

# Academic Emotion on EFL Extensive Reading Program Across Genres

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## ABSTRACT

This present study monitors the EFL students' emotions on extensive reading program across three genres, to be precise factual text and literary text. The data are collected from questionnaire, students' diaries, and interviews to university students in Indonesia. The close-ended questionnaire is analysed through Path analysis. Moreover, the students' diaries and interview are analysed by content analysis. Piloting from Pekrun's emotions, the study directs into achievement emotion, epistemic emotion, topic emotion, and social emotion. This mix method study gains the students in arranging their emotion on extensive reading program as long as three months. This study seeks to contribute to unearth the students' feeling maps across two genres, thus shedding lights on determining teaching methodologies appropriate to comply with typical emotions in certain genres for more active students' engagement).

Emotions cover the multiple components including experiential, behavioural, and psychological conscious and unconsciously in the process of teaching and learning (Cubukcu et al, 2012). Students' academic emotions touch deeply in every part of educational settings (Boekaerts, 2017 and Goetz, et al 2010). Academic emotions embody the significant outcomes in the students on right paths because of the well-being impact, quality of learning, achievement, and social interaction in the educational areas (Goetz, et al, 2006). These finding raise the questions concerning the students' academic emotions in extensive reading program across three genres, to be precise factual text, literary text, and persuasive text. It is addressed the potential impacts on the students' strategies among the three genres reading text. Specifically, the study investigated the students' emotions on three genres reading text on which the strength relation of the students reading strategies toward the three genres.

### Students' Emotion on Extensive Reading

Extensive reading activities ideally provided various reading material in which to boost the readers habits and attitudes. The various reading materials can encourage the students for flexible approach, and they have various reading reasons and various reading ways (Bamford, et al, 2004). In the wavelength, students should be familiar on the types of reading materials on the different kinds of genres, specifically fiction, and non-fiction can be introduced to the students gradually (Renandya et al, 2002). Providing multiple choices texts are the significant points on the single reading nature (Stoller, 2015).

The various reading materials on extensive reading changed the students' attitudes positively toward this program (Huyen, et al, 2017). The students have freedom to choose the reading texts materials and they feel comfortable in the extensive reading classroom (Day, 2017 & Lien, 2014). Moreover, extensive reading does not create determinate language achievements, it surely domino effect in more enjoyable language learning experience by reading confidence for healthy reading habit (Renandy, 2007; Renandya and Jacobs, 2016). In line with Huffman (2014), he noted that the wide variety of enjoyable reading material is one of the characteristics on extensive reading program. Besides, the students' longitudinal motivational changes at the short in-class ER and the sociocultural environment plays a significant role in ER program (Tanaka, 2015).

Extensive reading pilots the students on what they are reading and should be reading with their attention on the meaning of the text rather than the language features of the text (Nation, 2008). Extensive reading program is mainly on the textual content being read than on language itself (Wang, 2013). Furthermore, extensive reading affects L1, L2, and EFL students concerning to reading attitudes under cognitive, affective, and conative (Yamashita, 2004 and Yamashita, 2013). Additionally, social, cognitive, and individual aspects of language acquisition in multilingual are as the complex phenomena and the phenomena affect how the students approach extensive reading (Krutatz & Duggan, 2018).

Practicing ER in educational setting is the promising outlook for EFL learners (Jeon and Day, 2016). The five core ER principles, including reading material ease, freedom of learning materials, learners reading rates, silent and individual reading, teacher guided students, gave the highest impact on the students reading proficiency and it is important to build the on-going students motivation (Jeon & Day, 2015 & Tanaka, 2017).

### Students' Academic Emotion

There are four academic domains emotion on students learning, to be precise achievement emotion, epistemic emotion, topic emotion and social emotion. Pekrun (2014) academic emotion reported:

(1) Achievement emotions cover the achievement activities and to success and failure resulting from the activities, for example enjoyment of learning, hope and pride related to success, and anxiety and shame related to failure. These emotions are pervasive in academic context, especially when the importance of success and failure is made clear to students. (2) Epistemic emotions related to the emotion triggered by cognitive problem, precisely surprise about the new task, curiosity, confusion, and frustration on the obstacles, and delight when the problem is solved. These emotions are in wavelength of the important in learning with new or non-routine tasks. (3) Topic emotions affect the topic presented in the lessons, for instances empathy with the fate of one of the characters portrayed in novel, anxiety and disgust when dealing with medical issues, or enjoyment of a painting discussed in an art course. Both positive and negative topic emotion can trigger students' interest in learning material. (4) Social emotions touch to teachers and peers in the classroom, such as love, sympathy, compassion, admiration, contempt, envy, anger, or social setting. These emotions concern on the significant interaction among teachers/students and in group learning.

### METHOD

This study was conducted in the state university in East Java, Indonesia since we are teaching extensive reading class at students of English education department. The ER class provided three genres text, to be precise factual txt, literary text, and persuasive text. This present study was mixing method since we monitored the students in extensive reading class as long as 3 months.

