

# CHAPTER I

## INTRODUCTION

### A. Background

Teacher's emotion regulation strategies have found some of students' negative attitude during learning in the classroom. According to Ahmed (2007) characteristics of students in vocational school are lazy, low achievement, unable to comprehend the subjects' material especially mathematics, careless, undisciplined, problematic, and having negative self-images. I found this phenomenon by my self during teaching practicum. The students also have lack of discipline and less of motivation. For example, students played cellphone when the teacher explained materials, went to canteen during learning time, did not do assignments, etc. In this case, teachers must have the ability to regulate their emotions to manage the class to build an effective teaching learning process. Sutton (2004) claimed that teachers' emotions are related to a variety of important teaching outcomes including teachers' classroom effectiveness; and students' emotions and students' motivations (Becker, Goetz, Morger, & Ranellucci, 2014). However, teachers are the focal point of many social exchanges, and they are the professionals whose task is to organize the social classroom environment. Teachers who are able to effectively regulate their emotions to be more positive emotions show a good classroom management and build better teacher-student relationships (Jennings & Greenberg, 2009). Furthermore building positive teacher-

student relationships is a central goal for teacher, not meeting this goal is likely to harm teacher well-being (Butler, 2012).

Emotional regulation is how individual influence which emotions we have, when they have them and how they experience and express them (Gross, 1998a, p.271). Currently, Jiang, Vauras, Wang, and Volet (2016) has explained that Finnish teachers talked about their experiences of negative emotions and the strategies of down-regulating it more than their experiences of positive emotions and the strategies of up-regulating it. In addition, they explained that the teachers avoided talking to students when they were angry as their situation selection strategies; talked to disruptive students out of class, exercising break, and talking freely as their situation modification. Furthermore, to up-regulate their positive emotions, the teachers utilized attention deployment strategies, such as focusing their attention on students' increasing competence and learning gains as well as their maturity and interest in studies; reappraisal, empathy, and self-talk were mentioned as cognitive change strategies, and the last, the teacher hiding their negative emotions as suppression.

In accordance to the previous studies, the teacher has to make problem solving using emotion regulation strategies when teaching. Gong, Chai, Duan, Zhong, and Jiao (2013) claimed that teachers' emotion regulation is largely unexplored and has seldom been considered as important content in teacher education pedagogic training, while relevant training seems necessary to enhance teachers' awareness and strategies of

emotion regulation and to ensure teachers' adoption of appropriate emotion strategies to facilitate teaching and learning. In this respect, there is still little study focusing on teacher's emotion regulation strategies during teaching English particularly in Indonesia. To fill this gap, this research will investigate teacher's emotion regulation strategies used during teaching English using Gross (1998a)'s model.

### **B. Formulation of Problem**

In particular, this study is formulated into a question, "What are the teacher's emotion regulation strategies used during teaching English?"

### **C. Operational Definition**

To avoid misunderstanding about the terms set out in this study, the researcher provides the definitions related to this study, as follows:

1. Emotionregulation strategies : They are the strategies carried out by individual to regulate the emotionwhich they have and how they express it including situation selection strategies, situation modification strategies, attention deployment strategies, cognitive change strategies, and suppression.
2. Teachers' Emotion in Teaching : It is the teachers' psychological and mental feelings which arisebecause they are influenced by the

surrounding circumstances both from in and outside expressed in teaching.

#### **D. Aims of the Study**

The present study aims to investigate teacher's emotion regulation strategies used during teaching English.

#### **E. Significances of the Study**

##### 1. Theoretical Use

This study explores teacher's emotion regulation strategies used during teaching English using Gross (1998a)'s model.

##### 2. Practical Use

This present study provides an understanding for researcher about teacher's emotion regulation strategies used and it becomes reflection for teacher in developing their teaching practices.

##### 3. Empirical Use

This study will provide the reader empirical insights about what the teacher's emotion regulation strategies are in teaching learning process.