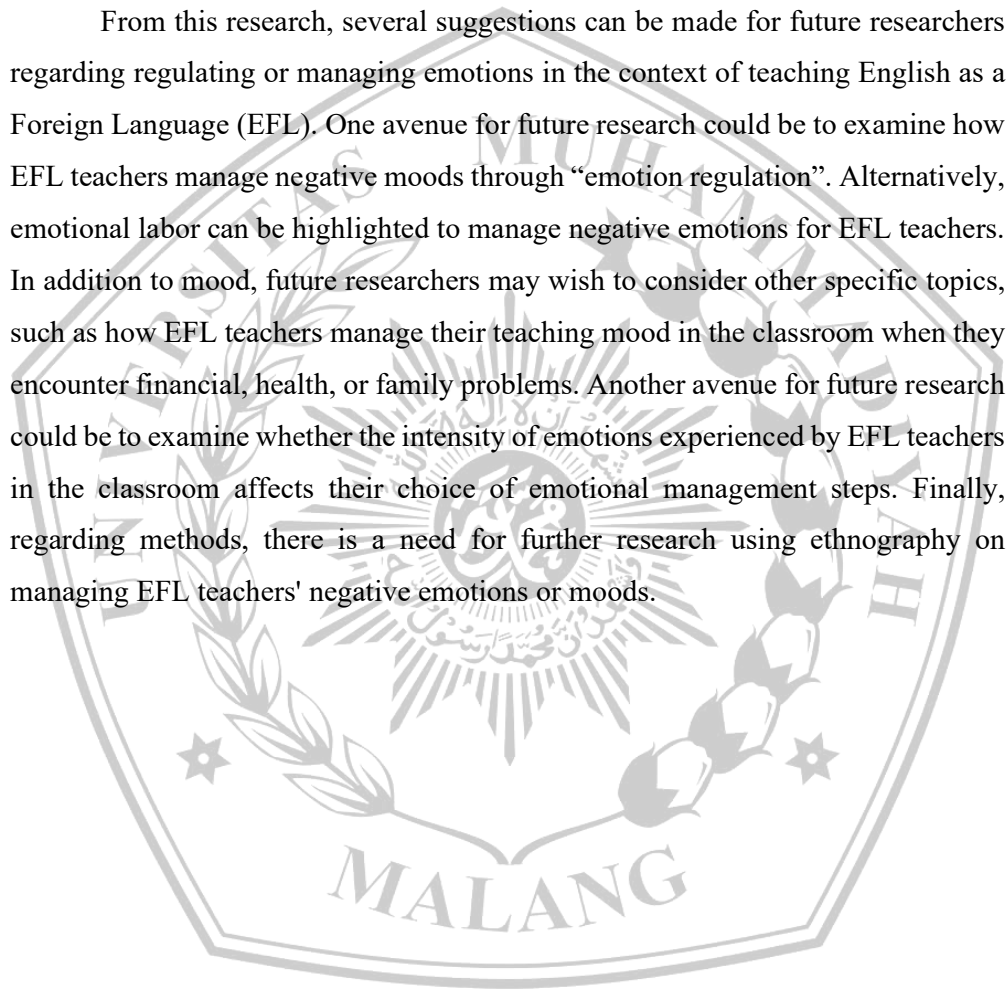
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APPENDICES

APPENDIX I

The Questionnaire Results of the type of Factors that Trigger the EFL teachers' Negative Emotional

Teacher initial : AA

Translator : Using document google translate

Editor : Muhamad Fahrudin Arbai

1. **Can you tell me about your experience, and what student behavior triggered your emotions?**

   The EFL teacher's explanation of a situation that creates negative emotions
   One or two students sometimes invite other students to talk.
   Students are sometimes noisy, and sometimes sleeping.
   Students sometimes do not pay attention to the teacher's instructions.

2. **Can you tell us about your experience, and what student participation triggered your emotions?**

   The EFL teacher's explanation of a situation that creates negative emotions
   Sometimes students are noisy in their study groups, paying attention to other things, such as conditions outside the classroom when studying and being interested in answering questions.

3. **Can you tell us about your experience, or anything related to student motivation that triggers your emotions?**

   The EFL teacher's explanation of a situation that creates negative emotions
   Few students rarely come in.
   Some don't like English at all There are also those who don't like me.

4. **Can you tell us about your experiences, anything related to teaching resources or books that triggered your emotions?**

   The EFL teacher's explanation of a situation that creates negative emotions
   There isn't any.

5. **Can you tell us about your experience, or anything related to professional training programs that triggers your emotions?**

   The EFL teacher's explanation of a situation that creates negative emotions
   There isn't any.

6. **Can you tell us about your experiences, anything related to relationships with students that triggers your emotions?**

   The EFL teacher's explanation of a situation that creates negative emotions
   There has never been a problem between me and the students.

7. **Can you tell us about your experience, or anything related to your work that triggers your emotions?**

   The EFL teacher's explanation of a situation that creates negative emotions
   Even though my house is close to Madrasa, I am sometimes late. there must be a bad feeling in your heart. annoyed with myself who still can't be proficient at operating a laptop.

55   8. **Can you tell us about your experience, anything related to the extra work that was**
56   **given, and what triggered your emotions?**
57

58   **The EFL teacher's explanation of a situation that creates negative emotions**
59   When having extra work that involved a laptop and so, I can't.
60

61   9. **Can you tell us about your experience, and what workplace conditions trigger your**
62   **emotions?**
63

64   **The EFL teacher's explanation of a situation that creates negative emotions**
65   When you enter class the desks are not neat.
66   Sometimes students who don't have teachers in the next class make noise.
67

68   10. **Can you tell us about your experience, and what conditions in the relationship**
69   **between teachers and other staff trigger your emotions?**
70   **The EFL teacher's explanation of a situation that creates negative emotions**
71   There isn't any.
72

73   11. **Can you tell us about your experience, when personal relationships (family, children,**
74   **friends, and neighbors) triggered your emotions?**
75

76   **The EFL teacher's explanation of a situation that creates negative emotions**
77   Sometimes people rarely contribute to the construction of mosques. In the family
78   environment, if children do not carry out their obligations. If the children don't obey my
79   orders, I can get angry too.
80

81   12. **Can you tell us about your experience, when financial problems triggered your**
82   **emotions?**
83

84   **The EFL teacher's explanation of a situation that creates negative emotions**
85   There was a shortage of funds when paying for children to enter medical school.
86   There was a shortage of funds for the events from the first to the ninth day of the birthday
87   of my late father.
88

89   13. **Can you tell me about your experience, when a health problem triggered your**
90   **emotions?**
91

92   **The EFL teacher's explanation of a situation that creates negative emotions**
93   There isn't any.
94

95

APPENDIX II

The Questionnaire Results of the type of Factors that Trigger the EFL teachers' Negative Emotional

Teacher initial : AF

Translator : Using document google translate

Editor : Muhamad Fahrudin Arbai

1. **Can you tell me about your experience, and what student behavior triggered your emotions?**

   The EFL teacher's explanation of a situation that creates negative emotions
   Noisy children in class
   Sometimes there are those who behave very impudently, are rude to friends, and even receive special treatment from the BP teacher

2. **Can you tell us about your experience, and what student participation triggered your emotions?**

   The EFL teacher's explanation of a situation that creates negative emotions
   Sometimes I make excuses for missing books and so on so as not to write material.

3. **Can you tell us about your experience, or anything related to student motivation that triggers your emotions?**

   The EFL teacher's explanation of a situation that creates negative emotions
   Lack of enthusiasm in class, only a few students don't seem serious about studying.

4. **Can you tell us about your experiences, anything related to teaching resources or books that triggered your emotions?**

   The EFL teacher's explanation of a situation that creates negative emotions Pretty good

5. **Can you tell us about your experience, or anything related to professional training programs that triggers your emotions?**

   The EFL teacher's explanation of a situation that creates negative emotions
   No problem

6. **Can you tell us about your experiences, anything related to relationships with students that triggers your emotions?**

   The EFL teacher's explanation of a situation that creates negative emotions
   Some students are often annoying, even complaining behind my back. Because actually they are afraid if they make a mistake I will find out. I'm usually extreme in responding.

7. **Can you tell us about your experience, or anything related to your work that triggers your emotions?**

   The EFL teacher's explanation of a situation that creates negative emotions
   Sometimes the results of the preparation of the KUMER module are not completed on time, that is also the problem with other friends.

8. **Can you tell us about your experience, anything related to the extra work that was given, and what triggered your emotions?**

   The EFL teacher's explanation of a situation that creates negative emotions
   Sometimes some teachers, because they are technologically clueless, because of age, and I take over their work too.

9. **Can you tell me about your experience, and what workplace conditions are the triggers your emotions?**

   The EFL teacher's explanation of a situation that creates negative emotions
   The place was dirty and untidy, and the teacher's desk wasn't clean enough to make me uncomfortable.

10. **Can you tell us about your experience, and what conditions in the relationship between teachers and other staff trigger your emotions?**

    The EFL teacher's explanation of a situation that creates negative emotions
    Not cooperative during meetings, some are late. Permission not to enter on the day of preparation of the summer module. Enough to make me a bit angry.

11. **Can you tell us about your experience, when personal relationships (family, children, friends, and neighbors) triggered your emotions?**

    The EFL teacher's explanation of a situation that creates negative emotions
    I get angry with my children when it's prayer time, but I still look relaxed. Slow when I ask for help or ask my wife and children to do something.

12. **Can you tell us about your experience, when financial problems triggered your emotions?**

    The EFL teacher's explanation of a situation that creates negative emotions
    In the past, there was a shortage of funds for my college students, when my job still had an uncertain income. After trying my best, my little brother actually wanted to stop studying in the middle. I forbid it, the point is we have to continue, even though sometimes there are a lot of difficulties, especially with my little brothers and sisters' monthly shopping.

13. **Can you tell me about your experience, when health problems were a trigger to your emotions?**

    The EFL teacher's explanation of a situation that creates negative emotions
    I saw that my father died because of smoking and diabetes. Lung and kidney complications. I was scared to see what would happen to me. So start changing your lifestyle and exercising regularly.

APPENDIX III

The Questionnaire Results of the type of Factors that Trigger the EFL teachers' Negative Emotional

Teacher initial : FZ

Translator   : Using document google translate

Editor   : Muhamad Fahrudin Arbai

1. **Can you tell me about your experience, and what student behavior triggered your emotions?**

   The EFL teacher's explanation of a situation that creates negative emotions
   The beginning of learning is often noisy.
   When the teacher explains chatting with friends
   I most often found complaints about the long duration of learning from one student

2. **Can you tell us about your experience, and what student participation triggered your emotions?**

   The EFL teacher's explanation of a situation that creates negative emotions
   Most of the time, when asked to practice speaking specifically, or answer reading questions on the board, students are embarrassed and insecure.

3. **Can you tell us about your experience, or anything related to student motivation that triggers your emotions?**

   The EFL teacher's explanation of a situation that creates negative emotions
   It is possible that some students have poor participation, due to lack of motivation to learn.

4. **Can you tell us about your experiences, anything related to teaching resources or books that triggered your emotions?**

   The EFL teacher's explanation of a situation that creates negative emotions
   There are no problems with, teaching materials resources. It can even be accessed online.