The participants were 30 students aged 18-22 years old at the second semester from English Education study program, Faculty of Teacher Training and Education. The participant had freedom to choose the reading material by own. Month 1—3 was fiction, to be precise factual and literary text. In the extensive reading class, we run through these shown in table 1.

**Table 1. Extensive Reading Class**

Month	Week	Activities
1 Factual Text	I	Students were asked to read factual text guiding by the teachers.
	II	Students were asked to summarize the texts that have been read in the previous week.
	III	Students were asked to read factual text chosen by their own.
	IV	Students were asked to share the texts that have been read through poster presentation.
2 Literary Text	I	Students were asked to read literary text chosen by their own from <a href="http://www.er-central.com">www.er-central.com</a> .
	II	Students were asked to share the texts that have been read through story telling.
	III	Students were asked to read literary text chosen by their own from <a href="http://www.er-central.com">www.er-central.com</a> .
	IV	Students were asked to share the text that have been read through digital poster, focusing on students' personal response of the text.
3 Literary Text	I	Students were asked to read literary text chosen by their own from <a href="http://www.er-central.com">www.er-central.com</a> .
	II	Students were asked to share the text that have been read through retell the story and personal response
	II	Students were asked to read literary text chosen by their own from <a href="http://www.er-central.com">www.er-central.com</a> .
	IV	Students were asked to share the text that have been read through

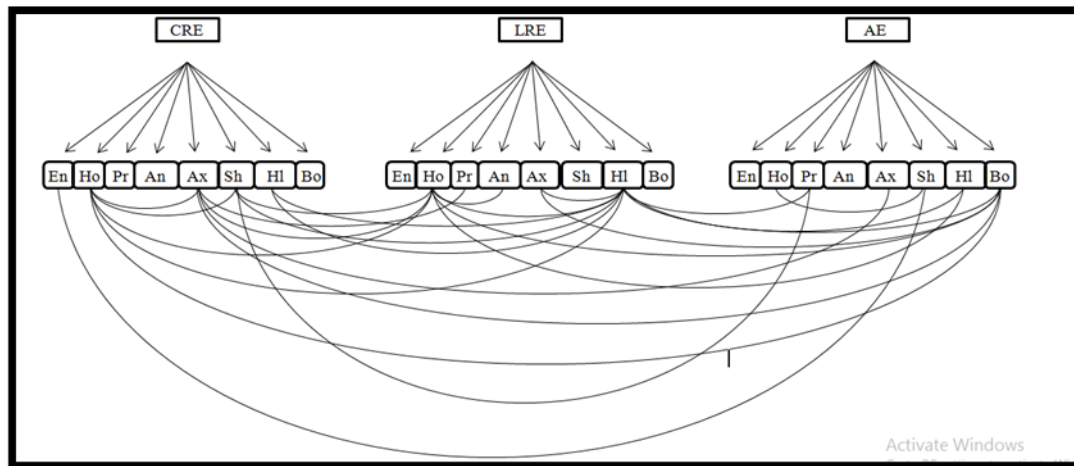
The experiential data were collected from questionnaire, students' diaries, and interviews to university students in Indonesia. The close-ended questionnaire was analysed through Path analysis. Moreover, the students' diaries and interview were analysed by content analysis. Piloting from Pekrun's emotions, the study directs into achievement emotion, epistemic emotion, topic emotion, and social emotion.

### RESULTS AND DISCUSSION

During the extensive reading program in four months, the data gathered that was the students academic emotions questionnaire on factual text, literary text, and persuasive text. 120 students' responses consisting of 30 questionnaires of each genre presented on path analysis. Their positive and negative emotions elaborated on eight emotions of to be precise enjoyment, hope, pride, anger, anxiety, shame, hopelessness, boredom that were drawn in three circumstances, namely (1) Class related Emotions, (2) Learning related Emotions, and (3) Activity Emotions.

#### Students Academic Emotion on Factual Text

Figure 1 presents the students academic emotion when they read the factual text. These findings indicate that there was positive and negative emotion together on reading factual text and there were emotions that do not correlate with other emotions.



**Figure 1. Path analysis for relationship between emotions on three circumstances, precisely CRE (Class related Emotions, LRE (Learning related Emotions), and AE (Activity Emotions). The three circumstances elaborated on eight positive and negative emotions, namely En= Enjoyment, Ho = Hope, Pr=Pride, Ang=Anger, Anx = Anxiety, Sha = Shame, Hop= Hopelessness, and Bo = Boredom.**

