

CHAPTER II

LITERATURE REVIEW

This chapter discusses the general theories and understanding of enjoyment and boredom, foreign language enjoyment, classroom management, teacher's challenges, teacher's strategies, and teacher's strategies to deal with classroom management in creating foreign language enjoyment. Understanding the theories will help you get a clearer view of the relevant topics of this research.

A. Enjoyment and Boredom

1. Definition of Enjoyment

Enjoyment is a sign that one's psychological demands are being satisfied. (Dewaele & MacIntyre, 2014). According to the majority of emotion theorists, enjoyment is a fundamental emotion that manifests itself when people encounter desired results related to personal success and interpersonal relatedness. (Reeve, 2005, p. 316). In other words, the term "enjoyment" itself is used to describe the positive state of an individual in which problems and the abilities required to overcome those problems correlate (Csikszentmihalyi, 1990).

In the context of an educational environment, when students are able to overcome the obstacles they encounter, they are more likely to enjoy themselves. While enjoyment and pleasure are similar, enjoyment varies from pleasure in that it includes the idea of effectively overcoming obstacles (Boudreau et al., 2018). Enjoyment is defined as the pleasurable feelings that arise from going beyond one's homeostatic bounds and extending oneself to gain new experiences, particularly when confronted with difficult tasks (Elahi et al., 2020).

In conclusion, enjoyment is a sign of psychological satisfaction and pleasure, a fundamental emotion arising from desirable outcomes related to personal success and interpersonal relationships. In the educational environment, enjoyment is more likely when students overcome obstacles

involving pleasurable feelings and go beyond homeostatic bounds to gain new experiences, especially when confronted with difficult tasks.

2. Definition of Boredom

Boredom can be defined as an unpleasant feeling that can be triggered by challenges that require intense emotional capacity, a lack of engagement with them, or an inability to be engaged and incited (Feldges & Pieczenko, 2020). John Eastwood defines boredom as "the aversive experience of wanting, but being unable, to engage in satisfying activity" (2012, p. 482), which can be correlated to Adam Phillips' (1993) definition of boredom as "free floating attention" and the "state of suspended anticipation" (p. 69–77), which he also defines as "that state of suspended animation in which things are started and nothing begins, the mood of diffuse restlessness which contains that most absurd and paradoxical wish, the wish for a desire."

The word boredom usually has bad connotations, but boredom may actually bring positivity in the form of untapped potential (Domaradzki, 2020). Bench and Lench argue that the moment boredom sets in, people are inspired to pursue new goals and experiences (2013, p. 468), which means that people would become engaged and initiated in something and indirectly become productive.

According to Kurniawan (2011) rapid curriculum changes produce new challenges, such as lower student achievement, because students are unable to adjust to the new learning system. Out-of-class activities enhance students' English awareness, vocabulary, and autonomy in school by promoting active observation and study of English usage, thus enhancing their learning experience (Guo, 2011). Also, Nisrinafatin (2020) claims that excessive gaming can reduce motivation, lead to lazy study habits, and disrupt learning attention, making it difficult for teachers to teach effectively.

Wahyuni (2018) claims that the full-day school method causes students to become tired, resulting in physical, mental, and emotional fatigue, as well as boredom and fatigue due to excessive study time. Students often experience demotivation due to confusion in lesson delivery, low self-confidence,

dissatisfaction with learning, and personal issues (Huitt, 2005). Menstrual-cycle moods and symptoms, according to Richardson (1991), have a significant influence on cognitive learning outcomes. Because women suffer menstruation and hormonal changes, this is one of the reasons students become bored in class. Women's menstruation is quite unpleasant, especially because they also endure stomach problems and mood swings, which might affect female students' motivation in the studying process.

In conclusion, boredom is an unpleasant feeling triggered by intense emotional capacity, lack of engagement, or inability to engage in satisfying activities. It can bring positivity in the form of untapped potential, inspiring people to pursue new goals and experiences. Rapid curriculum changes can lead to lower student achievement, but out-of-class activities can enhance English awareness and autonomy. Excessive gaming can reduce motivation, disrupt learning attention, and make it difficult for teachers to teach effectively. Full-day school methods can cause physical, mental, and emotional fatigue, as well as boredom and fatigue due to excessive study time. Demotivation can also occur due to confusion in lesson delivery, low self-confidence, dissatisfaction with learning, and personal issues.

