



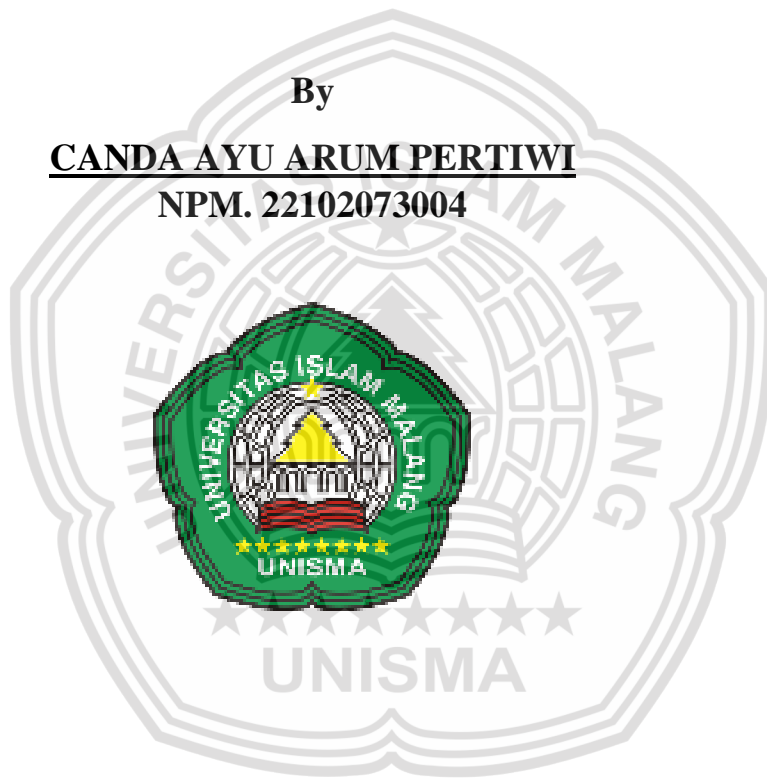
**TEACHERS' STRATEGIES IN HANDLING
KINDERGARTEN STUDENTS' PSYCHOLOGICAL
EMOTIONS IN ENGLISH LESSONS
AT QURROTA A'YUN KINDERGARTEN**

THESIS

By

CANDA AYU ARUM PERTIWI

NPM. 22102073004



UNIVERSITAS ISLAM MALANG

POSTGRADUATE PROGRAM

DEPARTMENT OF ENGLISH EDUCATION

JUNE 2023



**TEACHERS' STRATEGIES IN HANDLING KINDERGARTEN
STUDENTS' PSYCHOLOGICAL EMOTIONS IN ENGLISH LESSONS AT
QURROTA A'YUN KINDERGARTEN**

THESIS

**Presented to
University of Islam Malang
in partial fulfillment of the requirements for the degree of
Magister in English Language Education**

By

**CANDA AYU ARUM PERTIWI
NPM. 22102073004**

**UNIVERSITAS ISLAM MALANG
POSTGRADUATE PROGRAM
DEPARTMENT OF ENGLISH EDUCATION**

JUNE 2023

ABSTRAK

Pertiwi, Canda Ayu Arum. 2023. Teachers' Strategies in Handling Kindergarten Students' Psychological Emotions in English Lessons at Qurrota A'yun Kindergarten. Thesis, English Language Study Program, Postgraduate Program, University of Islam Malang. Advisors: (I) Prof. Drs. H. Junaidi Mistar, M.Pd., Ph.D., (II) Dr. Dwi Fita Heriyawati. M.Pd

Kata Kunci: emosi, emosi positif, emosi negatif.

Anak akan menghadapi situasi dan pengalaman baru selama masa pertumbuhan dan perkembangannya. Pengalaman ini akan mempengaruhi emosi yang dimiliki. Cara guru menangani emosi siswa yang labil penting untuk diteliti. Situasi dimana guru tidak boleh marah, melarang siswa, atau bahkan berbicara keras. Oleh karena itu, peneliti melakukan penelitian tentang strategi guru dalam mengajar pelajaran Bahasa Inggris kepada siswa TK.