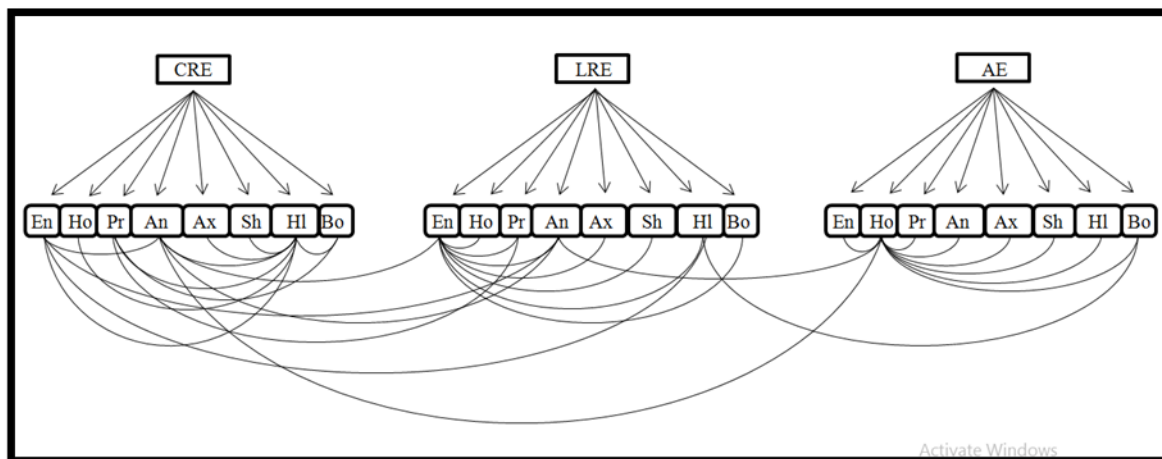
On CRE, pride, anger, boredom did not significantly relate to other emotions. Enjoyment significantly related to shame on AE. Hope significantly related to anxiety and shame (CRE), hope (LRE), boredom (AE). Anxiety significantly related to hope and pride (LRE) and pride and boredom (AE). Shame significantly associated to hope and hopelessness (LRE); and pride (AE). Hopelessness in CRE significantly allied to hopelessness in LRE.

Furthermore, on LRE, there were three emotions that do not significantly in line with other emotions, such enjoyment, shame, boredom. Hope significantly related to anxiety, shame; hope (CRE); anger, hopelessness (LRE); and hopelessness, boredom (AE). Pride significantly associated to anxiety (CRE) and anxiety significantly correlated to hope (LRE) and boredom (AE). Additionally, hopelessness significantly related to hope, shame, and hopelessness (CRE); hope (LRE); and pride, hopelessness, boredom (AE).

Turning now to AE, enjoyment, anger, anxiety were the emotions that did not significantly related to other emotions. Hope significantly related to shame (AE) and pride significantly associated to shame (CRE) and hope (LRE). Anxiety significantly associated to anxiety (CRE) and shame significantly related to enjoy (CRE) and hope (AE). Hopelessness significantly allied to hope (LRE) and hopelessness (LRE). Boredom significantly allied to hope, anxiety, hopelessness (LRE) and hope, anxiety (CRE).

#### **Students Academic Emotion on Literary Text**

Figure 2 presents the students academic emotion on path analysis when they read the literary text. The data were gathered from the students questionnaire. Another significant aspect of academic emotions in CRE is the all emotions. Enjoyment significantly related to anger and hopelessness CRE and LRE. Hope significantly associated to hopelessness (CRE). Pride significantly allied to hopelessness and boredom (CRE); and pride (LRE). Anger significantly related to enjoyment and hopelessness (CRE); enjoyment and anger (LRE); and hope (AE). Anxiety significantly allied to boredom (CRE) and shame significantly associated to hopelessness (CRE). What stand out in Figure 2 that is hopelessness significantly related to the all emotions on the three circumstances. Additionally, boredom significantly allied to pride and hopelessness (CRE).



**Figure 2. Path analysis for relationship between emotions on three circumstances, precisely CRE (Class related Emotions), LRE (Learning related Emotions), and AE (Activity Emotions). The three circumstances elaborated on eight positive and negative emotions, namely En= Enjoyment, Ho = Hope, Pr=Pride, Ang=Anger, Anx = Anxiety, Sha = Shame, Hop= Hopelessness, and Bo = Boredom.**

Figure 2 is quite revealing the students emotion on LRE in several ways. First, enjoyment significantly related to the all emotions on LRE when the read the literary text. Hope significantly allied to enjoyment (LRE). Pride significantly associated to pride (CRE) and enjoyment (LRE). Anger significantly related to enjoyment and anger (CRE); enjoyment (LRE); and hope (AE). Anxiety and shame are significantly related to enjoyment (LRE). Hopelessness significantly allied to enjoyment in CRE and LRE, and boredom in AE. Furthermore, boredom significantly associated to enjoyment (LRE).

In the section of AE that follows, it was argued that there were significant relations among emotions. Enjoyment only significantly related to hope. Moreover, hope significantly have relations to all emotions on CRE, LRE, and AE. Pride, anger, anxiety, shame, and hope were significantly related to hopelessness (AE). Additionally, boredom significantly allied to hopelessness (LRE) and hope (AE).

## CONCLUSION

This current study monitors the EFL students' emotions on extensive reading program across three genres, specifically on factual text and literary text. It has been done for three months or 12 weeks. This study revealed that eight emotions positive and negative in students are enjoyment, hope, pride, anger, anxiety, shame, hopelessness, boredom. Those emotions significantly impact on extensive reading programs across extensive reading across two genres, such factual and literary text. This study also proved that all the emotions are significantly related to (1) class related emotions, (2) learning related emotions, and (3) activity emotions.

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