5. **Can you tell us about your experience, or anything related to professional training programs that triggers your emotions?**

    The EFL teacher's explanation of a situation that creates negative emotions
   There isn't any

6. **Can you tell us about your experiences, anything related to relationships with students that triggers your emotions?**

   The EFL teacher's explanation of a situation that creates negative emotions
   I have a good relationship with students

7. **Can you tell us about your experience, or anything related to your work that triggers your emotions?**

   The EFL teacher's explanation of a situation that creates negative emotions
   It has never been a trigger for negative emotions for me

8. **Can you tell us about your experience, anything related to the extra work that was given, and what triggered your emotions?**

   The EFL teacher's explanation of a situation that creates negative emotions

54	I'm the type who quickly gets bored doing something. If it's too much and too long. It's
55	quite draining.
56	
57	9. **Can you tell me about your experience, and what workplace conditions that trigger**
58	**your emotions?**
59	**The EFL teacher's explanation of a situation that creates negative emotions**
60	If it's summer, the classroom doesn't have AC, so I often move my class to a lab room that
61	has AC. Not focusing on teaching when the atmosphere is not conducive. Also, students do
62	not keep the classroom clean.
63	
64	10. **Can you tell us about your experience, and what conditions in the relationship**
65	**between teachers and other staff trigger your emotions?**
66	
67	**The EFL teacher's explanation of a situation that creates negative emotions**
68	Sometimes, annoyed with fellow teachers who can't control their words, some take policy
69	himself, did not fulfill his obligation to be present on time. It's enough to disturb my positive
70	emotional stability. It's just that I didn't reveal it because the person who has the authority
71	to handle teachers like this is the principal of the school.
72	
73	11. **Can you tell us about your experience, when personal relationships (family, children,**
74	**friends, and neighbors) triggered your emotions?**
75	
76	**The EFL teacher's explanation of a situation that creates negative emotions**
77	Surely there are people who can find problems like that in the family. Living in the Middle
78	of Society too. In the past, I was ridiculed for opening a workshop in the middle of the
79	village. 5 years ago, in fact, the business is still running smoothly to this day. even now I
80	have 2 mechanics working.
81	
82	12. **Can you tell us about your experience, when financial problems were a trigger to your**
83	**emotions?**
84	
85	**The EFL teacher's explanation of a situation that creates negative emotions**
86	There are no problems with finances. That's why I don't rely on a salary from the
87	government. I opened a repair shop as an additional source.
88	
89	13. **Can you tell me about your experience, when a health problem triggered your**
90	**emotions?**
91	
92	**The EFL teacher's explanation of a situation that creates negative emotions**
93	I was shocked and I thought about it for months because I was diagnosed with diabetes. So
94	my activities seem to be disrupted, reduce coffee with sugar, and reduce white rice.
95	Basically, there are lots of restrictions.
96	
97	

1 **APPENDIX IV**

2 **The Questionnaire Result of the type of the EFL teachers' negative emotional**

3 Teacher initial   : AA

4 Translator   : Using document google translate

5 Editor   : Muhamad Fahrudin Arbai

6

7 1. **What is your emotional reaction when you find students behaving badly?**

✓	✓						
Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions

8

9 **EFL teachers' explanation of the chronological of emotional experience**

10 The first thing I felt was sadness because learning is for their future but is not paid attention
11 to from now on. Maybe English won't be important when they graduate. Because this
12 happened in English subjects, it does not rule out the possibility that poor student attitudes
13 also occur in other subjects. If it repeats by itself, sometimes I also get angry if the same
14 mistake that has been made is repeated. Especially in the last hour, some students
15 deliberately slept, even provoking other friends to complain that the lasthour was quite
16 tiring for them.

17

18 2. **What is your emotional reaction when you find that student participation is**
19 **not good?**

	✓						
Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions

20

21 **EFL teachers' explanation of the chronological of emotional experience**

22 Of course, I am sad when student learning participation is low or even non-existent.
23 Moreover, they are sluggish when studying at the last hour. No interest. didn't even pay
24 attention. But not every student is like that. So, there is no reciprocity. Moreover, it is very
25 difficult for students to concentrate on the teacher's instructions.

26

27 3. **What is your emotional reaction when you find that student motivation is not**
28 **high enough?**

	✓					✓	
Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions

29

30 **EFL teachers' explanation of the chronological of emotional experience**

31 It might be sad to feel that, and also worried about the students in question. However, not
32 all students have low motivation. I had this experience two years ago. Not only in English
33 class but inall subjects. Although this student went to school, I think he's aloof and doesn't
34 pay much attention. After tracing it, this child only lives with his grandmother and
35 grandfather, no one controls him. Only after going to third grade, the student stopped.

36

37 4. **What is your emotional reaction when you find a lack of learning resources?**

38

							✓
Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions

39

EFL teachers' explanation of the chronological of emotional experience
During my time teaching at MAN 1 Praya, I never felt short of resources and teaching materials. In fact, I am happy because the facilities for books and libraries really facilitated the teachers and students here.

5. **What was your emotional reaction when you were not given the opportunity to be certified as a professional teacher?**

Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions
		✓				✓	

EFL teachers' explanation of the chronological of emotional experience
Of course, I will be surprised and disappointed if that happens. Because I am a teacher who pays attention to everything which is my obligation as a teacher. But in fact, I have had a certificate for a long time Professional teacher and there weren't problems. I attended training long before entering MAN 1 Praya.

6. **What is your emotional reaction when you find that the relationship (between teacher andstudent) is not good?**

Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions
							✓

EFL teachers' explanation of the chronological of emotional experience
While teaching, my relationship with my students was never bad. Even if you get angry or deliberately look angry. they nevermade their and my relationship bad. Interactions in class and outside of class are normal.

7.What is your emotional reaction when you find your work less than perfect?

Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions
						✓	

EFL teachers' explanation of the chronological of emotional experience
What is clear is that poor work results certainly make me feel or feel like something is missing, like disappointment with myself. I don't know how to describe it. If it's striped, it's not sad either. not gloomy either. Maybe I am feeling disappointed because my task was not carriedout. Even though it is the duty of a professional teacher.

8. **What is your emotional reaction when you find yourself having a lot of work?**

Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions
						✓	

EFL teachers' explanation of the chronological of emotional experience
The body may be tired. Then when I get bored with repetitive work. But, not as busy as office people. The only problem is I'm not good at laptops. So ask for help fromfriends who can.

9. **What is your reaction when you find that the conditions in your teaching place are not good?**

Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions
						✓	

EFL teachers' explanation of the chronological of emotional experience
Never encountered a bad learning environment. It's just quite tiring if you have to do it at the last hour. Because it feels hot in class when it starts to approach 11 to 14 o'clock. Concerned about the students whohave to study English at the last hour. Just that.

10. **What is your reaction when you discover a bad relationship with a colleague?**

Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions
						✓	

EFL teachers' explanation of the chronological of emotional experience
Never had any problems with colleagues. We need each other and help each other.

10. **What is your emotional reaction when you have problems in your family?**

Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions
✓	✓	✓	✓				

EFL teachers' explanation of the chronological of emotional experience
There are times I feel sad. There were also times when I was angry. Depends on the situation. Shocked, scared and I think some things don't need to be paid attention to. It depends on the situation, sorry I can't tell you. But I'll give you a little idea. Angry when there are things that should be done but instead they are left alone. It's sad when there is a death in the family, or seeing another family in debt problems, and so on. Regarding my children. I am also afraid that their education or motivation to learn to face the future can no longer be encouraged. Moreover, they are in a bad friend zone.

11. **What is your emotional reaction when you find out you have a long-term illness?**

Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions
		✓	✓				

EFL teachers' explanation of the chronological of emotional experience
Of course as a human. Not perfect. I just imagine that it's scary. Maybe if the disease came suddenly I would not have been ready and would have been surprised. But if the disease is not serious, thank God there is nothing to worry about. What is clear is that I am in good health at the moment.

12. **What is your reaction when you find yourself in a state of financial shortage or having financial problems?**

Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions
					✓		

111
112 **EFL teachers' explanation of the chronological of emotional experience**
113 Even though you've been in trouble. I don't want to be influenced or let this make me
114 mentally down, sad or sad. There are many ways I can take to cover my shortcomings.
115 Not because I'm rich. I have 4 children,one of whom is studying medicine in
116 Makassar. Of course, it requires a lot of funds. I got around this by farming in the rice
117 fields, and planting tobacco on what land I had.
118
119

2 **The Questionnaire Result of the type of the EFL teachers' negative emotional**

3 Teacher initial   : AF

4 Translator   : Using document google translate

5 Editor   : Muhamad Fahrudin Arbai

6

7 1. **What is your emotional reaction when you find students behaving badly?**

Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions
✓						✓	

8

9 **EFL teachers' explanation of the chronological of emotional experience**

10 Of course, anger is a normal emotional response, but in short duration and low intensity. If
11 the student has gone through the warning process and even the BP teacher has not been
12 able to handle it. I often give physical punishment. However, I have never involved angry
13 emotions in my actions. What often arises immediately is irritation with students' bad
14 behavior. Even if it's only one or two people in the class. That's quite annoying.

15

16 2. **What is your emotional reaction when you find that student participation is**
17 **not good?**

Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions
			✓			✓	

18

19 **EFL teachers' explanation of the chronological of emotional experience**

20 Lack of student participation means that teachers are required to have alternative ways to
21 motivate them to focus. From this thought, the fear is that students will quickly get bored
22 and lose concentration. If my fears come true, I am concerned about my performance. This
23 shows that my method should be evaluated.

24

25 3. **What is your emotional reaction when you find that student motivation is not**
26 **high enough?**

Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions
✓	✓					✓	

27

28 **EFL teachers' explanation of the chronological of emotional experience**

29 Students sometimes deliberately do not show positive ethics when studying. There are only
30 a few whose characters are difficult to control. When asked to write, he didn't write because
31 he had left the pen behind. Other incidents include intentionally or not doing homework.
32 When they do it by deliberately not wanting to learn, I feel those angry emotions. If that
33 happens repeatedly, after several warnings from me and the PB teacher and homeroom
34 teacher. I was also annoyed and lazy to guide and teach him. He should leave class, and not
35 join my class and disturb other friends.

36

37 4. **What is your emotional reaction when you find a lack of learning resources?**

Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions
							✓

38

39   **EFL teachers' explanation of the chronological of emotional experience**
40   Sufficient learning resources and materials

41

42   5.   **What was your emotional reaction when you were not given the opportunity to**
43   **be certified as a professional teacher?**

Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions
							✓

44

45   **EFL teachers' explanation of the chronological of emotional experience**
46   Of course, I feel sad, but in reality, becoming a professional teacher now has standard
47   regulations and guidelines. If the required conditions are complete. The teacher will be
48   given the opportunity. If the teacher doesn't meet the requirements, then the teacher should
49   wait until the notification in the Sympathia provides eligibility.

50

51   6.   **What is your emotional reaction when you find that the relationship (between**
52   **teacher andstudent) is not good?**

Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions
					✓		

53

54   **EFL teachers' explanation of the chronological of emotional experience**
55   I am an outspoken teacher. I sometimes provide a little shock therapy for students. So,
56   when I punished students, they felt reluctant and chose to stay away even if they met outside
57   the classroom or in the canteen. I'm sure some of them are annoyed, angry, and afraid. But
58   for me it's a normal thing, later if they understand at a certain age stage, they will understand
59   that they were wrong because they violated madrasa rules and deserve punishment.

60

61   7.What is your emotional reaction when you find your work less than perfect?

Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions
					✓		

62

63   **EFL teachers' explanation of the chronological of emotional experience**
64   Humans make mistakes and forget. I was often reprimanded by the school principal because
65   sometimes the teachers' preparation of the KUMER module was completed late/not
66   according to the deadline. As a coordinator, I coordinate the work of other fellow teachers
67   as well.

68

69   8.   **What is your emotional reaction when you find yourself having a lot of work?**

Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions
						✓	

70

71   **EFL teachers' explanation of the chronological of emotional experience**
72   Sometimes I'm tired, lazy, and dizzy just thinking about it. Several things collided and left
73   little time. For example, when work from school piles up and there are lots of family events
74   or youth programs in the village. Difficult to divide times.

75

76   9.   **What is your reaction when you find that the conditions in your teaching place are**
77   **not good?**

Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions
						✓	

EFL teachers' explanation of the chronological of emotional experience

There were several times when I felt annoyed because the classroom conditions were not conducive to the waste and the students.The first is to enter after leaving to play, the second is to enter after midday prayers. Sometimes there is a lot of rubbish in class.

10. **What is your reaction when you discover a bad relationship with a colleague?**

Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions
						✓	

EFL teachers' explanation of the chronological of emotional experience

Never had a bad relationship. However, when it comes to cooperation in solving several problems learning Media. Some teachers often delay and make me grumble inside and irritated. But it's also notgood if I express or show my feelings.

11. **What is your emotional reaction when you have problems in your family?**

Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions
✓	✓		✓				

EFL teachers' explanation of the chronological of emotional experience

Angry if there are things that need to be done but are postponed, such as when delaying prayer, children are slow to obey orders. I was deeply sad when I used to pay for my little ones at school with whatever money I could. It's also sad when I still haven't given enough to my family, for example, the children the same time each ask for a motorbike. Afraid that if I don't fulfill their requests, they will become sulky and disappointed.

12. **What is your emotional reaction when you find out you have a long-term illness?**

Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions
		✓	✓				

EFL teachers' explanation of the chronological of emotional experience

Just imagining it makes me shocked and scared!!!

