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An Analysis of Affective Factors that Hamper Students' Participation in English Language Classroom

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Abstract. Affective is a combination of emotions, feelings, moods, and attitudes that can affect a person from the inside. This research aims to analyse the most dominant aspect of affective factors that hamper students' participation in English language classrooms and the causes in terms of individual affective factors such as anxiety, inhibition, introversion/extroversion, self-esteem, motivation, learning style, and relational affective factors such as empathy, cross-cultural processes and classroom transactions. This research was conducted on the tenth-grade students at MA DDI Lil-Banat Parepare. The samples of this research were 25 students selected through snowballing sampling technique. This research used a qualitative descriptive to examine the phenomenon under study critically. The instruments used in this research were observations and semi-structured interviews. This research indicates that the dominant aspect of affective factors that hamper

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students' participation in English language classrooms is self-esteem. The psychological condition of low self-esteem mostly happens to the students, which occurs to 48% of the sample students. Based on the results of students' interviews, it is found that low self-esteem was caused by pessimistic about their abilities, lack of self-confidence, and a sense of inferiority.

Keywords: Affective Factors, Students' Participation, English Language Classroom

1. Introduction

Learning English plays an important role in the intellectual, emotional & social development of students (Tridinanti, 2018). According to Branford et al. in Díaz (2018), stated students learn best when they are actively engaged in their learning, such as when they are mentally engaged when they participate in hands-on activities. These activities can help students become more interested, so they can follow the material being taught, thus encouraging language learning.

The success of language learning can be influenced by the active participation of students in the classroom. This is also supported by the Tatar (2005) statement which stated that no one can deny that active classroom participation played a significant impact in the success of language learning, because involvement and participation are both essential for language learning. For example, the more utterances the students produce, the better their spoken language becomes, and vice versa. The Matthew Effect, or "rich get richer, poor get poorer" is the term given to this phenomenon according to Fung-Ming in Hamouda (2012).

Classroom active participation can benefit students by increasing critical thinking, engagement, motivation, and interpersonal communication. Green as cited in Princess Idialu (2015), in his study shows that classroom active participation offers a variety of advantages, including helping students improve their language abilities, and lose their inhibitions regarding the subject being studied.

There is an undeniable correlation between classroom participation and students' academic achievement. A study by Liu (2005), found that students who actively participate have better academic accomplishment than students who don't participate. Oral engagement, for example, can help students in filling the gap between what they want to say and their ability to articulate it. Furthermore, participation in verbal conversation allows students to reinforce new vocabulary and structures they have learned during language lessons by practicing them in context.

Teachers must remain hungry and never feel satisfied in terms of obtaining efficient language learning. Because the teacher's job isn't to act as a teacher and educator, but also how to help students' attitudes so that they are not passive. Students in participating not only involve students physically but also involve their mental abilities. Students who demonstrate readiness to learn will need mental or psychological abilities (Kawuryan, 2012). Thus, teachers should develop interpersonal intelligence starting with the emotional factor in order to achieve effective language learning. In summary, in language learning subjects, the emotional factor is also called "Affective Factors".

Affect means feeling or emotion. According to Arnold (1999), there are two perspectives on affective in language learning: individual affective factors and relational affective factors. Individual affective factors relate to language learners as individuals. It means that students as individuals. Therefore, everything that happens is caused by language

learners themselves, with no interference from others. The second, relational affective factors, it focuses on students as participants in sociocultural situations i.e., these individuals are connected to others. In this situation, everything that happens is due to interference from other people.

Based on the relevant literature, most studies link students' reluctance to be active in the learning process with inadequate linguistic competence, affective, or pedagogical factors. For example, based on the study conducted by Budiana & Nurwaliyah (2019), the result of the study shows that 70% of the low student participation is caused by low self-confidence because students feel that their knowledge of English is poor. Other affective factors are introversion and lack of motivation because they think that English is not interesting to learn. Similarly, research was conducted by Mulyono & Saskia (2021) on 436 secondary school and university students. The result of the study shows that anxiety significantly hinders students' willingness to participate in English classroom.

Furthermore, according to Khalegi (2016), affective factors have a negative or a positive effect on learning. When students are positive about various aspects of the learning process, it can support them. While their negative feelings can cause them to create barriers to prevent them from doing their best in the classroom (Zayed & Al-Ghamdi, 2019). In other words, students' positive emotions can be generous support to language learning. Conversely, when negative emotions take over, it can make students unwilling to participate in the language learning process. Thus, affective factors can greatly facilitate an effective language learning process if properly stimulated. Otherwise, they might be one of the most important reasons for language learning failure.

Hence, teachers should encourage students to develop their positive affective factors, which will also greatly help students in the learning stage. Studying affective elements could help to more effective language teaching, because according to Stevic as cited in Arnold (1999) stated that the success of language learning depends more on what happens within and between people in the classroom than on materials, techniques, and linguistic analysis.

In addition, based on the observation of the researcher at MA DDI Lil-Banat Parepare that most students are quite passive during the English learning process, such as students who rarely dare to ask questions or express their opinions even though the teacher has repeatedly asked and provided opportunities for students to be active in the learning process. This condition generates curiosity about what hinders students' participation in the English language classroom in terms of affective factors because to achieve efficient language learning, teachers should develop interpersonal intelligence, starting from emotional factors. The study of the affective factor of language learning in tenth-grade students of MA DDI Lil-Banat Parepare is very essential for teachers to obtain a more efficient English language classroom.

