

Positive and Negative Emotions of High School Students in Learning English through Google Classroom

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ABSTRACT

Google Classroom is one of the teaching media commonly used by teachers in online English learning systems recently. Its use brings various emotions among students. This narrative study aims to explore students' emotions in learning English through Google Classroom and how these emotions influence English learning. Data were garnered from semi-structured interviews and analyzed by using the concept from Braun & Clarke. The analysis of the collected data showed that there are positive and negative emotions felt by students, and these emotions influence their English learning. The positive emotions include pleasure, hope, pride, and relief, while the negative emotions include anger, anxiety, shame, hopelessness, and boredom. These emotions in language learning allow the students to learn all the time (anywhere and anytime) and increase their grades. On the other hand, it also makes them reluctant to study, not focus on the learning process, and less interested in learning.

KEYWORDS:

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Introduction

Online learning is one of the alternatives to use in this era. Some online platforms are usually used in online learning, such as Zoom, email, Telegram, Google Meet, and Google Classroom (Ro'fah et al., 2020). A study related to the use of Google Classroom in learning shows that it is useful in saving time, overcoming living distance, and saving learning documents (Divariyani & Slameto, 2022; Gaba et al., 2021). It also reveals that students involved in the study found Google Classroom much more straightforward and friendlier than other online platforms to use in the teaching and learning process (Ketut Sudarsana et al., 2019; Salam, 2020).

The initial survey involving high school students using Google Classroom during the pandemic also shows something similar. They said that they were quite able to follow the online learning using Google Classroom. However, they often feel bored and do not enjoy the class because it is used too often and for too long. This condition shows that the change in the educational order makes students' emotions about online learning change too.

It is important for us to know the changes in students' emotions as an evaluation of online learning. It is because knowing their emotions can affect teachers' approaches to teaching and learning that can influence the learning outcomes (Lizzio et al., 2002). In the case of learning, emotion is a feeling that will indirectly affect student achievement (Schutz & Pekrun, 2007). When the students feel positive emotions, they will do all of their learning activities well. Meanwhile, they will be reluctant to do the learning activities during the class when they have negative emotions.

There are some types of student emotions related to learning. It includes:

1. Enjoyment is a positive activity emotion showing a high level of perceived competence combined with positive task-related value beliefs.
2. Hope is an emotion that a person has to achieve a desired goal.
3. Pride is a feeling of satisfaction with oneself for an achievement.
4. Relief is a feeling of pleasure, not restlessness.
5. Anger, emotion for the disappointment he experienced
6. Anxiety, a prospective outcome emotion, is triggered when the perceived controllability of success and failure is low but the perceived value is high.
7. Shame is a feeling experienced as a result of an action taken.
8. Hopelessness is an emotion characterized by a lack of enthusiasm and hope.
9. Boredom is a feeling of tiredness as a result of an environmental stimulus (Pekrun & Stephens, 2010).

In this study, the researchers want to investigate how the emotions of high school students affect online learning using Google Classroom, especially when learning English. The researcher raised this title because high school students have emotions that are still less stable, especially when accompanied by significant educational changes. Thus, this research is expected to provide an overview of how students' emotions change during online learning using Google Classroom, and its result can hopefully be used as an evaluation reference for the next learning. Many previous studies have investigated students' emotions, but research investigating students' emotions in online learning using Google Classroom is still limited. Therefore, this research tries to provide practical insight into the emotions of students learning English through Google Classroom.

Method

This study uses qualitative as the research approach and narrative inquiry as the research design. Clandinin and Connelly, as cited in Chan (2017), stated that the participants are supposed to tell their experience clearly by using narrative research. It involved four students of a senior high school located in Central Java, Indonesia, consisting of boys and girls aged around 15–17 years chosen randomly. The researchers chose them because they are involved in the online learning process using Google Classroom. Their personal information was kept confidential.

In this study, the researcher conducted interviews to collect data. Interviews are a gathering technique involving verbal communication between the researcher and the subject. The type of interview chosen is a semi-structured interview. In a semi-structured interview, the interviewer uses a set of predetermined questions, and the respondents answer in their own words (Easwaramoorthy & Zarrinpoush, 2006). In this case, the researcher focused on exploring students' emotions in the English learning process

facilitated by Google Classroom. This interview was carried out in Indonesian to avoid misunderstandings and misinterpretations.