13. **What is your reaction when you find yourself in a state of financial shortage or having financial problems?**

Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions
	✓						

EFL teachers' explanation of the chronological of emotional experience

I experienced financial shortages after the death of my father/mamiq. I have to pay for my younger siblings' school and college fees. At that time, I was still on the honor roll and my finances were uncertain.

APPENDIX VI

The Questionnaire Result of the type of the EFL teachers' negative emotional

3 Teacher initial : FZ

4 Translator   : Using document google translate

5 Editor   : Muhamad Fahrudin Arbai

6

7   **1. What is your emotional reaction when you find students behaving badly?**

Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions
✓						✓	

8

9   **EFL teachers' explanation of the chronological of emotional experience**

10 Students in class this often shout and make a fuss when they are absent, do not pay attention
11 to instructions when studying or discussing, make noise, and chat with their friends.
12 Although not all students, is quite annoying to me. Makes me annoyed and even angry.
13 Some students often complained in the middle of the lesson, complaining about how
14 difficult English was. But he did not allow himself to be serious about studying.

15

16   **2. What is your emotional reaction when you find that student participation is**
17   **not good?**

Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions
✓	✓					✓	

18
19   **EFL teachers' explanation of the chronological of emotional experience**
20

21 It's become a habit in my class. Students who behave less well are more likely to participate
22 less in studying alone, let alone in groups. Sometimes it becomes a burden in the group. In
23 this case, perhaps irritation and anger are a description of my feelings regarding this
24 condition.
25 However, there are conditions when the cause is sometimes the student's character is shy.
26 In developing speaking skills, for example, they will participate less. In this case, sadness
27 might be a reflection of my feelings, because if it continues like that, it will be difficult for
28 this shy child due to lack of practice. However, there are also shy children who can, but
29 when asked to practice, for example, they don't want to. Even though it is good for other
30 friends to emulate. This sometimes disappoints me.

31

32   **3. What is your emotional reaction when you find that student motivation is not**
33   **high enough?**

Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions
						✓	

34
35   **EFL teachers' explanation of the chronological of emotional experience**
36 Motivation is the urge to learn. If that doesn't exist, it will be difficult for students to
37 understand, participate, do assignments, and so on. In fact, it would be a worry for me if
38 I found something like this inclass. Students may not pay attention and their intake may
39 not be optimal due to lack of motivation.
40
41   4. **What is your emotional reaction when you find a lack of learning resources?**

							✓

Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions

EFL teachers' explanation of the chronological of emotional experience
"The teacher did not leave any explanation"

5. **What was your emotional reaction when you were not given the opportunity to be certified as a professional teacher?**

	✓						✓
Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions

EFL teachers' explanation of the chronological of emotional experience
"The teacher did not leave any explanation"

6. **What is your emotional reaction when you find that the relationship (between teacher andstudent) is not good?**

							✓
Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions

EFL teachers' explanation of the chronological of emotional experience
Never, since becoming a teacher have I had a less good relationship with a student.

7.**What is your emotional reaction when you find your work less than perfect?**

							✓
Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions

EFL teachers' explanation of the chronological of emotional experience
"The teacher did not leave any explanation"

8. **What is your emotional reaction when you find yourself having a lot of work?**

			✓			✓	
Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions

EFL teachers' explanation of the chronological of emotional experience
Before accreditation, of course, there is a lot that needs to be addressed. Thankfully, maybe mentally there isn't. My head often gets dizzy from sitting in front of the laptop for a long time. Then, the fear is that you will get bored quickly when you haven't finished your work.

9. **What is your reaction when you find that the conditions in your teaching place are not good?**

✓						✓	
Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions

EFL teachers' explanation of the chronological of emotional experience
If the classroom is dirty and the desks are not symmetrical. I often feel uncomfortable.
Sometimes I scold the students for not cleaning their trash, especially during the time
of studying after going out to play.

10. **What is your reaction when you discover a bad relationship with a colleague?**

Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions
✓		✓					

EFL teachers' explanation of the chronological of emotional experience

During my time as a teacher at MAN 1 I never deliberately looked for problems among
other teachers. If there is a possibility that my emotion is surprised, how come there are
teachers who have conflicts or something like that that triggers bad relations between
teachers, especially with me. However, there was a small thing yesterday regarding the
sports teacher who invited 3 OSIM members to help with practice.
In fact, 3 OSIM members were from other classes and there were actually teachers who
were going to join their class, but at that time their teacher had not yet entered the class.
Teachers who teach in OSIM classes certainly object because they are supposed to have to
learn. At that time, I, who was not related to this matter, felt a little angry at the one-sided
decision of the sports teacher

11. **What is your emotional reaction when you have problems in your family?**

Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions
✓	✓	✓	✓			✓	

EFL teachers' explanation of the chronological of emotional experience
Regarding the story or chronology, maybe I will keep it a secret. What is clear is that the
twists and turns in the family and the problems have made my emotions angry, sad,
shocked, and afraid and even caused depression ifthe source of the problem was not
resolved.

12. **What is your emotional reaction when you find out you have a long-term illness?**

Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions
	✓					✓	

EFL teachers' explanation of the chronological of emotional experience
Of course sad was probably the emotion I felt at that time. I have blood diabetes. When I
first knew about this disease, I felt sad because my activities might not be as extensive as
when I was healthy. Even if I think about it, I feel overly anxious.

13. **What is your reaction when you find yourself in a state of financial shortage or
having financial problems?**

		✓					

Angry	Sadness	Surprised	Afraid	Disgust	Contempt	Other emotions	Never had emotions

EFL teachers' explanation of the chronological of emotional experience

Thank God I have never had negative emotions due to lack of finances. Even though I have 5 children with an average distance of 3 years. Had the opportunity to pay for 3 children to receive health care at the same time. However, I don't think there has been a financial shortage for their costs and others. It's just that, as the head of a family, just imagining financial shortages is enough to make me feel scared and worried. what will it look like in the future if it is not sufficient. So, to anticipate this, I opened a workshop in front of my house as additional income.
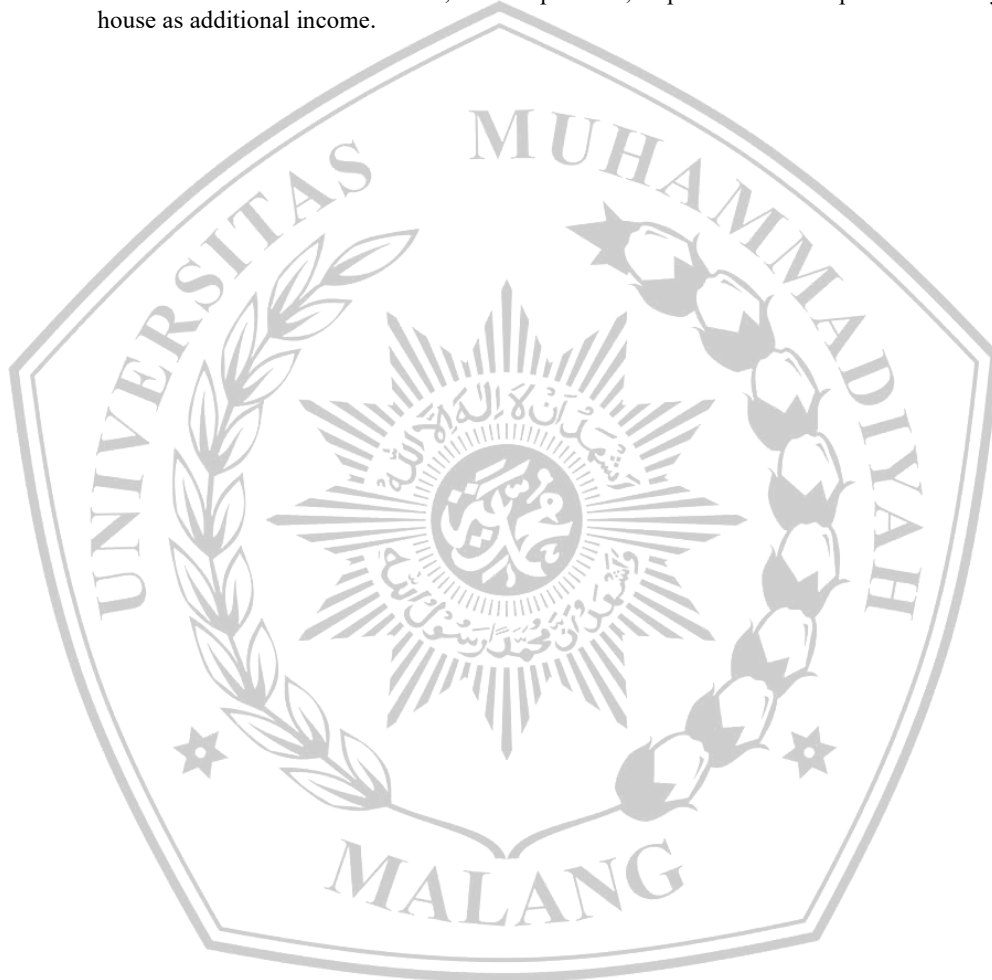
APPENDIX VII (TRANSLATED INTERVIEW I)
2   **English Translated Interview**

3

4   **Interviewee   : Mr. AA**
5   **interviewer   : Rudi**
6   **Date of interview   : 13th March 2024**
7   **The way of interview: Phone call**
8   **Abrev   : T = teacher R = researcher**
9

10   R   : Can you explain when you planned to let something happen, a situation that could
11   potentially trigger negative emotions in your teaching process?

12   T   : As I taught, it seems I never intentionally let bad situations happen in the classroom.

13   R   : Have you ever chosen to plan and organize positive situations in your teaching process?

14   T   : Of course, in teaching, there's always planning.

15   R   : What kind of planning, sir?

16   T   : The learning plan was in the RPP, it was made before entering the classroom to ensure
17   continuous learning in the process.

18   R   : What is planned there, sir?

19   T   : Generally, it includes the topics to be taught, teaching methods to be applied, duration,
20   and what achievements students might gain.

21   R   : Were there any challenges in implementation?

22   T   : There were no challenges in implementation, but if I was late to class, I would try to
23   reduce non-essential activities to ensure the day's material or goals were met. This way, the
24   start of the next day's material wouldn't be delayed.

25   R   : Could you give an example when you tried to resolve a bad situation before your emotions
26   arose in the teaching process? Such as student behavior, low motivation, low participation,
27   and others.

28   T: Most often, it was students misbehaving towards their peers and sometimes talking while I
29   was explaining. Warning them to focus on learning was my approach to prevent them from
30   repeating it. Regarding students' participation and motivation, it seemed unavoidable; it
31   appeared to be their nature.

32   R: What steps did you take to try to recover, for example?

33   T: For me, it was somewhat challenging, especially with student participation. If students were
34   shy or lazy, no matter how they were motivated, they remained the same.

35   R: Did you ever seek help from others when facing negative situations in the teaching process?

36   T: In the classroom, I never did. However, for students who rarely attended, I reported to the
37   BP teacher and visited the student together.

38   R   : How did you divert your attention from negative situations to avoid negative emotions?

39   T   : It seemed impossible. I directly warned naughty students. There might have been anger,
40   but I held it back. Even if students had been warned not to disturb, they still... sometimes I

41		restrained my frustration; I simply warned them. Because I believed displaying anger didn't
42		really prevent them from repeating it. I understood their psychology was still developing.
43		So, I guided them slowly, giving warnings.

| 44 | R | : When facing negative situations in class, did you ever try to concentrate on something |
| 45 | | specific? |

46	T	: Like before, this was specifically for children's behavior. I always tried to prevent them
47		from losing focus on learning, even though sometimes they argued again or talked with
48		their friends.

49	R	: Did you ever have, or were you in a happy state, and then encountered a negative situation
50		in class, but you had no issue with the situation that might have caused negative emotions
51		for you?

| 52 | T | : It seems like it never happened... |

53	R	: Could you explain an experience when you tried to see a negative situation from a
54		different perspective so that emotions didn't arise? From a classroom situation, of course.
55		Like students misbehaving in class...

56	T	: yes, like earlier. I might have gotten angry at their behavior, but it didn't end there. It was
57		bound to happen again... so, I also thought they were still in their psychological
58		development... someday they would realize what they were doing, like rarely attending
59		class or not paying attention to lessons. They would realize it was wrong.