Ada banyak teori tentang emosi, namun para ahli telah menyatakan tiga teori besar. Itu adalah teori James-Lange, teori Cannon-Bard, dan teori Dua faktor oleh Schachter-Singer. Teori James-Lange menyatakan bahwa emosi dihasilkan dari persepsi keadaan tubuh. Cannon dan Bard menyimpulkan bahwa gerak tubuh tidak berkaitan dengan emosi yang muncul. Yang terakhir adalah teori Schachter dan Singer berfokus pada interaksi antara reaksi fisik dan bagaimana kita memberi label pada reaksi tersebut.

Ini adalah studi kualitatif yang ditulis dalam teks deskriptif dan studi kasus sebagai desain penelitian. Data dikumpulkan dengan melakukan observasi dan dilanjutkan dengan think-aloud. Instrumen data berupa tabel checklist observasi dan HP sebagai rekaman suara dan rekaman video. Ada tiga langkah dalam menganalisis data, yaitu pemadatan data, penyajian data, dan penarikan kesimpulan.

Berdasarkan observasi, ada enam emosi negatif yang muncul dalam proses pembelajaran siswa di kelas. Yaitu: 1) Ketakutan, 2) Apatitis, 3) Rasa Bersalah, 4) Marah, 5) Kecemasan, dan 6) Keputusan. Oleh karena itu, beberapa strategi yang diterapkan guru dalam menangani semua emosi negatif psikologis tersebut muncul. Strategi untuk menangani emosi mereka adalah: 1), Menggunakan tanda "Sstt", 2) Memberi pengertian, 3) Menghadapi mereka, 4) Memberikan tanggapan yang lucu, 5) Membimbing, 6) Memberi umpan balik positif, 7) Mengulangi Pengucapan, 8) Mengulang secara perlahan, 9) Tertawa kecil, 10) Menyebut namanya, 11) Memujinya, 12) Membaca Sholawat, 13) Berbisik, 14) Pura-pura Menangis, 15) Ice breaking, 16) Menyampaikan Konsekuensi, 17) Mengulang Perintah, 18) Menggunakan Bahasa Melayu, dan 19) Mengecilkan Suara Guru.

Berdasarkan temuan tersebut, disarankan saran sebagai berikut: Pertama, bagi guru, karena ini adalah taman kanak-kanak, kegiatan di kelas sebaiknya lebih banyak waktu untuk belajar sambil bermain dan bernyanyi. Bersenang-senang bersama dengan siswa dapat dilakukan dengan berbagai cara. Sehingga kelas menjadi lebih berwarna, siswa menjadi lebih ceria, dan sekolah



menjadi rumah kedua terbaik yang dapat dirasakan oleh siswa. Kedua, bagi peneliti selanjutnya dapat menggunakan penelitian ini sebagai penelitian sebelumnya dan referensi. Kemudian, mereka dapat mengembangkan penelitian melalui pandangan lain. Seperti emosi guru, apa yang membuat emosi siswa muncul, dan sebagainya.



ABSTRACT

Pertiwi, Canda Ayu Arum. 2023. Teachers' Strategies in Handling Kindergarten Students' Psychological Emotions in English Lessons at Qurrota A'yun Kindergarten. Thesis, English Language Study Program, Postgraduate Program, University of Islam Malang. Advisors: (I) Prof. Drs. H. Junaidi Mistar, M.Pd., Ph.D., (II) Dr. Dwi Fita Heriyawati. M.Pd

Keywords: emotions, positive emotions, negative emotions.

Children will face new situations and experiences during their growth and development. This experience will affect the emotions they have. The ways teachers handle pupils' unstable emotions are important to be found. The situation where the teachers are not allowed to get angry, forbid the students, or even speak louder. Therefore, the researcher conducts research on teachers' strategies to teach English lessons to kindergarten students.

There are many theories about emotions, but the expert has stated three grand-theory. Those are the James-Lange theory, Canon-Bard theory, and Schachter-Singer's Two-factor theory. The James-Lange theory states that emotion results from the perception of bodily states. Cannon and Bard concluded that the body is not required to experience an emotion. The last is Schachter and Singer theory is focusing on the interaction between physical arousal and how we label that arousal.

This is a qualitative study written in descriptive text and a case study as the research design. The data was collected by doing the observation and continued by think-aloud sections. The instrument of the data is an observation checklist table and smartphone as tape and a video recorder. There are three steps in analyzing the data, those are data condensation, data display, and draw the conclusion.