3. Correlation Between Enjoyment and Boredom

Enjoyment and boredom are two of the most common emotions that learners relate to the most (e.g., Larson & Richards, 1991; Pekrun, Goetz, Titz, & Perry, 2002). Success in learning depends on both of those emotions and the application of cognitive learning techniques (Murayama, Pekrun, Lichtenfeld, Vom Hofe, 2013; Pekrun, Lichtenfeld, Marsh, Murayama, & Goetz, 2017).

Students' delight and boredom, being the most commonly experienced emotions in the EFL environment, can have a major impact on their learning results (Derakhshan et al., 2022; Dewaele and Li, 2022). A high level of enjoyment can boost students' immediate thought-action repertoires and have a favorable impact on academic engagement and linguistic achievement (Dewaele and Li, 2021; Wang et al., 2022). A high level of boredom, on the

other hand, is likely to create dissatisfaction, inattention, and amotivation (Kruk and Zawodniak, 2018), which will have a negative impact on students' language acquisition (Derakhshan et al., 2022).

In conclusion, enjoyment is a positive and engaging emotion, which can be defined as an engagement emotion (Pekrun, 2018). On the other hand, boredom is a negative and dismissive emotion that is defined as an emotion that opposes engagement (Pekrun, 2018). Learners' emotions enjoyment and boredom significantly impact their learning outcomes. Enjoyment enhances engagement and language achievement, while boredom leads to dissatisfaction and inattention. Understanding these emotions is crucial for effective language learning.

B. Foreign Language Enjoyment

1. Definition of Foreign Language

Foreign language refers to any language that is not used in the local state, is usually taught as a curriculum for a certain period by non-native speakers, and is not commonly used in daily interactions (Gokturk-Saglam & Sevgi-Sole, 2023). Alan Rankin's definition of a foreign language is simply any language that is not common or familiar in a certain social construct (Rankin, 2023).

Foreign language is an essential education in a society that consists of many cultures. Most countries encourage and demand students to learn at least one foreign language at schools and universities. There is evidence to suggest that children learn languages more easily compared to adults. Children's exposure to foreign languages helps them develop problem-solving abilities that they can apply to different situations (Rankin, 2023).

The most basic definition of FLE begins by emphasizing how enjoyment differs from pleasure (Dewaele and MacIntyre, 2014). Enjoyment is defined as the pleasurable feelings that arise from going beyond one's homeostatic bounds and extending oneself to gain new experiences, particularly when confronted with difficult tasks.

FLE is a positive emotion that can fuel the second language learning process and boost performance in the second language. FLE swings on a time-scale hierarchy, from instantaneous changes to long-term changes. There is a moderately beneficial association between FLE and communication willingness. Enjoyment is an important aspect of language learning and communication, and it corresponds positively with self-assessed skills. FLE can improve learners' thought-action capabilities and learning results.

In conclusion, a foreign language (FLE) is a language not commonly used in a local state and is often taught as a curriculum by non-native speakers. It is essential education in diverse societies, with many countries encouraging students to learn at least one foreign language. Children learn languages more easily than adults, and exposure to foreign languages helps develop problem-solving abilities. FLE is a positive emotion that fuels second language learning and improves performance. It swings in a time-scale hierarchy and has a moderately beneficial association with communication willingness. Enjoyment is an essential aspect of language learning and communication, positively correlated with self-assessed skills, and can improve learners' thought-action capabilities and learning results.

2. Concept of Foreign Language Enjoyment

The most basic definition of FLE begins by emphasizing how enjoyment differs from pleasure (Dewaele and MacIntyre, 2014). Enjoyment is characterised as the joyful emotions that result from expanding oneself beyond one's physiologic constraints and acquiring new experiences, particularly when faced with challenging tasks. So far, research has explored this concept from several angles (Dewaele and MacIntyre, 2016; Li et al., 2018), including interaction with its origins and effects (Dewaele and Alfawzan, 2018; Dewaele et al., 2018).