60		As for the students' personal problems, we didn't know. I once got upset with a student who
61		rarely attended. So, I and the guidance counselor did a home visit. It turned out, that the
62		student lived with their grandparents. Both parents were absent. My heart ached to see their
63		turbulent life. They were economically disadvantaged. So yeah, it was pitiful after knowing
64		the student's situation like that.

| 65 | R | : In my questionnaire, I read that you were sad when your parents passed away. How did |
| 66 | | you manage that sadness while teaching? |

67	T	: Oh yes, back then, I only went to the madrasah for two days. The rest of the time, I was
68		at home handling arrangements until the ninth day. Clearly, death is part of human destiny.
69		So we accepted that situation. If not, there would have been heavy denial in the heart. So,
70		to lighten the burden of thoughts and feelings, it had to be accepted.

71	R	: Have you ever tried to suppress your emotions when feeling negative emotions? Can you
72		describe how that happened? Perhaps due to situations around the school or at home, family
73		issues.

74	T	: Perhaps I, as a typical teacher, indeed have to restrain my emotions, like anger, which
75		often happens in class. I hold back so that the children are not afraid; my approach is more
76		to ensure they do not fear me. There's a teacher here who is feared by students because they
77		often get angry. However, if the problem is significant, like when my father passed away
78		before, I was really downcoming to the madrasah, preoccupied. In class, I only handed out
79		assignments to the students. If an assessor came, no lesson plan activities were carried out
80		that day.

| 81 | R | : Besides that, which emotions are difficult for you to endure in class, to the point where |
| 82 | | you display behavior or words that show your emotions? |

| 83 | T | : It seems that I have never done that in class. I prefer to just hold it in. |

English Translated Interview

Interviewee   **: Mr. AF**
Interviewer   **: Rudi**
Date of interview   **: 28th March 2024**
The way of interview   **: Phone call**
Abrev   **: R = Researcher**
                          T = Teacher

R : Could you explain when you planned to let that happen, a bad situation that could potentially trigger negative emotions in your teaching and learning process?

T : Never... in my experience, I always prevented anything that disturbed the class.

R : Did you ever choose to plan and create a good situation in your teaching and learning process?

T : Before I entered the classroom, I certainly read what the achievements of that day, everything was planned. The material... everything was laid out in the Lesson Plan (RPP)...

R : Could you give an example when you tried to resolve a bad situation before your emotions surfaced in the teaching and learning process? Like student behavior, low motivation, low participation, and others.

T : I warned, prevented them from being noisy usually, arriving late, not listening to warnings, not paying attention to the teacher's explanations... I had prevented all of that when entering the classroom earlier... until they moved up a grade, they respected me...

R : How did you do that?

T : I was known by the students as a typical strict teacher. I made these students feel like they had shock therapy so that in the future they would be easier to manage... If there was noise, I got as angry as I could in class. But that was acting... throwing the eraser against the wall... even if it was too outrageous, I would ask them to leave... like talking when the teacher explained or during group discussions... there were also students who often didn't attend, in my class I asked them to leave... and they didn't get a score in my class... seriously, I said that to the kids in class. The effect, until now they obeyed me in the subject I taught, and I didn't need to manage much.

R : Did you ever seek help from others when facing negative situations in the teaching and learning process?

T : In... solving problems with students in my class, especially in the subject I taught... I hadn't yet... except for students who had been absent for too long, I reported them to the BP teacher to follow up with a home visit.

R : How did you divert your attention from negative situations to avoid negative emotions?

T : Never distracted from problems in the classroom... none, all the students were obedient... participation was also good, on average they were active too...

R : What about your problems from the madrasah environment, you mentioned in the questionnaire that you were annoyed with some teachers who rarely came when the issue

| 43 | | was resolved... how did you deal with emotions like that when brought into the classroom, |
44		sir?
45	T	: That's... not related to the students... that was an emotion at different times... so I didn't
46		pay attention to it in other activities.
47	R	: So, sir, if the activity was different, rarely did you follow the emotions that arose from the
48		previous activities?
49	T	: Immediately gone, not unless it had been for days... just forget... when in class it was
50		important...
51	R	: In the questionnaire, you used to have trouble financing your brothers' and sisters'
52		education and wanted to quit in the middle of the semester, how did you cover it, sir?
53	T	: Yes, it was difficult back then, while the economy was tough, while I was still an honorary
54		teacher at MAN 1 also, I taught only 2 classes, just one day coming... other days,,, more
55		for money outside the madrasah,,,
56	R	: In the classroom, sir, did you not bring that sadness in teaching?
57	T	: If the problem was very heavy,,, I remembered negative emotions from difficult situations
58		that I brought into class when teaching, this financial problem, we are human,,, until the
59		mood for teaching was sometimes not good,, I almost stopped,,, but I saw ahead for old age
60		above 50, we could still produce even if it wasn't much,,, so I set it firmly to keep teaching,,,
61		looking for money to pay for my siblings' college from other jobs.
62	R	: When facing negative situations in class, did you ever try to focus on teaching?
63	T	: Couldn't, I immediately responded if there was a negative situation that was disturbing.
64	R	: Could you explain an experience when you tried to see a situation that caused negative
65		emotions from a different perspective? So, the emotions didn't arise. From the situation in
66		the classroom of course. In terms of motivation, participation and even bad student
67		behavior in class.
68	T	: If they behaved badly in class, I didn't tolerate it. Other students would follow if not set.
69		Then the issue of participation,, although sometimes sad,,, but we couldn't force it,,,
70		sometimes there might be students who were a bit uninterested in English, maybe they
71		didn't understand,,, couldn't be forced,,, that's why I, as a language teacher at MAN 1, most
72		often used ice-breaking in the middle of teaching. so that they were at least happy while
73		studying. I was surprised and vicious inside or outside the classroom,,, so to eliminate it
74		while they were learning,,, I often made games, games and guesses in class.
75	R	: When holding a game, sir, didn't you include it in the RPP plan,,, to plan?
76	T	: No, but we still designed it before entering,,, I also saw the students' situation in class,, if
77		they started to complain and get bored,,, only then did I take out the game, whether it was
78		magic or various kinds,,, but I still prepared it beforehand before entering.
79	R	: Have you ever accepted a situation or negative emotions that you couldn't change? Could
80		you tell how that could happen? From outside the classroom,,, such as family and financial
81		problems,,,
82	T	: Yes, of course, we had to accept,,, such situations so as not to disturb daily activities,,,
83		had to be accepted,,,,,,
84	R	: Ever to the classroom, sir, didn't your thoughts or emotions come?

85	T	: Actually, accepting the situation of deficiency so that my teaching was normal and
86		smooth... meant, holding what came from outside the class, the focus on teaching was
87		important,,,

88	R	: Have you ever tried to suppress your emotional expression when feeling negative
89		emotions? Could you tell how that could happen? Maybe because of the situation around
90		the school or at home, family problems.

91

| 92 | T | : If the problem came from students or things in the class,,, there was no need for me to |
| 93 | | hide,,, if there was anything that made me angry,,, I got angry,,, |

94		Except for problems from outside,,, that was not necessary to show to children,, there were
95		also teachers who had problems outside,,, then later met with the difficulty of children who
96		couldn't be set,,, even more confused,,,

| 97 | R | : Could you give an example of how you vented or expressed your emotions directly? |

| 98 | T | : Yes, when angry ,,, couldn't hold back... in front of students. if it happened outside the |
| 99 | | classroom, for example to peers and others. of course, I restrained it. |

| 100 | R | : What about sadness, sir,,, |

| 101 | T | : If in front of students yes, couldn't show sadness,,, whether there was a problem from the |
| 102 | | outside or others,,, |

| 103 | R | : Surprise for example or afraid,,, |

104	T	: I was not afraid never,,, if surprised I didn't remember because we ourselves didn't
105		understand it. But, it seemed that if the problem came from outside the class,,, was it
106		possible that the shock was brought into the class?
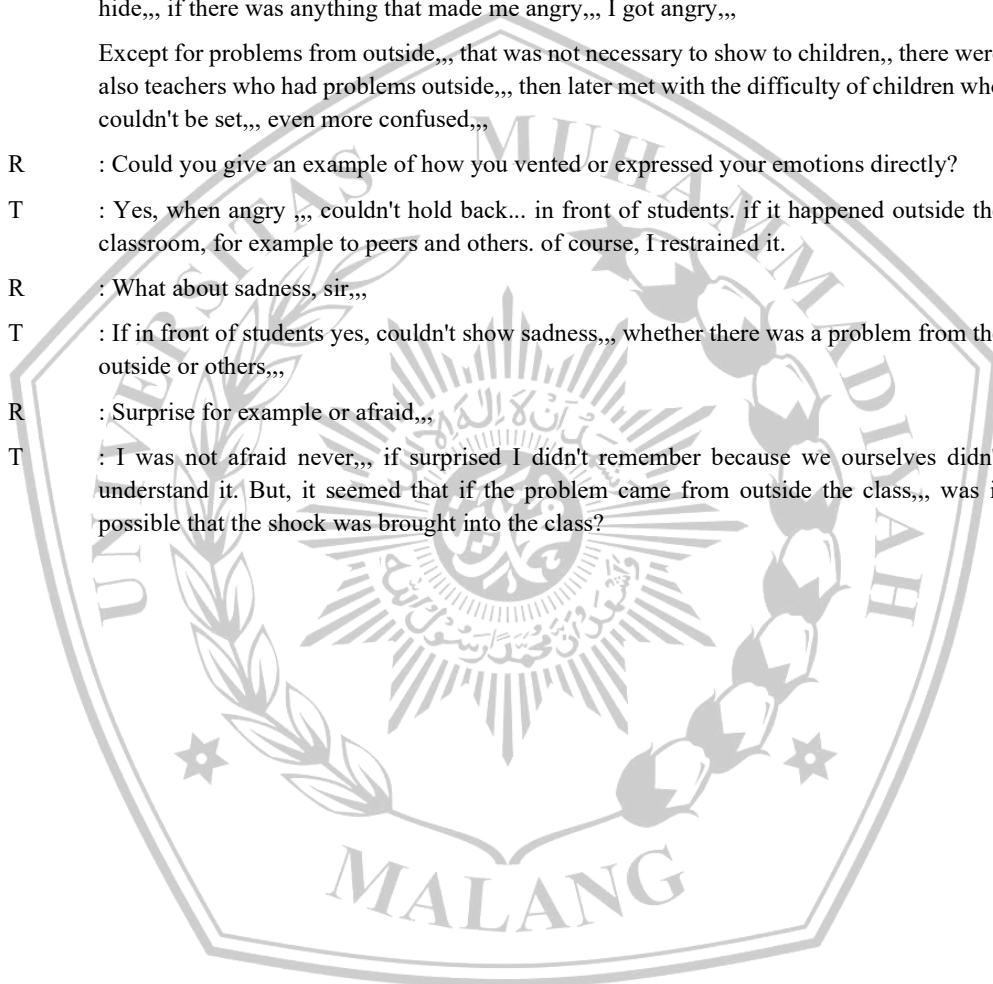
APPENDIX IX (TRANSLATED INTERVIEW III)

2 **English Translated Interview**

3

4 **Interviewee   : Mr. FZ**
5 **interviewer   : Rudi**
6 **Date of interview   : 29ⁿᵈ Feb 2024**
7 **The way of interview : Phone call**
8 **Abrev   : T = teacher   R = researcher**
9

10 R   : Can you describe when you choose let go, the situation that potentially trigger the negative
11   emotion happen in your teaching and learning?

12 T   : It seemed that I never did it,,,

13 R   : Have you ever chosen to plan and create a good situation in your teaching learning
14   process?

15 T   : Yes I have to, it's already in the lesson plan. But sometimes,,, not everything is
16   implemented, the steps. However, you have to plan what you will do before entering class.
17   The plan in the RPP could change to in the class. That's how I did it, I did not know about
18   the other teachers. Maybe they did exactly the plan in RPP.

19 R   : Can you provide an example of when you tried to solve bad situation before your emotion
20   react in the teaching learning process?

21 T   : Well, this happened often, in classes with stubborn students. I often found that instructions
22   were not listened to. When the teacher was explaining, the students didn't even pay
23   attention. Some students chatted, and I often immediately reprimanded them. I even
24   pinched their ears.

25 R   : What about students whose participation is lacking, or whose motivation to learn is
26   lacking?

27 T   : It was difficult. Usually, these naughty students had less participation, but not all of them.
28   One to four students in the class were just the highlight. There were also others who, when
29   asked to go ahead to do tasks, found it difficult. When they talked a lot, I moved their seats.