Based on the observation, there are six negative emotions that appeared in the pupils' learning process in the class. Those are: 1) Fear, 2) Apathy, 3) Guilt, 4) Angry, 5) Anxiety, and 6) Despair. Therefore, some strategies the teachers applied in handling all those psychological negative emotions appeared. The strategies for handling their emotions are: 1), Using "Sstt" sign, 2) Giving understanding, 3) Coming over them, 4) Giving funny responses, 5) Guiding, 6) Giving positive feedback, 7) Repeating the Pronunciation, 8) Repeating slowly, 9) Doing chuckle, 10) Calling their names, 11) Praising them, 12) Reading "Sholawat", 13) Whispering, 14) Pretending to Cry, 15) Ice breaking, 16) Delivering the Consequence, 17) Repeating the Command, 18) Use the Malay Language, and 19) Reducing the Teachers' Voice.

Based on these findings, the following suggestions are proposed: First, for teachers, since it is a kindergarten, the activities in the class should be more time for learning while playing and singing. Having so much fun together with the pupils can be done in many ways. So, the class will be more colorful, the pupils will be more cheerful, and school will be the best second home that the students can feel. Second, for the next researchers, they can use this research as the previous



study and the references. Then, they can develop the research through other views. Such as the teachers' emotions, what makes students' emotions appear, and so on.



CHAPTER I

INTRODUCTION

This chapter is divided into six sub-chapters related to the title of the thesis. Those are: (1) background of the study, (2) research question, (3) objective of the study, (4) scope of the study, (5) significant of the study, and (6) definition of key terms.

1.1 Background of the Study

Children will face new situations and experiences during their growth and development. This experience will affect the emotions they have. Emotions are one of the most important parts of being human because, through individual emotions, people are able to express their feelings, besides that also in every aspect of human development, there must be emotional development in it (Fauzi, 2018). Children will not know how to respond to something correctly if they are not taught. That is the main reason for the importance of knowing and guiding students' emotions during their development. In this case, the environment especially parents' and teachers' roles are important in guiding children's emotional development.

In recent years, the ability to speak foreign languages, especially English, is one of the main factors to be able to compete globally. This is because English is one of the most important international languages to master or learn (Yunus, et al., 2023). Since students in Kindergarten have unstable emotions, it makes them feel easy to get mad, jealous, and angry in responding to what happens around them. Therefore, teachers and parents cannot ignore students' uncontrolled emotions. In this case, handling their emotion in learning is essential, especially in English which is stated as Indonesian's foreign language

Qurrota A'yun Kindergarten is an Islamic school located in Malang, East Java. There are two kinds of classes, class A and class B. Each class has two subclasses. So, this school has 4 classes in total. This is a bilingual school with two main languages. Those are English and Arabic. Every day, students have to learn those two languages in their learning process.

In this Kindergarten, students learn from Monday to Friday five days a week. But the English lesson is from Monday until Thursday. Since it is about pupils, the English material learned is focused on vocabulary based on that day's theme. For example, today's theme is animals, so the teachers will focus on English vocabulary about that theme. The learning achievement of this school is to make the students know, listen, learn, and be brave to speak English.

This school has four main points that teachers need to apply to their students while teaching or doing other activities in the classroom: 1) Not forbid, but give an alternative, 2) Not have to do, but ask to do, 3) Not get angry but give understanding, and 4) Not speak loudly, but speak to be heard by others. Those points are the guidance of Qurrota A'yun Kindergarten. Every teacher needs to practice and apply them in their class while teaching.

Nowadays, although there's no clear curriculum for English in Kindergarten, some Kindergartens are adding English subjects to their teaching and learning process. Since English is not Indonesian people's daily language of communication, it is not an easy subject to learn. Especially for pupils, who still have unstable emotions. For example, they will get angry if they cannot finish the assignment. They will cry if they have hard assignments to do. In this case, teachers' roles greatly impact handling their unstable emotions.

In summary, the ways teachers handle pupils' unstable emotions are important to be found. The situation where the teachers are not allowed to get angry, forbid the students, or even speak louder. Therefore, the researcher conducts research on teachers' strategies to teach English lessons

to kindergarten students. Hopefully, this research can be beneficial specifically for teachers, to make it easier to handle their students' emotions, and also for other researchers, especially those who conduct research related to this study.

1.2 Research Questions

This thesis aims to know the obstacles and teachers' strategies for teaching English to Kindergarten students. It will expand to the following research questions:

1. How are kindergarten pupils' negative psychological emotions obstructed in the English teaching and learning process?
2. How are teachers' strategies applied in handling kindergarten students' negative psychological emotions in the English teaching and learning process?