According to Seligman and Csikszentmihalyi (2000), achieving success should be seen as a key goal in people's lives. They went on to say that positive psychology (PP) emphasizes the impact of pleasure, well-being, and creativity

on people. As a result, some research on the notion of PP and its consequences for people's occupations, education, and social life was done (Wang et al., 2021). Dewaele and MacIntyre (2014) also cited it as time to examine positive emotions in the context of language learning. They further claimed that using PP in second or foreign language classes can result in the growth of motivation, enjoyment, persistence, and, ultimately, long-term FL acquisition.

Foreign language enjoyment (FLE) is a concept that is compatible with the growing discipline of positive psychology, notably the broaden-and-build theory (Fredrickson, 2001). It, like other pleasant emotions, has the power to widen individuals' immediate repertoires of ideas and acts while also building psychological hardiness and personal resources (Fredrickson, 2001). FLE promotes foreign language learning by encouraging students to be creative and experiment with new languages (Dewaele and MacIntyre, 2016).

In conclusion, foreign language enjoyment (FLE) is a positive emotion that differs from pleasure, promoting enjoyment and creativity. Research has explored FLE's origins and effects and its impact on people's occupations, education, and social lives. Positive psychology (PP) emphasizes the impact of pleasure, well-being, and creativity on people. FLE is compatible with Positive Psychology's Broaden and Build Theory, which encourages creativity and experimentation in foreign language learning. By examining positive emotions in language learning, researcher can promote long-term acquisition and motivation in language learning.

3. Aspects of Foreign Language Enjoyment

The new scale is based on Ryan et al.'s (1990) Interest/Enjoyment subscale: Their seven items, which are related to enjoyment, fun, interest, and boredom, were specifically tailored to the FL environment. They were rewritten such that they no longer pertain to a single activity at a single point in time, but rather elicit a more general assessment of previous FL classes.

Enjoyment is one of the most prevalent and noticeable pleasant emotions experienced by language learners in a variety of conditions (Pavelescu & Petric,

2018; Piniel & Albert, 2018). It is positively mediated by enjoyable relationships with fellow students, supportive and encouraging teachers, and a positive school environment with engaging and adequately challenging classroom activities (Dewaele & MacIntyre, 2014; Pavelescu & Petric, 2018).

According to Dewaele and MacIntyre (2014), particular positive classroom activities that empowered students and provided them a choice in customizing an activity to match their concerns and interests improved FLE levels. Teachers who were humorous and supportive, praising students for strong performances and deflecting possible embarrassment with empathetic laughter, increased students' FLE. In general, close relationships with classmates enhanced the chances of FLE.

In conclusion, Dewaele & MacIntyre's research highlights the importance of positive classroom activities, supportive teachers, and engaging activities for language learners (FLE). They found that students' enjoyment is influenced by friendly peer relationships, supportive teachers, and a positive classroom atmosphere. Teachers who were humorous and supportive, praising students for performance, and maintaining close relationships with classmates also increased FLE levels.

4. Joyful Classroom in English for Foreign Language

Alice et al., in their book "Joyful Learning: Active and Collaborative Strategies for Inclusive Classrooms (2007)," define "joyful learning" in the context of education as: "Joyful learning means the positive intellectual and emotional state of learners. This state or experience is achieved when an individual or a group derives pleasure and a sense of satisfaction from the process of learning."

Joyful learning is adapted and integrated from Suggestopedia and may be utilized in or out of the classroom. There are several approaches and media that may be utilized to make the teaching and learning process more enjoyable. Joyful learning is a type of learning that makes pupils joyful while they are being taught and learning. It does not cause kids to get bored or anxious. A

relaxing atmosphere can help students learn a foreign language easily, as they often believe it's hard and believe they can't succeed. Suggestopedia can help overcome this misconception (Brown, 2007).