30 R   : Have you ever sought help from others when dealing with negative situation the teaching
31   learning process? Like teacher BP to prospect the students.

32 T   : Yes, there was a time when the students went too far, and not just with one teacher.
33   Sometimes he often didn't maintain his manners... during discussions, it caused chaos.
34   Many students in my class complained. I reported it to the counseling teacher because it
35   wasn't just in my class that he was acting rude."

36 R   : How do you distract yourself from negative emotions?

37 T   : It seems that I never do that, I immediately warn the students... if I need to show angry,
38   it's okay. For those who are less participate, I gave motivation, it's just a bit difficult to
39   change that character. There are those who are shy even though they are able.

40 R   : What about your problems which are from outside the class or outside madrasa, sir? How
41   do you deal with the emotions that will arise, are you distracted or concentrate on what you

| 42 | | are teaching. You were sad and had some emotions caused by problems in the family, but |
43		you didn't tell specifically.
44	T	: Yes, I didn't want to mix feelings with work. Teaching is teaching. If there were family
45		problems, yes, I thought about them at the madrasah... but after teaching for a few dozen
46		minutes, sometimes the problems were forgotten...
47	R	: Yes, yes,,, like when you found out you had diabetes..
48	T	: Yes, only after leaving class, I remembered again. Only after a few days, there was a
49		feeling that it wasn't like the first day. Every day it decreased. Even now, what is termed as
50		'legowo,' accepting the situation, enjoying the challenge.
51	R	: When dealing with negative emotions, have you ever tried to concentrate on something
52		specific?
53	T	: If the problem was from the environment outside the classroom or madrasah, my focus
54		was on what I was teaching the students. Focusing on teaching, I personally preferred not
55		to go to class if I wasn't focused. Entering class without focus while the students were
56		already difficult to manage added to my headache. It was different with earlier generations,
57		like something had eroded in today's students. If I didn't focus and forgot about problems
58		from the outside, I believed teaching wouldn't be optimal.
59	R	: Can you describe an experience where you tried to view a situation that caused negative
60		emotions from a different perspective? In the classroom?
61	T	: I never did that,,, if the situations from the students' bad behavior, if they couldn't be
62		warned, I could be angry soon.
63	R	: How about sad emotion, in the questionnaire, you had ticked the sadness column, it
64		happened when your students' participation was low?
65	T	: Yeah, about it... it was impossible to show this emotion to students. I was thinking about
66		the students who did not want to practice speaking... indeed, it was important for them after
67		graduating. In Lombok, there were a lot of jobs in the tourism area.
68	R	: is the sadness emotion coming in to your feeling in the classroom or outside classroom?
69	T	: Both, every time I see or remember that there were some students in my class,,, who
70		underestimating the English lesson, , ,
71	R	: Have you ever accepted situations or negative emotions that you cannot change in the
72		classroom, madrasah or outside madrasah? Can you tell me how did it happen?
73	T	: I had faced many heavy situations that were difficult to let go of. In fact, they also triggered
74		my sadness. Honestly, if I hadn't accepted the bad things that happened or the emotions
75		they aroused, I wouldn't have been able to focus on my daily activities, including teaching.
76		Regarding the situations around the madrasah, I didn't take them too deeply to heart. It was
77		okay; they caused some brief anger or sadness, but they weren't the most important things.
78		As for the students' situations, it was okay too. Most of the time, I took direct action on
79		students' bad behavior, although sometimes it brought about anger or emotional arousal.
80		Furthermore, I tried to encourage their participation, even though some of them couldn't
81		participate. Well, I did what I could.
82	R	: Have you ever tried to suppress your emotional expressions when feeling negative
83		emotions? Can you tell me how did it happen in the classroom?

84 85 86 87 88	T	: In the context of anger, I found it hard to hold it inside the classroom. Perhaps you witnessed it during your observations. If there was sadness caused by my family circle, I could hide it from students, but I admit that my teaching wasn't optimal. Sometimes, in the middle of teaching, a fleeting thought crossed my mind, but I tried to hide the emotion and focus on teaching. It was really hard.
89	R	: How about anger from outside the class,, like maybe caused by other teachers,,,
90 91	T	: Holding onto anger for long periods never happened to me. If a situation passed a few hours, I could forget it. However, sadness was harder to avoid.
92	R	: Can you share an example where you vented or expressed your emotions directly?
93 94 95	T	: When the students were late, did not pay attention to the instructions, or were especially noisy, I usually got angry. I might have pinched them, I might have shouted at them... but once they became neat and orderly again, I forgot about being angry.
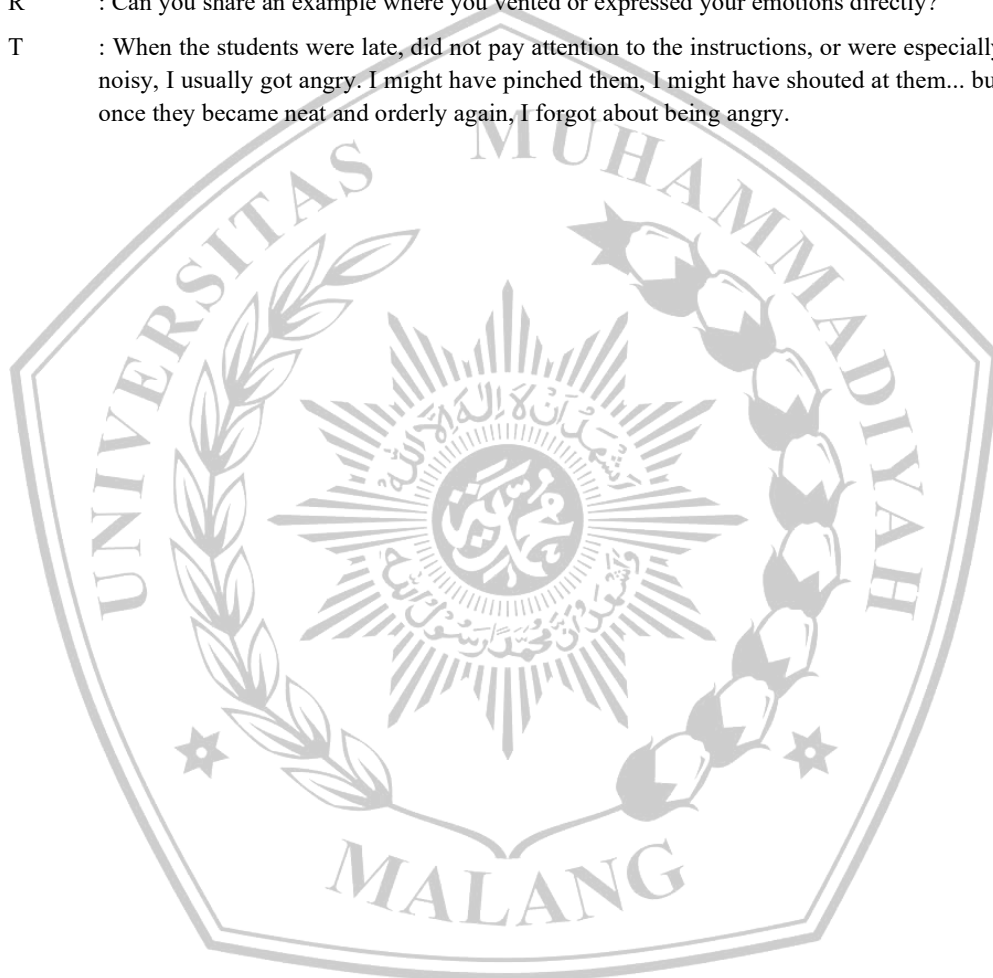
FIELD NOTE 1

The researcher	: M. Fahrudin Arbai
Name of the teacher	: Mr. AA
Date	: Wednesday, 21st February, 2024
Location/class/school	: MIPA 5 class of MAN 1 Praya, Central Lombok
Time	: 07.00 - 09.15 am (WITA)
Duration	: 3 hours learning
subjects	: English language
Aim of observations	: EFL teacher's emotion regulation
Observed variables	: Observable action from emotion regulation

3

4   The real-time of the class started was 07.00, But when students entered class, it would
5 always be late because of long announcements from teachers after prayers sometimes. The teacher
6 came late. In this situation, the teacher confirmed that it was happening always when a lot of activity
7 in the morning or the teacher checked whether some students brought their handphones in their bags.
8 Therefore, the class started at 08.00 am.
9   Meanwhile, the teacher was occupied with checking the attendance list. The students in the
10 middle left corner were conversing cheerfully. At the same time, two students sitting at the front
11 were engaged in conversation with their friends at the back. The teacher focused on checking the
12 attendant list. This was the deploying attention from the teacher.
13   The teacher then reminded the class about the previous lesson on personal letters with a
14 stable and cheerful demeanor. In the right corner of the class, a student with a moderate tone
15 impersonated a baby's voice. The teacher's facial expression did not convey any emotional response
16 when considering various factors that might elicit an emotional reaction.
17   In the middle of the teacher's talk, two students were late. The teacher still had a normal
18 facial expression, probably he did not appraise it as negative or he just focused.
19   The teacher explained to the students about the activities of the day. The teacher gave
20 information to students that they were not allowed to use mobile phones, unlike last semester. In the
21 previous semester, students were allowed to use their handphones to complete the task and access
22 some topics, and they had a WhatsApp group to discuss with each teacher. But, in the second
23 semester, they were not allowed. Just teacher showed a smiling expression, but the tone he used to
24 talk intimidated students because they would work without the help of their cell phones. Without
25 Smartphones, the students learned independently. Considering the Smartphone's negativity a lot
26 more, the school policy was to forbid the Smartphone. The students would feel some difficulties
27 without it, they probably were in an uncomfortable situation. However, the teacher showed emotion
28 of positivity, since the students should learn without Smartphones.
29   All students did not bring their textbooks. The teacher showed a surprised expression
30 because before the day they had been informed to bring their textbooks.
31   Students were still noisy in class; at the same time, the teacher did not find the board
32 markers. The teacher looked surprised that no one was responsible for the procurement of board
33 markers in the classroom.
34   The teacher ordered students to write an example of the letter. One student wrote on the
35 board and the other followed. In the middle of the activity, one student was late. The teacher looked
36 surprised, the response was not the same as to the late student before.
37   The teacher sat at his table, sometimes looking around controlling whether the students
38 wrote the material. The student who wrote the letter on the board took the eraser to the teacher's
39 table. Unconsciously, it was not the eraser taken, but the teacher's handphone. The teacher laughed