1.3 Objectives of the Study

The thesis objectives of the study are:

1. To know how are kindergarten pupils' negative emotions obstructed in the English teaching and learning process
2. To know how teachers' strategies applied in handling kindergarten students' negative emotions in the English teaching and learning process.

1.4 Scope of the Study

This research is focused on one of the Islamic kindergartens, named Qurrota A'yun Kindergarten in Malang. There are five teachers in that school, six teachers total with the

headmaster. The researcher focuses on four teachers because those teachers are the main teachers who teach English in that Kindergarten.

1.5 Significance of the Study

Theoretically, this research will be beneficial for other researchers, especially for those who conduct research related to this research. This research will be part of their references and hopefully, other researchers can develop this research by adding some subjects or schools, choosing different perceptions, etc.

Practically, this research will be beneficial for kindergarten teachers to know many ways in handling students' negative psychological emotions in the teaching and learning process. They might have some similar problems and this research will help them to solve the problem. In other ways, it will be additional knowledge for them in handling their students.

Others are for the lectures, the result of this research may be used as a reference or additional material in giving lectures to their students, especially the students of UNISMA. Therefore, it can stimulate them to easily understand kindergarten students' or children's emotions.

1.6 Definition of Key Terms

In order to make the readers understand, have same definition, and avoid misperception, there are some key terms related to this research:

Emotion is a conscious mental reaction (such as anger or fear) is subjectively experienced as a strong feeling usually directed toward a specific object and typically accompanied by physiological and behavioral changes in the body. It is a natural instinctive state of mind deriving from one's circumstances, mood, or relationships with others.



Positive emotion is an emotional reaction that designs to express a positive effect, such as happiness when one attains a goal, relief when the danger has been avoided, or contentment when one is satisfied with the present state of affairs. It is an emotion that is full of fun and joy, it is defined as more than just “happy feelings”

Negative Emotion is an unpleasant, often disruptive, emotional reaction designed to express a negative effect. Negative emotion is not conducive to progress toward obtaining one’s goals. Examples are anger, despair, and fear. It is an emotion that makes you sad and miserable.



CHAPTER VI

CONCLUSION AND SUGGESTIONS

This chapter deals with the conclusion and suggestions based on the research findings stated in Chapter IV and the discussion in Chapter V.

6.1 CONCLUSION

The conclusion is based on the findings written in Chapter IV. It states two focuses based on the research question stated in Chapter I. The conclusions of the findings are:

6.1.1 Negative Emotions Appearance

There are six negative emotions that appeared in the pupils' learning process in the class. Those are: 1) Fear, 2) Apathy, 3) Guilt, 4) Angry, 5) Anxiety, and 6) Despair.

6.1.2 Teachers' Strategies

There are some strategies that are applied by the teachers in handling all of those psychological negatives that appeared. The strategies for handling their emotions are: 1) Using "Sstt" sign, 2) Giving understanding, 3) Coming over them, 4) Giving funny responses, 5) Guiding, 6) Giving positive feedback, 7) Repeating the Pronunciation, 8) Repeating slowly, 9) Doing chuckle, 10) Calling their names, 11) Praising them, 12) Reading "Sholawat", 13) Whispering, 14) Pretending to Cry, 15) Ice breaking, 16) Delivering the Consequence, 17) Repeating the Command, 18) Use the Malay Language, and 19) Reducing the Teachers' Voice.

6.2 SUGGESTION

For teachers, since it is a kindergarten, the activities in the class should be more time for learning while playing and singing. Having so much fun together with the pupils can be done in many ways. So, the class will be more colorful, the pupils will be more cheerful, and school will be the best second home that the students can feel.

There are so many ways in handling students' emotions and every teacher has their own way. Those strategies are good for them. But all those strategies need to be considered with other conditions, such as the class, the teachers, and the students.

Therefore, for the next researchers, they can use this research as the previous study and the references. Then, they can develop the research through other views. Such as the teachers' emotions, what makes students' emotions appear, and so on. Hopefully, this research can be beneficial to other researchers who want to do research related to this study.