Result and Discussion

After collecting the data through observation and interviews, the researchers identified the students' data related to their emotions in learning English using Google Classroom during the pandemic. From the interview, the researcher found two emergent themes that led to students' emotions during the use of Google Classroom in the English learning process. There are positive emotions and negative emotions.

Table 1 Students' Emotion of Using Google Classroom

Positive Emotions	Negative Emotions
1. Enjoyment	1. Anger
2. Hope	2. Anxiety
3. Pride	3. Shame
4. Relief	4. Hopelessness
	5. Boredom

Positive Emotions of Students in Online Learning

Enjoyment

One of the emotions experienced by students when learning English using Google Classroom is enjoyment. This can be seen in the following data, "I enjoy using Google Classroom to learn English because I think it can add insight into technology." (Koko, Interview, October 12, 2021)

The participants said that he enjoyed the learning process. It can be seen in the phrase "I enjoy it because it can add to my knowledge of technology." Participants enjoyed using technology as a learning tool. The information in the data above is in line with the control-value theory of achievement emotion (Pekrun & Stephens, 2010).

Similarly to Koko, Kiki also feels positive emotions when learning English using Google Classroom. This can be seen in the following data, "I enjoy using Google Classroom to learn English because online learning using Google Classroom does not require the teacher to mention the students' names directly and no group assignment is given." (Kiki, interview, October 12, 2021)

The information in the data above is in line with the control-value theory of achievement emotion developed by Pekrun and Stephens (Pekrun & Stephens, 2010). They said that enjoyment is a positive activity where the students can achieve high levels of competence combined with positive task-related value beliefs (Pekrun & Stephens, 2010).

The narrative data above shows us that participants' emotions turned into enjoyment because there was no more anxiety or fear. They are no longer depressed because of the teacher's activities, which sometimes mention students' names randomly. In addition, they enjoyed the class because they got new benefits related to the use of technology. As revealed by some studies that positive feelings such as enjoyment are much more frequent than negative ones (Freiermuth & Jarrell, 2006; Yoshida, 2022). It also fits well with Rowe et

al. (2015), who stated that the feeling of joy can help students think, pay more attention to the lesson, become open-minded, and enhance their creativity.

Pride

Hope is one of the positive emotions in the control value of achievement emotion (Pekrun & Stephens, 2010). Participants told the researchers about another emotion revealed in the learning process using Google Classroom is pride. This can be seen in the following data, "There is a sense of pride that I feel when I learn by using technology, especially for the first-time using Google Classroom" (Koko, Interview, October 12, 2021).

The participant told the researcher that he felt proud when learning online using Google Classroom. It can be seen in the phrase, "There is a sense of pride when I learn by using technology." The statement is in line with Pekrun and Stephens (Pekrun & Stephens, 2010). According to them, pride is a feeling of satisfaction with oneself for an achievement. It also shows accomplishment experiences believed to boost self-esteem and promote motivation to put in extra effort in the achievement and task domains (Roberts & Goldenberg, 2007). In this case, Koko feels proud because he is satisfied that he has succeeded in using Google Classroom as one of the technological tools in online learning, something that becomes their hope for change in learning.

Relief

Another feeling that is also felt by participants when using Google Classroom is a feeling of relief. This can be seen in the following data, "At first I was worried about how online learning would be, but after learning by using Google Classroom, I feel relieved because it can be an alternative that helps the process of online learning" (Koko, interview, October 12, 2021).

The participant told the researchers that he felt a sense of relief when he learned English using Google Classroom. He said that he is relieved after knowing that Google Classroom can help him learn English. The statement aligns with Pekrun and Stephens (Pekrun & Stephens, 2010). According to Pekrun and Stephens, relief is a feeling of pleasure, not restlessness.

As stated by Koko, Kaka also feels the same thing. This can be seen in the following data, "I feel relieved because online learning uses Google Classroom. It means we can still learn English even though learning has changed to online." (Kaka, Interview, October 12 2021)

Kaka told the researcher that he felt a sense of relief when he knew that learning could still be done remotely. As in the phrase, "We can still learn English even though learning has changed to online." The statement is in line with Pekrun and Stephens (Pekrun & Stephens, 2010), who stated that relief is a feeling of pleasure, not restlessness.