40 and was followed by the students, because of one of the student's behaviors who thought the
41 teacher's cellphone was an eraser. It was hilarious.
42   After the student who wrote the letter on the board, she complained about why the
43 discussion should start but she had not finished writing on her book. She worried that she did not
44 have a score. The teacher explained that, a lot of ways to have a score. His expression was smiling.
45 A positivity showed in his expression.
46   After the teacher guided the students on how to read or pronounce the words in the letter
47 the students wrote, the teacher asked the students generally about the topic of the letter. The students
48 found it difficult to understand and speak their reading results, although the teacher allowed the
49 students to use their language "Bahasa, bahase, or the regional language". Students looked stiff and
50 looked at each other with their desk mates. The teacher triggered and elicited the students to try to
51 understand and convey the idea of the text. because there was little response from the teacher, the
52 teacher said that the students did not need to worry about mistakes.
53   In the middle of the activity, a student hit his table slowly to form a little rhythm, he
54 presumed the table was a drum. The sounds were not loud, so it was too hard to hear whether it was
55 outside of the class or inside of the class. In the beginning, I thought that the teacher realized the
56 sounds of the table being hit, but he continued explaining the meaning of each sentence of the letter.
57 Probably, he did not pay attention to the student's behavior, but he focused on finishing his eliciting
58 the students' motivation before answering the task without checking the student's current situation.
59 Once the teacher did not give attention, indeed he did not appraise the situation, therefore the
60 emotion as the response to that student's bad behavior during the class was not triggered. Maybe, it
61 looked like he deployed attention, but he was not. The teacher did not show any emotions.
62   Then, the teacher had students do an exercise, answering 5 questions related to the personal
63 letter. In the middle of the activity, a female student was reflecting on herself in the small mirror.
64 Furthermore, one male student slept during the class exercise. The teacher found the sleeping male
65 student in the middle of the right table line in the class, then he woke the student up and had him do
66 the task. Furthermore, he found the female student who brought the little mirror, then he took the
67 mirror from the student's hand while grumbling in Sasakian language "*sendeq-endeq doang, getusm*
68 *otakm laun*" the expression of disappointment through the words in sasak language or English "*You*
69 *just do something else. I hit your head later on*". The lines spoken by the teacher indicated that he
70 was angry, it was shown in his voice tone when uttering the lines, it was quite a low tone. His
71 expression looked like very slight and controlled anger, but the intensity was still low.
72   For a few while, the teacher controlled the students' situation in doing their task, sometimes
73 asking the students' difficulty to help. One male student spontaneously stood behind him and
74 yawned. The teacher knew that this student from the beginning did not follow the lesson seriously.
75 The teacher turned back and pointed him to sit down and do the exercise seriously. The teacher gave
76 options to this student, whether he chooses to stay in the class and do the exercise seriously, or he
77 could get out of the class for the whole semester.
78   To finish the task in time, the teacher had students find the answers faster. The teacher
79 occasionally looked outside the classroom with a blank look and slowly showed an expression of
80 sadness. For a moment, however, I assumed that she remembered some of the things that made her
81 sad and brought emotion into the classroom.
82   Entering the final activity, the teacher checked the students' answers orally. Many students
83 pronounced English incorrectly like "does" they read "dus", "passed" was read as "paset", "helped"
84 as "helpet", and some others that cannot be noted. Seems that students had difficulty pronouncing
85 past participles in the regular form. The teacher looked smiling and almost laughing but he
86 controlled, this could be funny to him, as a response to the situation where students cannot pronounce
87 correctly.
88   The teacher asked students whether they understood how to pronounce some words that
89 were difficult to practice. The students' responses seemed to be lacking enthusiasm and a small
90 portion responded enthusiastically. The teacher showed a sad expression in response to students who
91 did not show enthusiasm in English lessons. However, the teacher tried to stimulate students by
92 making jokes and standing next to students who looked less enthusiastic, holding their shoulders.
93 While selecting students who would answer questions about personal letters. The teacher walked
94 around and asked the students with a good attitude and showed a big smile.

95   Few students tried to answer, whether they were correct. Some of them give a half-answer.
96 The teacher expressed that he was happy with the students' answers, not because they answered the
97 questions correctly, but because the students tried to answer. He declared also his feelings when
98 students tried, they showed positive progress in motivation to learn English. He told students, that
99 they do not need to be afraid to be wrong.
100   One student raised her hand, but the teacher did not respond to her. The teacher let 5
101 students answer, but they were not correct. Finally, this female student had a chance and she
102 answered with the right one. At that time, I saw the expression of the teacher looking surprised, and
103 followed by a smile, he continued to appreciate her with a toast. Then he explained to other students
104 the reason for her answer was correct.
105   I assume that the emotion the right teacher felt was proud/pride when one of his students
106 answered correctly. To assume that the teacher's smile was just an expression of hiding his original
107 emotion was hard to speculate. If he expressed the opposite expression than his feelings, I firmly
108 claimed that this teacher had to often practice in his daily life to hide his true emotions. This teacher
109 seemed probably the type of person who followed norms and prioritized what was required in the
110 environment or teaching and learning situations.
111   One student cleared his throat very deliberately. At that time, I noticed the teacher's
112 expression and his behavior showed that the teacher did not give any response. The student
113 deliberately did this to remind the teacher that time was running out. However, either the teacher
114 pays attention to the student's behavior or the teacher diverts attention to it.
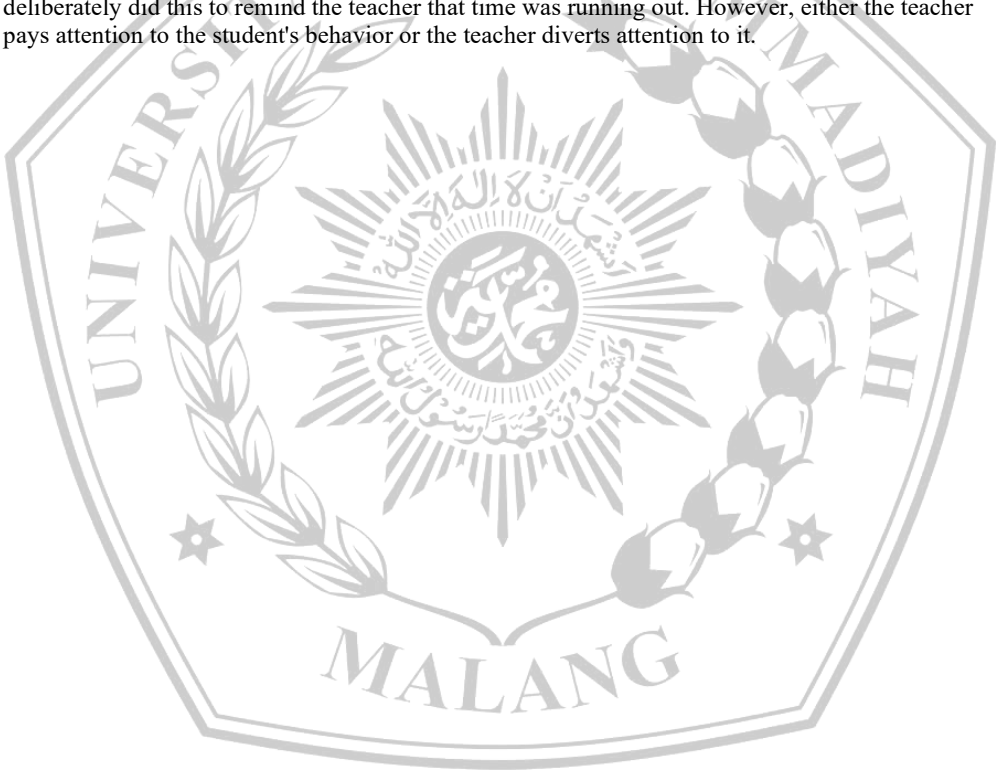
FIELD NOTE 2

The researcher	: M. Fahrudin Arbai
Name of the teacher	: Mr. AA
Date	: Wednesday, 21st February, 2024
Location/class/school	: MIPA 3 class of MAN 1 Praya, Central Lombok
Time	: 13.30 - 15.00 am (WITA)
Duration	: 2 hours learning
subjects	: English language
Aim of observations	: EFL teacher's emotion regulation
Observed variables	: Observable action from emotion regulation

The observation took place at 1:00 PM. At that time, normally many people may feel bored, sleepy, or lose concentration. It was a chance for me to witness the teacher's ability to regulate their emotions, both negative and positive. This was a challenging experience; some students may not be ready to enter class due to various reasons such as praying at the mosque or having lunch. During this observation of a class, it was noted that some students arrived an hour later than the normal time they learned. Furthermore, due to the hot weather, the students requested to move the class to the mosque. But what we found there, was the noise from other students who had not yet entered the class.

The teacher checked the attendant list. The condition of the class that was transferred to the mosque was very bad, students from other classes needed time while waiting for the teacher to enter the class. The students became even more noisy. Many students were in the back, talking to each other, jumping up and down. However, teachers remained focused on filling in the attendant list. He didn't even give any response or warn the students to keep quiet. Whether he was paying attention or not appraising the situation was highly anomalous and ambiguous.

Regarding studying during breaks like that, the students started to look bored and tired and one of them even tried to lie down at their back. During checking absences, the teacher reminds sleeping students to wake up and does not forget to advise students to be quiet for a moment and listen to their names being called. In this situation, the teacher modified the situation without showing an expression of emotion, whether it was anger, annoyance, or sadness.

Once the situation started to become conducive. Just starting to commemorate or trigger material at the previous meeting. However, at this stage, there were still students who talked to other friends. However, the teacher continued to explain or mention the material in the previous meeting even though some students spoke loudly.

The teacher arranged the lines of the students, or where the students should sit. He used his hand to touch the male students' shoulders to move in the conducive place where they could see the whiteboard. Surprisingly, one student claimed that he did not have a pen to write the material. In this situation, I saw, that the teacher hardly managed the students to sit. The students seemed not to listen to the teacher. The teacher then loaned his pen to the student for writing the personal letter. The teacher used situation modification to make the situation would not be the factor that could trigger the teacher's negative emotions. But when he did the modification, he showed a smile. The smiling he did was probably a suppression of the emotion regulation, although the emotion he felt was nothing or the situation was bad, he showed the signal of positive emotion expression like a smile. This indicated that he was hiding the original emotion or no emotion by masking and faking his action and expression into the needed one in that class.

The teacher had students write a personal letter, the same as in the previous class. The students then write an example of a personal letter in their books. But the noisy situation was not over. Furthermore, when the time showed 2 o'clock, the students could not wait to go home. They

40　could not hide their desire by gazing away from the whiteboard to the situation outside of the
41　mosque. In addition, some students in other classes started to go out of class and go home. The
42　teacher reminded and ensured by telling the students that everyone would go home for sure. There
43　was not a lot the teacher could do, but got them focus to on writing the example of the personal
44　letter. It was not effective to discourage students from returning home at that time. This situation
45　probably was a situation modification by the teacher before his emotions were possessed. Since the
46　teacher had not shown any emotions. Instead of showing a negative emotion signal, he smiled.
47　　　　In the middle of their activity, writing a personal letter. One student complained that she
48　did not understand the text. Why should they learn English, that was not used in their daily? This
49　student sat on the right side of the line. Her voice could be heard by me. Probably could be heard
50　also by the teacher. But the teacher showed no responses in term of emotion signal, but then the
51　teacher said "kamu akan tau suatu hari nanti manfaat dari mempelajari dan menguasai Bahasa
52　inggris/ You will one day know the benefits of learning and mastering English". Then I assumed
53　that if he did not give any appraisal of the situation he faced, what he said was exactly the answer to
54　one of the student's complaints.
55　　　　When the students had done writing the personal text. the teacher invited the students to
56　translate several lines in the personal text while the teacher read in English. Students look
57　enthusiastic to translate to answer the question, although with the wrong translation. The students
58　looked impatient to leave the class immediately. The teacher showed a slight smile each time
59　students' translations failed. However, I saw the teacher realize this situation and he did not show
60　any negative emotional signals like disappointment, contempt, or boredom. He had only a slight
61　smile each time a student complained, got the wrong translation, or even when the students said
62　"ayo pulaNG, yang lain sudah pulang/lets go home, other students have already gone home".
63　　　　The teacher let the students home finally. The time showed 14.24. The other students from
64　other classes were going home. The teacher took a deep breath and allowed the students to go home,
65　the students' attention got distracted by friends in other classes. The teacher said that the students
66　would collect their answers in the next meeting.
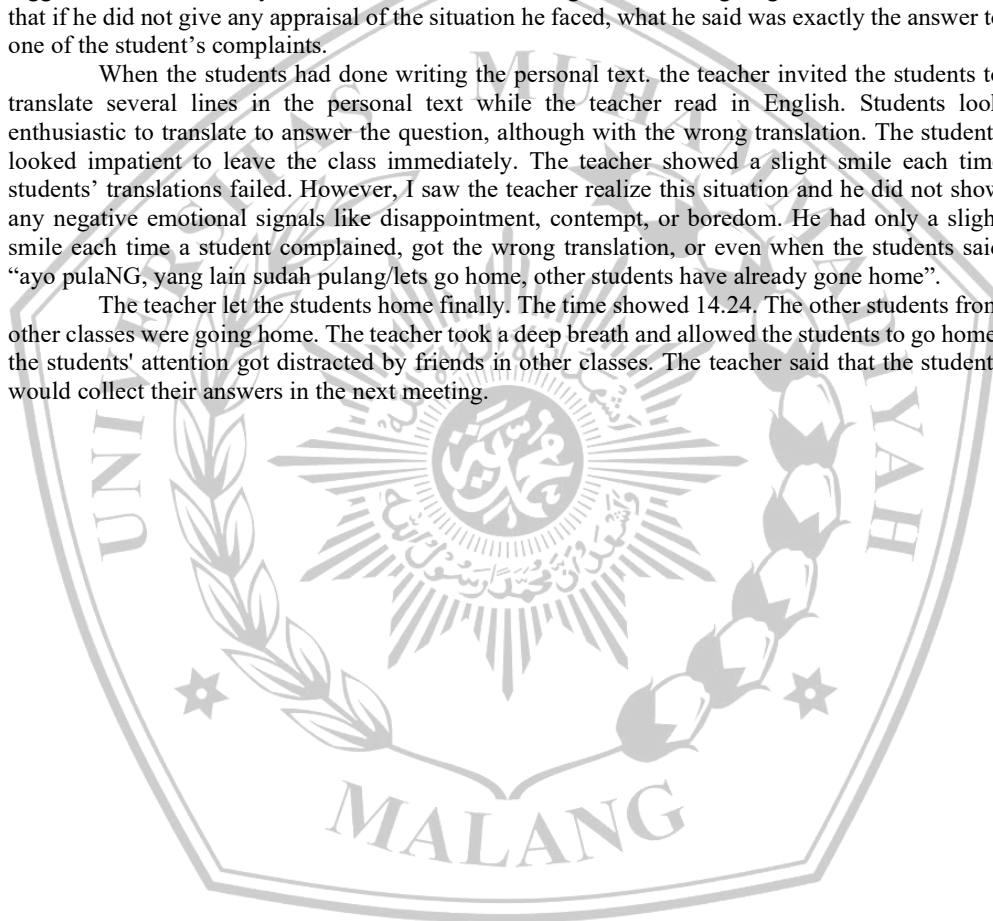
FIELD NOTE 3