REFERENCES

- Adamson, L. (2022). Fear and shame: students' experiences in English-medium secondary classrooms in Tanzania. *Journal of Multilingual and Multicultural Development* 0:0, pages 1-16. 2022 Jun 27. DOI: <https://doi.org/10.1080/01434632.2022.2093357>
- Alfaeni, I. (2022). *Emotional Intelligence on Learning English as English Foreign Language (A Case Study at Eleventh Grades Majoring in Social Sciences of MA Al-Khairiyah Pipitan)* (Doctoral dissertation, UIN Sultan Maulana Hasanuddin Banten).
- Alghifari, H., Adi, S. S., & Perdhani, W. C. (2022). Students' Perspective on the Use of Rock Song in Learning to Improve Student's Vocabulary. *Edu-Ling: Journal of English Education and Linguistics*, 6(1 December), 18-25. DOI: <https://doi.org/10.32663/edu-ling.v6i1.20December.3192>
- Alshammari, R. M. (2020). A Review of the Literature on Anger Management Interventions for Elementary Students. *المجلة الدولية للعلوم التربوية والنفسية*, 1(56), 253-269. DOI: <https://doi.org/10.21608/ijeps.2020.252628>
- Anggreni, A., Hastini, H., & Erniwati, E. (2019). Analyzing Teachers' Praise In Classroom Interaction. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 7(2). DOI: <https://doi.org/10.24256/ideas.v7i2.1037>
- Arif, T. Z. Z. Al, Sulistiyo, U., Ubaidillah, M. F., Handayani, R., Junining, E., & Yunus, M. (2022). A Look at Technology Use for English Language Learning from a Structural Equation Modeling Perspective. *Call-Ej*, 23(2 Special Issue), 18-37.
- Armenta, C. N., Fritz, M. M., & Lyubomirsky, S. (2017). Functions of Positive Emotions: Gratitude as a Motivator of Self-Improvement and Positive Change. *Emotion Review*, 9(3), 183-190. <https://doi.org/10.1177/1754073916669596>

- Bajri, A. (2018). Improving Students'pronunciation Using Repetition Drill Technique For The Students Of Grade Xi Natural Science Man 1 Yogyakarta. *English Language Teaching Journal*, 7(6), 428-436.
- Bunganegara, M. H. (2018). Pemaknaan Shalawat: Pandangan Majelis Dzikir Haqqul Yaqin. Tahdis: *Jurnal Kajian Ilmu Al-Hadis*, 9(2). DOI: <https://doi.org/10.24252/tahdis.v9i2.12478>
- Cherry, K. (2020). *The James-Lange Theory of Emotion*.
- Ching, C. L., & Chan, V. L. (2020). Positive emotions, positive feelings, and health: A life philosophy. *Linguistics and Culture Review*,4(1), 1-14. DOI: <https://doi.org/10.37028/lingcure.v4n1.16>
- Drew, C. (January 8, 2023). 10 Cannon-Bard Theory Examples & Definition. *Helpful Professor*. <https://helpfulprofessor.com/cannon-bard-theory-examples/>
- Elmiati, E., Riza, A., Afrianti, R., & Sevrika, H. (2022). Students'negative' Emotions In Learning English. *Ekasakti Educational Journal*, 2(2), 142-147. DOI: <https://doi.org/10.31933/eej.v2i2.603>
- Erlia, W. (2021). Roles of the teacher for increasing learning quality of students. *ETUDE: Journal of Educational Research*, 1(3), 77-86. DOI: <https://doi.org/10.56724/etude.v1i3.35>
- Farwati, D. Z., Rahmah, M., & Sutisna, E. (2018). The application of Ice Breaking activities in teaching english to junior high school students. *Journal of English Teaching and Linguistics Studies (JET Li)*, 1(1), 16-26. DOI: <https://doi.org/10.55215/jetli.v1i1.1489>
- Fauzi, T., & Sari, S. P. (2018). Kemampuan Mengendalikan Emosi Pada Siswa Dan Implikasinya Terhadap Bimbingan Dan Konseling. *Jurnal Dosen Universitas PGRI Palembang*.
- Fikroni, M. R. (2022). *English Language Teaching at Kindergarten: What Happens in The Classroom*. *GENIUS: Indonesian Journal of Early Childhood Education*, 3(1), 9-22. DOI: <https://doi.org/10.35719/gns.v3i1.75>