In conclusion, Alice et al. (2007) define joyful learning in education as a positive intellectual and emotional state achieved through pleasure and satisfaction from learning. Joyful learning, adapted from Suggestopedia, can be used in or outside the classroom to make teaching and learning more enjoyable. It helps students overcome misconceptions and overcome boredom, making learning a more enjoyable experience.

C. Classroom Management

1. Definition of Classroom Management

According to Garret (2014:3), teachers' efforts to establish and maintain a learning-friendly environment are collectively referred to as classroom management. Evertson and Weinstein (2009) define the steps teachers take to create a setting that supports and facilitates both academic and social-emotional learning as classroom management. In other words, classroom management refers to all the actions teachers take to establish and uphold a positive learning environment for their students. In English classrooms, effective classroom management is crucial. One of the key abilities for a teacher to effectively control the teaching-learning process is classroom management (Hussien, 2019).

Gultom and Saun (2016) define that the goal of classroom management is to create a space where different student learning activities in the social, emotional, and intellectual domains can take place. The primary factor in classroom management is the teacher's or class manager's responsibility. Classroom management is a crucial skill for teachers to maintain student organization, focus, attention, and academic productivity. It is essential for teachers to achieve learning objectives and understand all aspects related to classroom management.

In conclusion, classroom management refers to the action's teachers take to create a learning-friendly environment for their students. It supports academic and social-emotional learning and is crucial in English classrooms. The goal is to create a space for various student learning activities in social, emotional, and intellectual domains. Teachers must understand all aspects of classroom management to maintain student organization, focus, attention, and academic productivity.

2. Aspects of Classroom Management

Even though the state of the classroom falls under the category of classroom management, there are still certain additional factors that are crucial and integral to the success of the teaching and learning process. Four aspects of classroom management are listed by Mingtak and Wai-shing (2008, p. 47): management of the physical environment, management of learning, classroom procedures and rules, and management of discipline issues.

a) Physical environment

The physical environment refers to how the classroom is managed. Brown (2001, p. 192-195) mentions certain sub-aspects such as seating arrangement, sight, sound, comfort, and equipment availability. In relation to the first item, the chairs can be arranged according to the requirements. Forming U-shaped seating arrangements helps draw pupils' attention to the teacher.

b) Management of learning

The second consideration is management of learning. It focuses primarily with how the teacher can encourage kids to learn. Ming-tak and Wai-shing (2008, p. 50-51) break this down into three components: effective planning, addressing students' needs, and garnering students' motivation.

c) Classroom procedures and rules

Besides from learning management, there is classroom procedure and rule management. According to Ming-tak and Wai-shing (2008, p. 53), classroom process is useful not only for the smooth running of instructional activities but also for lowering the frequency with which teachers must issue directions for

daily classroom events. Furthermore, regulations are essential for developing pupils' good discipline (Ming-tak and Wai-shing, 2008, p. 54).

d) Management of discipline issues

When the avoidance of indiscipline by giving rules does not work, the management of discipline problems is needed. During the initial meetings, the teacher may use praise and reward approaches to deal with the discipline issue. However, if students are disruptive, the instructor can respond by punishing them, which is no longer recommended in schools because it might harm students' academic progress (Evans & Lester, 2010, p. 57).

Relationships are added as the next aspect of classroom management that should be taken into consideration by Garrett (2014, p. 3). Brown (2001, p. 194) and Alderman (2011, p. 40) emphasize the significance of the teacher's voice and body language in addition to relationship. Below, these six elements are discussed.

In conclusion, classroom management encompasses the state of the classroom, but it also includes factors like the physical environment, learning, classroom procedures, and discipline issues. Relationships, teacher voice, and body language are also crucial for the success of the teaching and learning process.

3. Challenges of Classroom Management

Adrien (2018) asserted that a classroom instructor has the following eight problems in terms of classroom management: There is a lack of collaboration among students; teachers have too many responsibilities; they do not have time for personal hygiene; they are responsible for even parental responsibilities; they work under pressure to please administrators; and they must apply the assigned curriculum to a variety of students. In addition to the dedication of all parties involved, improving the quality of classroom management is also crucial to raising the bar for education. Since it is commonly known that effective teaching and learning cannot be achieved without strong classroom