The researcher	: M. Fahrudin Arbai
Name of the teacher	: Mr. AF
Date	: Wednesday, 29st February, 2024
Location/class/school	: 11 IBB class of MAN 1 Praya, Central Lombok
Time	: 07.00 – 09.15 am (WITA)
Duration	: 2 hours learning
subjects	: English language
Aim of observations	: EFL teacher's emotion regulation
Observed variables	: Observable action from emotion regulation

3

4 　　Before writing, I just need to share the condition of the class that was held by Mr. FZ
5 "called IBB class" which was the most controlled class I entered, with low factors that triggered
6 negative emotion, and the teacher also showed a lot of smiling in the class. The problem is that I get
7 less data here about the factors that trigger the negative emotions especially. But research still goes
8 on, I assume the more he showed less negative emotion, the more he regulated his negative emotion.
9 So, I ended the observation only one time for Mr. FZ and went through the interview directly.
10 　　Furthermore, when I entered the class. I was late coming to the class for almost an hour. It
11 happened because Mr. Fz only had time for an interview on that day. But, on the other side. I could
12 not cancel the commitment to Mr. FZ's class. Three days before I had an agreement from Mr. FZ for
13 observation, but a day before 29th February Mr. FZ told me that only that day he could.
14 　　The teacher divided students into groups by counting numbers and classified group
15 members with the same number. The students were noisy, but they followed the instructions well.
16 The teacher showed a smile. But he also reminded students to calm and he instructed them to do the
17 grouping in a second.
18 　　The teacher explained that what they would learn was cause and effect, as the continuation
19 of the previous meeting. Students paid attention well. But one student had a stomach ache. He asked
20 permission to wash his face. The teacher While teacher still showed a smile.
21 　　Then the teacher explained to the students that they would learn by playing bingo cards.
22 Because they heard the game, the students were so happy. Till they forget that the teacher was
23 explaining the rules.
24 　　The teacher showed a bigger smile. But he had students be calm and listen to his
25 explanation of playing bingo. The teacher distributed cards to each group containing cause and effect
26 sentences. One female student said that when she was on MTs a little louder, she had played a bingo
27 card game and it was not a game at all. The teacher had the student to sit near him. And had her sing
28 the song "Pok ame-ame" with only the vocal "O".
29 But the student who was ordered to sing a song disobeyed the teacher's order because of shyness.
30 The expression of the teacher was a smile, but the tone he used was threatening. He said, "If you
31 have other suggestions for how to learn, I would like to hear them".
32 　　The teacher played as the chef in a bingo card game; the teacher took the sentence
33 fragments in the box from his hand. Then read it loudly. Every time he read the sentence; each group
34 would say bingo if the sentence that was read by the teacher, was the same as the sentence on the
35 students' cards. This repeated, until all the cards in the box had been read. When the teacher read the
36 sentence, one of the students behind said BINGO even though after validation it turned out he did
37 not have the card containing the sentence the teacher read. The teacher just came and checked
38 whether he had the cards, and he did not have it. So, the teacher used his hand to tap the student's

39 head, saying "Baguuus ya/ it is good right" but his face showed little anger followed by a low tone
40 that identified as anger.
41   Most female students had better enthusiasm when playing games, while most male students
42 seemed to have less enthusiasm. There was no response to the teacher's questions. The teacher kept
43 motivating male students to not lose with women and not depend on them in their groups.
44   In the group at the front to the right of the researcher, one of the male students was talking
45 to a female student who was in the same group as him. Then, one of their group friends complained
46 that his friend was not cooperative. The teacher said anyone who did not support each other in the
47 group, would be gone out of the class.
48   One student who was allowed to leave because of a stomach ache entered his group, without
49 permission. The teacher was surprised and he said that you had taken your time so long, all prizes
50 were taken by your friend. The teacher continued saying you are the only one who did not have it.
51 When he talked to this student, he smiled.
52   The game was over, but female students kept protesting that the game should not be over
53 soon. And they asked to have another game in the next meeting. The teacher said he would make
54 another game if the students kept motivated to learn English. Then he showed a smile.
55   The teacher again explained the cause-and-effect material. while asking students what has
56 been explained. The male students were silent, looking like they were waiting for the rest bell to
57 ring. Yet the female students enthusiastically answered the teacher's open and closed questions.
58   The teacher asked why the male students seemed to lose their power like they had not had
59 breakfast. Then the teacher asked the male students to stand and got them to follow the teacher's
60 instructions. When the teacher said "clip once", then the students obeyed the instructions. When the
61 teacher said "jump", they jumped. If one of them did not follow the instructions or had incorrect
62 actions. The teacher punished them by making a fake loud laugh.
63   The teacher asked students to give examples of sentences containing cause and effect
64 freely. Unfortunately, the bell rang. While the students had not given a single example of a cause-
65 effect sentence. The teacher looked disappointed. And said OK,,, time is over with a big smile. And
66 gave students homework to collect in the next meeting.
67   A lot of male students complained that they had homework. They said other teachers also
68 gave a lot of homework. The teacher said, "Just do it, do not be complacent with your smartphone.
69 Use it to help you finish your homework".
70   At the end of the observation, the researcher asked about the lesson plan used. Then he took
71 the lesson plan out of his desk. The researcher just asked whether other EFL teachers in Madrasa
72 have the lesson plan, and then teacher AA said of course. Then he added that although they have
73 evidence that they have it. Teacher AA ensured that other teachers' lesson plans were most of his
74 work.
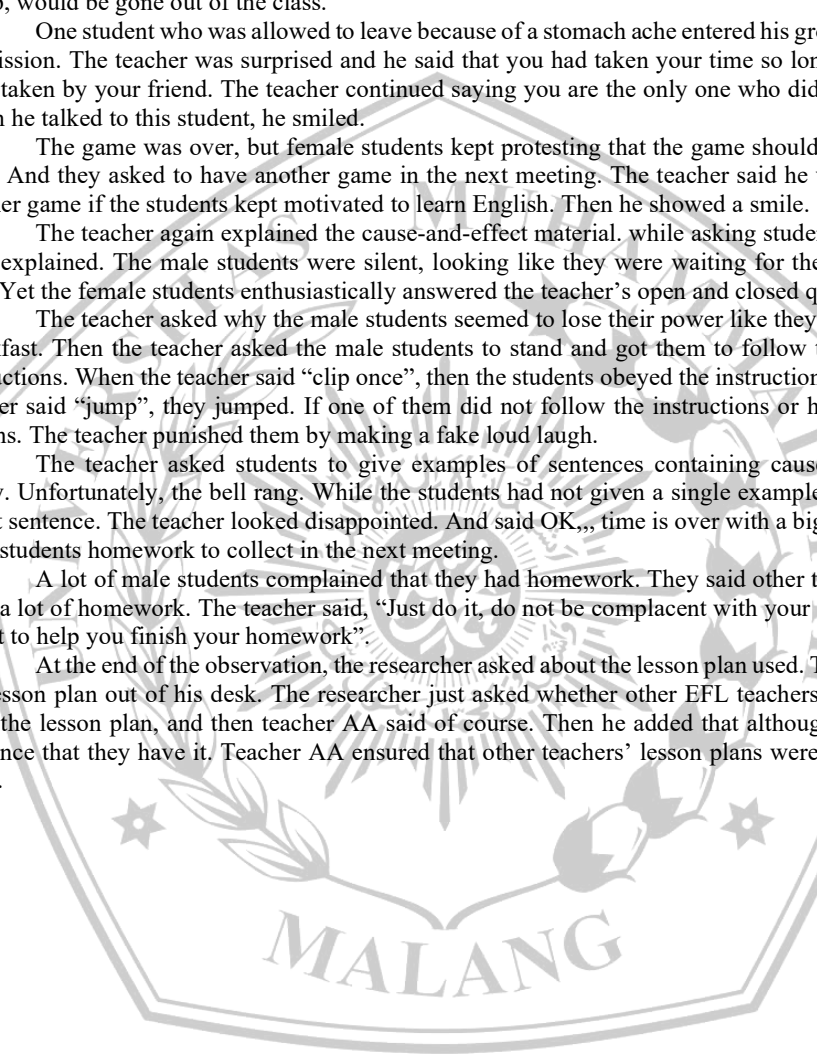
1 **FIELD NOTE 4**

The researcher	: M. Fahrudin arbai
Name of the teacher	: Mr. Fz
Date	: Fryday, February 16, 2024
Location/class/school	: 11 IPS 2 class of MAN 1 Praya, Central Lombok
Time	: 07.45-10.00 am (WITA)
Duration	: 3 hours learning
subjects	: English language
Aim of observations	: EFL teacher's emotion regulation
Observed variables	: Observable action from emotion regulation

2
3 Note: the scheduled time for observation was 07:45, but the class commenced at 08:30. This
4 unanticipated occurrence was due to the IMTAQ session extending beyond its allotted time, during
5 which the teacher made numerous announcements about the imminent final examination for third-
6 year students.
7   First, the teacher entered the class. When entering the classroom, one of the students lying
8 on his back on the table. We proceeded to the classroom where the observation was taking place.
9 The atmosphere was still somewhat noisy, perhaps because the IMTAQ event had just concluded
10 on Friday, approximately five minutes prior. It appeared that the students were still adjusting to the
11 lack of noise in the room. However, what was unexpected was the presence of one student who was
12 lying on the table in a relaxed manner. It is likely that the teacher typically was surprised with
13 students in this manner.
14   The teacher proceeded to calm the class and assume a seated position, at which point he
15 proceeded to verify the attendance list. The teacher verified the identity of the students by comparing
16 their responses with the names on the list. Some of the students were still outside the class, and a
17 few of them did not come in.
18   After checking the attendant list, the teacher stimulated the students to recall and remember
19 the previous learning topic. In this activity, one of the students answered incorrectly on purpose,
20 which might be to tease the teacher or get other students' attention. In this situation, the teacher
21 smiled while walking toward the student, and said "Come here, you did not remember right?" while
22 grabbing the student's shoulder.
23   The teacher had the students count numbers 1 to 9 to classify the group. There was a
24 mistake in counting the number. Here, the teacher's tone of voice changed, and asking "What
25 number is correct", he showed slight anger because of feeling disappointed
26   Teachers controlled the group classification. The students talked to each other, walking
27 around to find a group, and it took 10 minutes to be prepared. When the teacher grouped the students,
28 he raised his voice which showed slight anger, but it looked like he made students hear the
29 instruction because the class was noisy if each student talked to each other about where they should
30 have a seat. Then teacher ordered students to keep silent with an expression of slight anger with low
31 intensity, but when the teacher had the students set with their own members group, he smiled.
32   Then, the teacher explained the task that the students would do in the class. Once or twice,
33 he asked students whether they got a clear understanding of the task "The task of the students was
34 to rearrange a randomized personal letter to correct arrangement that has been made by the teacher".
35 In the middle of the explanation, there were two students with misbehaviors. One student who sat at
36 the fronter of the right table said "Rich artinya kaya" like he was looking for other students'
37 attention, while one of the students was yawning so loud, it looked like he never slept at night. In
38 this situation, the teacher kept explaining to most other students and avoiding these students with
39 misbehavior. Compared to the percentage between those few students with misbehaviors and those