- Glenz, T. (2014). The importance of learning students' names. *Journal on Best Teaching Practices*, 1(1), 21-22.
- Graham, L. J., White, S. L., Cologon, K., & Pianta, R. C. (2020). Do teachers' years of experience make a difference in the quality of teaching?. *Teaching and teacher education*, 96, 103190. DOI: <https://doi.org/10.1016/j.tate.2020.103190>
- Guest, H. (2021). The influence of student motivation on student achievement in junior high school. *JPGI (Jurnal Penelitian Guru Indonesia)*. 6 (3). DOI: <http://dx.doi.org/10.29210/021113jpgi0005>
- Gutierrez, D., Horton, C., & Murray, C. (2020). The Effect of Shame and Guilt on Students' Writing Habits. *UC Riverside Undergraduate Research Journal*, 14(1).
- Heilman, E. E. (2022). Anger Is All the Rage: A Theoretical Analysis of Anger Within Emotional Ecology to Foster Growth and Political Change. *Teachers College Record*, 124(4), 205-234. DOI: <https://doi.org/10.1177/01614681221093285>
- Hurlock, E. B. (1997: 268). *Child Development* 6thEd. Tokyo: McGraw Hill Inc. *International Student Ed.*
- Ibanez L, Roussel S (2021) The effects of induced emotions on environmental preferences and behavior: An experimental study. *PLoS ONE* 16(9): e0258045. DOI: <https://doi.org/10.1371/journal.pone.0258045>
- Indarsari, M. S., & Utomo, A. C. (2022, December). The Use Repetition and Feedback Methods in Supporting the Learning of Slow Learners Children. In 7th Progressive and Fun Education International Conference (PROFUNEDU 2022) (pp. 176-185). *Atlantis Press*. DOI: https://doi.org/10.2991/978-2-494069-71-8_19
- Johnson, D. (2017). The Role of Teachers in Motivating Students to Learn. *BU Journal of Graduate Studies in Education*, 9(1), 46-49. URL: <https://eric.ed.gov/?id=EJ1230415>

- Jing, L., Duan, T. T., Tian, M., Yuan, Q., Tan, J. W., Zhu, Y. Y., ... & Xu, L. (2015). Despair-associated memory requires a slow-onset CA1 long-term potentiation with unique underlying mechanisms. *Scientific Reports*, 5(1), 1-13. DOI: <https://doi.org/10.1038/srep15000> (2015)
- Kaczmarek, L.D., Kashdan, T.B., Behnke, M. et al. Positive Emotions Boost Enthusiastic Responsiveness to Capitalization Attempts. *Dissecting Self-Report, Physiology, and Behavior. J Happiness Stud* 23, 81–99 (2022). DOI: <https://doi.org/10.1007/s10902-021-00389-y>
- Kristiyani, T., & Faturachman, F. (2018). Students' perspectives on concepts, factors, and models related to the attainment of achievement. *ANIMA Indonesian Psychological Journal*, 34(1). DOI: <https://doi.org/10.24123/aipj.v34i1.2022>
- Larosa, N., Qamariah, H., & Rosdiana, R. (2020). The implementation of repetition drills in teaching speaking skills. *Jurnal Ilmiah Mahasiswa Pendidikan*, 1(1). URI: <https://repository.bbg.ac.id/handle/874>
- LeBlanc, V.R., Posner, G.D. Emotions In Simulation-Based Education: Friends Or Foes Of Learning?. *Adv Simul* 7, 3 (2022). DOI: <https://doi.org/10.1186/s41077-021-00198-6>
- Machů, E., & Morysová, D. (2016). Analysis of the emotion of fear in gifted children and its use in teaching practice. *Procedia-Social and Behavioral Sciences*, 217, 222-228. DOI: <https://doi.org/10.1016/j.sbspro.2016.02.071>
- Mantra, I. B. N., Widiastuti, I. A. M. S., Suparsa, I. N., & Handayani, N. D. (2020). Teaching And Learning Strategies Practiced By Language Teachers To Actively Engage Their Students In Learning. *International Journal of Applied Science and Sustainable Development (IJASSD)*, 2(2).
- Marin RS. Apathy: A Neuropsychiatric Syndrome. *J Neuropsychiatry Clin Neurosci*. 1991;3:243–254. DOI: [doi 10.1176/jnp.3.3.243](https://doi.org/10.1176/jnp.3.3.243)