Other participants also experienced a feeling of relief, as shown in the data below, "I feel relieved to learn English using Google Classroom because this online learning makes the teacher not appoint students directly." (Kiki, Interview, October 12, 2021)

Kiki told the researcher that she felt positive emotions such as a sense of relief, which can be seen in the phrase "Relieved because the teacher did not appoint students directly." The statement is in line with Pekrun and Stephens's (Pekrun & Stephens, 2010) statement that relief is a feeling of pleasure, not restlessness. In other words, in this case, the use of Google Classroom makes students feel relieved because they are happy that they can still learn English although they do not meet directly in the same place, and they do not feel afraid to be appointed by the teacher directly during the learning process. Some studies

reveal that online learning can help students feel free and not intimidated in the classroom (Chinyio, E., Morton, 2006; Rokhuma et al., 2021).

Negative Emotions

Anger

One of the negative emotions felt in online learning using Google Classroom is anger (Vo et al., 2022). Anger in learning belongs to one of the things that can reduce students' intrinsic motivation (Pekrun et al., 2002). The emotion of anger can be seen in the following data, "In online learning using Google Classroom, I feel angry because learning English is often video-based. I feel angry because learning videos are difficult to access when we use Google Classroom" (Kaka, Interview, October 12, 2021).

The participant told the researcher that he felt negative emotions, such as anger, while using Google Classroom to learn English. It can be seen in the phrase, "I am angry because the learning videos are difficult to access." The statement is in line with Pekrun and Stephens (Pekrun & Stephens, 2010). According to them, anger is an emotion related to the disappointment he experienced. In this case, he felt angry because of the difficulty of downloading and opening videos in the learning process using Google Classroom.

Similar to Kaka, Kiki also felt negative emotions while learning English using Google Classroom during the pandemic. This can be seen in the following data, "I often get angry when learning using Google Classroom because the learning is held at home, which makes it difficult for me to focus because it's crowded at home" (Kiki, Interview, October 12, 2021).

The narrative data above shows that participants felt negative emotions, such as anger. This can be seen in the phrase, "I often get angry because the learning is held at home." The participant told the researchers that he felt unfocused with noisy learning at home, which made him feel angry emotions. As stated by Pekrun and Stephens (Pekrun & Stephens, 2010), anger is an emotion related to the disappointment he experienced. In this case, he felt disappointed at not being able to access video when he learned to use video.

Anxiety

The next negative emotion felt by the participant while learning English using Google Classroom was anxiety. One of the reasons is that the students are afraid of not completing the assignment well (Vo et al., 2022). It can be seen in the following data, "I feel anxious when I have an assignment because I am afraid that I will be late in submitting the assignment." (Kiki, Interview, October 12, 2021)

The narrative data above shows that participants feel negative emotions of anxiety when learning English using Google Classroom. This can be seen in the phrase, "I feel anxious when there is a task." The statement is in line with Pekrun and Stephens (Pekrun & Stephens, 2010), stating that anxiety is a prospective outcome emotion that is, for example, assumed to be triggered when the perceived controllability of success and failure is low, but the perceived value is high (Pekrun & Stephens, 2010). In this case, the participants feel anxious about their inability to collect assignments on time due to the large number of tasks received. Suwastini (2021) stated that learning by using google classroom enables students to be late in submitting assignments because of their inability to manage their time well.

Shame

The shame belongs to negative activating emotions (Pekrun et al., 2011). It means that although it belongs to negative emotion, it does not demotivate students' learning

motivation. It is one of the emotions participants feel when learning English online (Vo et al., 2022). It can be seen in the following data, "When learning online using Google Classroom, I feel ashamed when I want to ask a question because I'm afraid of not being answered or responded to" (Kaka, Interview, October 12, 2021).

The narrative data above shows that participants feel negative emotions such as shame. It can be seen in the phrase, "I feel shame when I want to ask." The statement is in line with Pekrun and Stephens (Pekrun & Stephens, 2010). According to Pekrun and Stephens, shame is a feeling experienced as a result of an action taken. In this context, participants feel ashamed when they post questions and their questions are not answered or responded to. This condition is in line with Abidin's (2020) statement that sometimes the use of Google Classroom brings about a situation where the teacher cannot handle the class maximally, and the students' ideas are not well responded to.

Hopelessness

Another negative emotion associated with learning English using Google Classroom is hopelessness. It can be seen in the following data, "I feel a feeling of hopelessness, especially when I have to submit assignments, but there is no quota" (Kuku, Interview, October 11, 2021).