40 who have attention. The teachers kept going and gazing away from negative emotion-triggering
41 factors.
42   Furthermore, the teacher gave each group of students a paper that contained a randomized
43 personal letter. The teacher smiled while saying "Be careful, don't grab it". Compared to the previous
44 condition of the students, this time they were eager, and could not wait to start a task. It was shown
45 by the student's reaction to taking the paper fast than just waiting in their seats. The smile of the
46 teacher was normal or just a signal of his mood that day, it probably did not indicate the emotion.
47   The teacher reminded them what they were going to do. The day was too hot in early 9
48 o'clock. Because the sun was hot earlier on that day than usual, and indeed MAN 1 is located in the
49 lowlands so around 9 o'clock it started to feel hot. There was no air conditioning in the class, which
50 made the teacher a little sweaty, and used a small book to fan his face occasionally, showing an
51 uncomfortable expression at that time.
52   When the task started, the teacher reminded to few students who did not participate by
53 saying "Remember, group participation is very influential on the results," further he instructed,
54 "Don't ask friends in other groups, ask me". Patiently, the teacher re-explained the purpose of the
55 task to the group that was still confused about it. Each group members discuss the task. In the middle
56 of that, some students did not understand the task. Some were asking their friends in another group,
57 while a few of them did not participate and just sat without showing an enthusiastic clue. This was
58 the beginning of the class, it was not appropriate to start a class with a mean face, that could let their
59 spirit down. Along the walking around the class, the teacher showed positive expression and
60 behavior which indicated that he had a positive emotional state. The smile on his face was a signal
61 of positive emotion, motivating students to keep doing the task properly.
62   In the middle of the group discussion, teachers walked around. The teacher guided the
63 student who was confused still about the task, and he asked a few students to focus on doing it.
64 Further, he reminded a few students who were not sitting with their group. Then he asked other
65 students whether they were still confused about it once or twice. 30 to 40 minutes were given to
66 students to complete the task. in the part of the class where the teacher could not see, some students
67 acted like whispering to other students, two of the students standing next to the windows and looking
68 out the windows. Meanwhile, one student asked for clarification, he was confused still about the
69 task. Indeed, the situation could be the triggering factor of the negative emotions. However, the
70 teacher was professional and focused on modifying the situation, he asked and instructed the
71 students to focus on the task. The class was challenging to control, few students laughed in a low
72 voice tone, although not most of the students in that way. Negatively, it could distract the teacher's
73 concentration in reaching his teaching goal. When the teacher had the two students standing next to
74 the windows, his expression showed that he was slightly angry. On the other hand, when the teacher
75 tried to explain the task to the students that they were still confused, he smiled and carefully
76 explained it. The smile he made was not the original expression of his emotion, it was just his way
77 of not making the students feel unfree to ask. He also validated that he was happy if the students
78 were honest if they still did not understand and brave to ask him to reexplain.
79   After the time was up, the teacher had each group their representative to write their work
80 on the board. Because the students still could not finish the task on time, the teacher provoked them
81 to finish it fast by telling time would end soon several times. Most students complained that their
82 work was not complete. Teacher smiled. He looked like enjoying his student working hard on the
83 task. But the condition of the students was out of their skill. So, the students looked like pressing
84 themselves without trying to evaluate their task before confirming with the teacher. Still, the teacher
85 enjoyed forcing students to cross the limit. I saw also most of the students looked frustrated and
86 afraid of being wrong to rearrange the task. I think it was just like the emotion of schadenfreude, but
87 the intensity is very low level, whereas the schadenfreude was the emotion that Hitler felt when
88 winning a battle and letting the enemy fall dead, he smiled. on the other side, it was confirmed that
89 it was a positive emotion, also the triggering factors were rare like seeing the object suffering, getting
90 difficulties, etc.
91   When the students finished the task, the teacher pointed to each representative to write the
92 letter arrangements on the board. There was one group that had not finished, and one of the member
93 students yelled in a loud voice that he was hungry and could not think, therefore the task was not
94 completed in time. It was probably that the teacher used deploying attention to continue the task to

95 finish in time. I could hear the students yelling and complaining, but the teacher kept his attention
96 to the students who came forward to complete the task.
97   Then, the teacher asked students to pay attention to him. He was telling the correct
98 arrangement of the letter. There was a student who sat with his back to the teacher when the
99 explanation was going on. The teacher taped the shoulder to look front class where he explained.
100 Unexpectedly, the student expressed that he did not accept the teacher's warning. Then teacher had
101 the students sit on alone the left side of the class where no group sitting.
102   When every group had done it, the teacher asked the students whether each group's
103 arrangement was correct or not. Enthusiastically, all groups tried to correct task results together.
104 Once or twice, the teacher smiled. this smile indicated that positive emotion. The smile was very
105 slight when the triggering factor was the student had the correct arrangement.
106   Unfortunately, most of them were not correct in arranging the letter structures. The teacher
107 smiled when he found an incorrect answer each time. It seemed contradictive that negative types of
108 emotion-triggering factors could elicit positive emotion which was shown in the smile expression,
109 unless it was his suppression process.
110   One student in the right corner of the class stated the dirty word, and song in a low voice
111 tone. The teacher got the students to move out of his group, or if the student did not obey, he would
112 have to go outside of the class.
113   After the discussion was over, the teacher had the students write some closure, closing, etc.
114 as the parts of the letter. There was one student who might think that the group was allowed to be
115 dismissed, the teachers asked the student why did he leave his group. At the same time, the student
116 who complained that he was angry before, complained again. He wished the class could end soon.
117 The teacher asked strictly a reason why the student left the group, and ordered the student to grab
118 his book to write the materials. The teacher showed very slight anger. Not till there, he also
119 responded to the hungry student and ordered the hungry student to the front table where the teacher
120 could control this student.
121   At the end of the teaching process, the teacher reflected on that day's lesson, what they had
122 understood, and further activity. Most students competed to reflect on the day's lesson. The teacher
123 did not seem to show any positive emotion or negative emotion, probably he rushed on something.
124 It was confirmed that he would meet someone soon after getting out of the class. Meaning that the
125 teacher eventually did not give attention and appraise
126   The teacher had the one student to read the 5th question on the board. Surprisingly, the
127 student read the 5th question from the blank, so he read "titik-titik picked the fruit and vegetables"
128 The real one written started with the blank as a sign that the sentence is a chunk of a long line. The
129 original question was "What is the underlined word similar to?" and the chunk of the line that has
130 the underlined word written ". . . picked the fruit and vegetables". Instead of reading the question,
131 the student read a chunk of the line. The focus of the question is the underlying word. This event
132 triggered all the people in the class. Not only the teacher, but the students and the researcher were
133 also laughing. What made it funny was that he was the only student who did not realize, while others
134 were confused with his reading. It made him misfocus and misunderstand. The situation felt so
135 hilarious and funny because it made them 1laugh in class.
136   The teacher tried to order one by one student to answer the 5th question. Initiatively, the
137 teacher explained to the students that simply the students need to find the synonym of the word
138 "picked" in the text the teacher provided. Instead of using English, the students tried using Bahasa,
139 a regional language (sasak language), and many odd answers. A few students also already had the
140 right answer in front of me, and could not wait to be pointed to deliver her answer. When entering
141 the end of the teaching section, the teacher still tried to explain and trigger the students to answer
142 the question correctly. The face he showed was a smile, in the situation where students tried to
143 answer without considering the right answer. Well, I think he possesses an emotion with a fake
144 smile. The situation turned into a very noisy one, in terms of competing between one student and to
145 others. but half the students of the class looked like could not wait until the lesson was over"
146

FIELD NOTE 5

The researcher	: M. Fahrudin Arbai
Name of the teacher	: Mr. Fz
Date	: Fryday, 23rd February, 2024
Location/class/school	: 11 IPS 2 class of MAN 1 Praya, Central Lombok
Time	: 07.45 – 10.00 am (WITA)
Duration	: 3 hours learning
subjects	: English language
Aim of observations	: EFL teacher's emotion regulation
Observed variables	: Observable action from emotion regulation

The teachers in MAN 1 did not allow themselves to be recorded while observing. But in this observation, I put my phone in the left pocket of my shirt, then my camera faced the teacher.

When the researcher came to school, the class had not started yet. Because students had an IMTAQ every Friday there was a delayed time for coming to the class for both teacher and students. When I picked the teacher up to his room, he also complained that it was challenging to come to class on time every Friday. He told me that besides IMTAQ being the cause, nowadays students also have bad motivation issues to study, compete, and discipline.

The teacher checked the attendants' list. As usual, in this class some students' behaviors were challenging. Almost all the students talked to each other. The class was like a bargaining market all over. The teacher focused on filling out the attendants' list, without paying attention to the situation in the class.

The teacher tried to stimulate students' memories of the material at the previous meeting. Some students answered the teacher's question funnily (the students thought his answers could make other students laugh). The teacher showed a wide smile, it was almost a laugh followed by other students. It looked like the teacher just deployed his attention to the attendants' list. Or maybe he just did not do the appraisal to put the situation on the attention.

The teacher experienced a technical failure in connecting his laptop to the larger screen. A lot of students gave random solutions but did not work. Directly, the class became noisy. some students in the back, use the chance to talk to each other about their business. The teacher called the technician to repair the laptop connection to Madrasah's Wi-Fi connection.

The teacher explained some material about various arrangements in an application letter. The teacher found several male students carrying on a conversation while the teacher was explaining the material. The teacher had the students keep silent or the students need to get out immediately. The class started to be normal. But it did not last long, again the teacher reminded if they did not pay attention to the teacher's explanation they needed to get out of the class. It happened almost 3 or 4 times, and then the class started to get noisier. The teacher still reminded the students to stay focused on the lesson.

The teacher asked some questions to the students who did not pay attention to the explanation. The student who could not answer just kept silent and did not know what to say. But two students behaved so impolitely. I noted that they both did not have a manner of most students. Sure, the teacher tuned up his voice and said "kalian benar belajar di sekolah? kalua tidak keluar saja. Percakapan kalian sangat mengganggu" Then the teacher moved the students apart. He got the student to set closer to the teacher in the first line.

38   The teacher explained the materials. When the teacher did not face the students, one male
39   student tried to hit the wind against the teacher using clenched hands. If he knew about it, he got the
40   students out of the class. From my observation, this teacher from the beginning showed his true
41   emotion. If he is angry, he would immediately show his expression of slite anger.

42   Students complained that the AC did not work well and shut their concentration down. The
43   teacher seemed not to pay attention to students' complaints. The teacher heard the complaints. But,
44   continuing to explain the material. I sat in the back part of the class, far enough from the AC but I
45   still felt cold.

46   The teacher asked students to relate to the topic discussed. two students answered the
47   teacher's question with complaints about not having breakfast while grabbing their stomachs. The
48   students made the teacher smile and almost laugh for a moment as did other students. And said, that
49   is not the answer.

50   Few students answered correctly. However, students did not show any interest in answering
51   the questions the teacher asked in class. Some female students fanned their faces because of felt hot.
52   In this situation, the teacher showed a very big smile and appreciated the answer. Then, he motivated
53   the students to answer whether it was right or wrong does not matter. He said that what matters is
54   the student's motivation to study and not being afraid of being wrong in answering the question.
55   After that, it would be discussed in the end by the teacher.

56   The teacher explained part of the personal letter from the opening, body of the letter, and
57   closing one by one. When the teacher asked the students whether they understood or not. One of the
58   students who complained about breakfast said that this was easier to understand. At that time the
59   teacher saw the male student and said watch out if you act too much again. He controlled the male
60   students. The tone was low with an un-open mouth when talking but showed normal facial
61   expression. Indicating that he had a slight anger, and threatened this student.

62   The teacher questioned a lot related to the functions, part of the letter, and the meaning of
63   the example lines. A few of them tried to answer, some are correct and some are not. Here a lot of
64   students did not know the answer, some did not know how to answer in English, and they did not
65   know the meaning of the English sentences the teacher asked the meaning. The teacher corrected
66   the students' wrong answers. He kept motivating the students. The teacher gave feedback to students
67   who had wrong answers. As long as the questioning and answering section. The teacher showed no
68   negative emotions. However, for students whose wrong answer, he motivated more and showed a
69   smile.

70   There was a female student who answered almost all the questions correctly. Once and
71   twice she skipped questions. The teacher kept saying "good" with double thumbs up for the students
72   who answered correctly. Of course, there was a smile also on his face, which indicated that his
73   emotion was positive.