- Maryani, K., Yufiarti, Y., & Yetti, E. (2021). Online Training Methods in Improving Early Childhood Teacher Pedagogic Competence. *Indonesian Journal of Early Childhood Education Studies*, 10(2), 89-95.
- Marzatifa, L., Agustina, M., & Inayatillah, I. (2021). Ice Breaking: Implementasi, Manfaat dan Kendalanya untuk Meningkatkan Konsentrasi Belajar Siswa. *Al-Azkiya: Jurnal Ilmiah Pendidikan MI/SD*, 6(2), 162-171. DOI: <https://doi.org/10.32505/al-azkiya.v6i2.3309>
- Mendrofa, M., & Wijaya, M. (2022). Benefits of Drilling Repetition in Enhancing Second Language Learners' Speaking Ability. *International Journal of English and Applied Linguistics (IJEAL)*, 2(2), 263-270. DOI: <https://doi.org/ijeal.v2i2.1583>
- Miles, B. Mathew dan Michael Huberman. 1992. Analisis Data Kualitatif Buku Sumber Tentang Metode-metode Baru. *Jakarta: UIP*.
- Mustafina, R. F., Ilina, M. S., & Shcherbakova, I. A. (2020). Emotions and their Effect on Learning. *Utopía y praxis latinoamericana: revista internacional de filosofía iberoamericana y teoría social*, (7), 318-324.
- Narimo, S., Hastuti, D. D., & Sutopo, A. (2019). Konsekuensi Tanggung Jawab dalam Pembelajaran Matematika SMA. *Jurnal VARIDIKA*, 30(2), 1-6. DOI: <https://doi.org/10.23917/varidika.v30i2.7568>
- Pangua, S. (2016). The Effectiveness of Ice-Breaker Activity to Improve Students' Speaking Skill of The Third Semester Students of English Department Students of FKIP UKI Toraja. *Teaching English as a Foreign Language Overseas Journal*, 2(1), 179-193. DOI: <https://doi.org/10.47178/teflo.v2i1.237>
- Pertiwi, Canda Ayu Arum; Dzulfikri, Dzulfikri. Exploring Learners' Emotions and Teachers' Strategies in Dealing with Them in EFL Contexts. *Lingual: Journal of Language and Culture*, [S.l.], v. 15, n. 1, p. 3, May 2023. ISSN 2716-3091. DOI: <https://doi.org/10.24843/LJLC.2023.v15.i01.p01>

- Pertiwi, C. A. A., Mustofa, M., Ubaidillah, M. F., & Hariyanto, S. (2022). The Portrait of Challenges in Teaching English to Young Learners: A Case Study in an Indonesian Islamic School. *Journal of English Language Teaching and Linguistics*, 7(3), 467-478. DOI: <http://dx.doi.org/10.21462/jeltl.v7i3.89>
- Prabhu, G. S., Tam Min Yen, J., Posko Amalaraj, J. J., Tan Yie Jone, E., & Kumar, N. (2016). Anger management among medical undergraduate students and its impact on their mental health and curricular activities. *Education research international*, 2016. DOI: <https://doi.org/10.1155/2016/7461570>
- Pranata, M. A., Susanti, R. A., & Jannah, Q. O. M. A. R. I. A. T. U. L. (2021). The effectiveness of ice breaking to increase students' motivation in learning English. *International Journal of English Education & Linguistics*. 3(01), 31-38. DOI: <https://doi.org/10.33650/ijoeel.v3i1.2256>
- Putra, G. L. A. K. (2019). Popularitas Animasi Upin Ipin Pada Anak-Anak Di Bali. *Jurnal Nawala Visual*, 1(2), 122-126. DOI: <https://doi.org/10.35886/nawalavisual.v1i2.45>
- Richards, J. C. (2022). Exploring emotions in language teaching. *RELC Journal*, 53(1), 225-239. DOI: 10.1177/0033688220927531 journals.sagepub.com/home/rel
- Riyanto, M., & Sayer, I. M. (2022). Teacher's Duties and Responsibilities. *PPSDP International Journal of Education*, 1(1), 74-90. Retrieved from <https://ejournal.ppsdp.org/index.php/pijed/article/view/6>
- Rudiansyah, R., Amirullah, A., & Yunus, M. (2016). Upaya guru dalam mengatasi kecemasan siswa dalam menghadapi tes (pencapaian hasil belajar) siswa di SMP Negeri 3 Banda Aceh. *Jurnal Ilmiah Mahasiswa Pendidikan Kewarganegaraan*, 1(1).
- Rusman, K. B. (2022). Implementation and Benefits of Learning through Ice Breaking. *International Linguistics and TESOL Journal*, 1(1), 1-4. DOI: <https://doi.org/10.55637/iltes.1.1.5785.1-4>