The participant told the researcher that they felt hopeless when they had to submit assignments when there was a limited quota. It can be seen in the phrase, "I feel a sense of hopelessness in collecting assignments." The statement is in line with Pekrun and Stephens (Pekrun & Stephens, 2010). According to Pekrun and Stephens (Pekrun & Stephens, 2010), hopelessness is an emotion characterized by a lack of enthusiasm and hope. In this case, they feel hopeless about submitting assignments on time.

Similar to Kuku, Kaka also feels hopeless about learning English using Google Classroom. Can be seen in the following data, "I feel hopeless when learning English using Google Classroom during the pandemic, especially when there is no quota, making me unable to study." (Kaka, Interview, October 12, 2021).

The participant told the researcher that he felt a sense of hopelessness when learning English using Google Classroom. It can be seen in the phrase, "I feel a sense of hopelessness when there is no quota." The participant told me that he felt hopeless when learning English using Google Classroom, especially when there is no quota to access the learning material, join the discussion, and submit the assignment. The statement is in line with Pekrun and Stephens (Pekrun & Stephens, 2010). According to Pekrun and Stephens, hopelessness is an emotion characterized by a lack of enthusiasm and hope. In this case, participants lose their enthusiasm for learning through Google Classroom when they know that their quota is running out. This condition also fits well with the previous study revealing that unstable connection can demotivate students' motivation to learn (Abidin & Saputro, 2020; Suwastini et al., 2021).

Boredom

Boredom is also one of the negative emotions felt by the participants. It belongs to self-disruptive affecting the learning process (Eren & Coskun, 2016; Pekrun et al., 2002). One of the reasons is that the activity in online learning is monotonous (Vo et al., 2022). This kind of emotion can be seen in the following data, "Initially using Google Classroom, I still enjoyed it, but entering the second semester, I started to feel bored" (Kuku, Interview, October 11 2021).

The participant told the researchers that he felt bored with online learning using Google Classroom. It can be seen in the phrase, "Entering the second semester, I started to feel

bored." The statement is in line with Pekrun and Stephens (Pekrun & Stephens, 2010) statement that boredom is a feeling of tiredness as a result of an environmental stimulus. In this case, the participant felt bored with learning using Google Classroom for a long time.

Similar to Kuku, Kaka also feels bored learning English using Google Classroom. It can be seen in the following data, "I feel bored learning English using Google Classroom because I am always given assignments." (Kaka, Interview, October 12, 2021)

The participant told the researcher that he felt bored learning English using Google Classroom. It is because the learning process is monotonous, and there are a lot of tasks that should be completed. It can be seen in the phrase, "I feel bored because I am always given assignments." The statement is in line with Pekrun and Stephens (Pekrun & Stephens, 2010), who said that boredom is a feeling of tiredness as a result of an environmental stimulus. In this case, some students feel the burden of learning using Google Classroom because they are tired of doing many assignments.

Moreover, boredom in learning can also arise and get worse due to a lack of interpersonal communication (Li et al., 2020; Nafiah et al., 2021). Kiki also feels bored learning English using Google Classroom. It can be seen in the following data, "I feel bored using Google Classroom because I can't interact directly with friends" (Kiki, Interview, October 12, 2021).

The participant told the researcher that he felt bored learning English using Google Classroom during the pandemic. It can be seen in the phrase, "I feel bored because I can't interact directly with friends." The statement is in line with Pekrun and Stephens (Pekrun & Stephens, 2010). According to Pekrun and Stephens, boredom is a feeling of tiredness as a result of an environmental stimulus. In this case, the participants feel bored with learning using Google Classroom because they cannot have direct interaction with their friends.

Conclusion

This study provides an overview of the feelings of pupils using Google Classroom for online instruction. Technological and online learning media are frequently portrayed as modern instruments that aid in the learning process, but they also have a negative aspect. In actuality, the use of learning management systems in online education, particularly Google Classroom, elicits both positive and negative sentiments from its users. In addition to feelings of enjoyment, pride, and relief, they also experience wrath, anxiety, humiliation, hopelessness, and tedium as a result of using Google Classroom. This issue can be used as a resource for evaluating the learning process by instructors, particularly those who teach English using Google Classroom. Therefore, the researchers propose that instructors utilizing Google Classroom in the English learning process implement online learning in a more interactive manner so that negative emotions felt by students can be reduced.

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