- Salwiah, S., & Asmuddin, A. (2021). The Improving of Intelligence Verbal-Linguistic Ability on Singing Method at the Group B of Pantai Indah Kindergarten, North Buton Regencyâ. *Indonesian Journal of Early Childhood Education Studies*, 10(1), 68-74.
- Saugadi, S., & Sari, N. I. P. (2020). The Role of Teachers in Increasing Student Motivation of Students in Sman 2 Tolitoli During the Pandemic Covid-19. *Jurnal Madako Education*, 6(2).
- Sisdianty, S., & Anifah, A. (2018). Students' Response on the Use of Song in Teaching Listening to the first semester students of Senior High School in Cililin. *PROJECT (Professional Journal of English Education)*, 1(4), 391-399. DOI: <http://dx.doi.org/10.22460/project.v1i4.p391-399>
- Stebbins, R. A. (2012). The role of humour in teaching: Strategy and self-expression. *Teaching strategies: Exploration in the sociology of the school*, 84-97.
- Suhadianto, S., & Pratitis, N. (2020). Eksplorasi faktor penyebab, dampak dan strategi untuk penanganan prokrastinasi akademik pada mahasiswa. *Jurnal RAP (Riset Aktual Psikologi Universitas Negeri Padang)*, 10(2), 204-223. DOI: <https://doi.org/10.24036/rapun.v10i2.106266>
- Tan, J., Mao, J., Jiang, Y., & Gao, M. (2021). The Influence of Academic Emotions on Learning Effects: A Systematic Review. *International Journal of Environmental Research and Public Health*, 18(18), 9678.
- Ulfah, M., Dewi, F. A., & Yulianti, D. W. (2020). Teachers' Perspective Toward the Classroom Management of English Teaching-Learning Process in Big Class. *Journal of Teaching dan Learning Research*, 2(1), 7-16. DOI: <https://doi.org/10.24256/jtlr.v2i1.1122>
- Uwa (2019). The Science of Emotion: Exploring the Basics of Emotional Psychology. *Psychology and Counseling News*. Livingston, Alabama 35470.

- Van Roeyen, I., Riem, M. M., Tonicic, M., & Vingerhoets, A. J. (2020). The damaging effects of perceived crocodile tears for a crier's image. *Frontiers in psychology, 11*, 172. DOI: <https://doi.org/10.3389/fpsyg.2020.00172>
- Wardhani, A. C., Ena, O. T., & Mbato, C. L. (2021). Constructing Teacher Identity: Teachers Emotion in Teaching English for Pre-School Students. *Language Circle: Journal of Language and Literature, 15(2)*, 193-200. DOI: <https://doi.org/10.15294/lc.v15i2.26365>
- Warren, C., Barsky, A., & McGraw, A. P. (2021). What makes things funny? An integrative review of the antecedents of laughter and amusement. *Personality and Social Psychology Review, 25(1)*, 41-65. DOI: <https://doi.org/10.1177/1088868320961909>
- Yalçın, Y. G., & Tek, T. (2021). Analysis of Anxiety, Guilt and Embarrassment Changes of University Students Who Do and Do Not Do Sports. *African Educational Research Journal, 9(1)*, 44-50. DOI: 10.30918/AERJ.91.20.184
- Yunus, M. (2010). Improving Students' Speaking Skill Throught Guided Question with Inside Outside Circle Technique at the First Grade of SMA Wahid Hasyim Malang. Malang: Universitas Islam Malang
- Yunus, M., Efendi, E., Ronald, R., Ubaidillah, M. F., Lee, H. Y. (2023). Willingness to Communicate in English: An Interview Study with Indonesian Vocational High School Students. *Langkawi Journal of The Association for Arabic and English, 9(1)*, 44-55 DOI: <http://dx.doi.org/10.31332/lkw.v0i0.52>
91 Hist
- Yusuf, A., & Pattisahusiwa, E. (2020). Teacher's Strategies to Create A Conducive Learning Environment In The Ron Clark Story Movie. *Prosodi, 14(2)*, 87-98. URI: <http://eprints.unipdu.ac.id/id/eprint/2347>
- Yusuf, Q., Asyik, A. G., Qismullah Yusuf, Y., & Rusdi, L. (2017). "Listen, do, repeat, understand and remember": Teaching English to very young children in Aceh. *Iranian Journal of Language Teaching Research, 5(2)*, 113-132. DOI: <https://doi.org/10.30466/ijltr.2017.20333>