Therefore, this current research focuses on discussion about affective factors both in terms of individual affective factors such as anxiety, inhibition, introversion/extroversion, motivation, self-esteem, learner styles and relational affective factors such as empathy, cross-cultural process and classroom transaction. With the expectation of enhancing the positive role of affective factors in language learning and reducing their negative effects on education. Based on the previous description, the formulated of the research problem as follows:

1) What is the most dominant aspect of affective factors that hamper students' participation in English language classroom?

2) What are the causes of affective factors that hamper students' participation in English language classroom?

Based on the problem statement above, the researcher states that objectives of the research are:

1) To determine what is the most dominant aspect of affective factors that hamper students' participation in English language classroom in terms of individual affective factors and relational affective factors.
2) To find out what are the causes of affective factors that hamper students' participation in English language classroom.

Be concise and aware of who will be reading your manuscript and make sure the Introduction is directed to that audience. Move from general to specific, from the problem in the real world to the literature to your research. Last, please avoid making a subheading/section in Introduction.

2. Literature Review

2.1 Affective in English Language Classroom

It is generally accepted that the affective domain plays a significant role in organizing behaviour and influencing students' learning abilities to promote more effective language learning (Kavitha, 2020). Affective is a combination of emotions, feelings, moods, and attitudes that can affect a person from inside. Shen (2020) defined affective variables as a term that refers to the purposive and emotional sides of a person's reactions to what is going on. The affective domain includes various aspects that reflect the human side and plays a significant role in organizing behaviour and influencing student learning abilities to promote more effective language learning. The affective domain facilitated language learning through values, attitudes, feelings, beliefs, and emotions. The affective domain has an impact on how well students use what they have (Kavitha, 2020). Strong motivation, for example, tends to assist students in marshalling their assets and capabilities, whereas low motivation or extreme fear hinders their capacity to employ their skills and abilities.

There are two types of affective factors in language learning: individual and relational factors. Arnold explained more detail about these two affective factors. Aspects of individual factors include anxiety, inhibition, extroversion/introversion, self-esteem, motivation, and learner styles. Aspects of the relational factor include empathy, classroom transaction, and cross-cultural process (Arnold, 1999). Individual affective factors are factors that come from students themselves such as their motivation, self-esteem, and anxiety that they experience in the learning process. While relational affective factors are factors that come from the social environment of students in English classroom that influence students in the learning process, such as the relationship between students and their teachers and the relationship between students themselves.

2.2 Student Participation

Classroom participation is an important part of student learning. According to Sulistianingsih (2018), participation is the students' activeness and willingness to perform and exist in the learning process. Students' activeness refers to their willingness to participate spontaneously or unsolicited in activities such as giving their opinion, making comments, asking questions and answering questions asked by teachers or the other students without being asked or motivated repeatedly by the teacher.

Related to learning English as a foreign language, success in learning is highly dependent on the student's active participation. Petres in Venegas (2018) explains that learning is an active process, not a passive one, and students learn best when they participate actively in the learning process. Furthermore, Green as cited in Princess Idialu (2015), in his study shows that class participation offers a variety of advantages, including helping students improve their language abilities, and lose their inhibitions regarding the subject being studied. Instead of maintaining a teacher-dominated class, Oyewale as cited in Princess Idialu (2015), believes that student participation in the classroom should be encouraged, especially in language classes because student participation is spontaneous, such as giving opinions, providing comments, or asking and answering questions. These activities can help students become more interested, so they can follow the material being taught, thus encouraging language learning. Thus, learning can be encouraged when students repeat material in their own words, give examples, or apply information.

Furthermore, students in participating not only involve students physically but also involve their mental abilities. Students who demonstrate readiness to learn will need mental or psychological abilities (Kawuryan, 2012). When students are positive about various aspects of the learning process, it can support them. While their negative feelings can cause them to create barriers to prevent them from doing their best in the classroom (Zayed & Al-Ghamdi, 2019). In other words, students' positive emotions can be generous support to language learning. Conversely, when negative emotions take over, it can make students unwilling to participate in the language learning process.

3. Methodology

This research used a qualitative research method with a descriptive approach, which means that this research seeks to describe, record, analyze, and interpret through observations and interview. The researcher used a qualitative descriptive approach to examine occurrences or phenomena in depth about the affective factors that hamper students' participation in English classes at MA DDI Lil-Banat Parepare and the causes.

The subjects of this research were the tenth-grade students of MA DDI Lil-Banat. The researcher selected students through snowballing sampling technique with the following criteria:

1) The tenth-grade students.
2) Students who tend to be passive in English class.

The instruments used for data collection were interview guides and observation checklist. In this case, the researcher conducted direct observations at the research location, with the aim of observing problems related to the research problem, which is to determine the affective factors that hamper students' participation in the tenth-grade student at MA DDI Lil-Banat Parepare in English subjects.

Furthermore, the researcher conducted a more in-depth investigation using semi-structured interviews with students and teacher. Semi-structured interviews allow researchers to further explore the informants' responses to each question asked. Each of the informants was interviewed using the same interview guidelines but developed based on the situation and interactions between the researcher and the interviewed informants.

Interview with students conducted in order to gain a description about the affective factors that hamper students' participation in English classroom and their causes. The researcher also conducted an interview with open-ended questions with the tenth-grade English teacher to obtain more information about how students behave in English language classroom based on the teacher's perception.

The data analysis process in this research began with the field findings which were analysed manually, namely writing it in the form of transcripts. Read repeatedly to find themes and categories regarding affective factors that hamper students' participation and their causes, while affective factors that do not hamper students' participation are reduced. The next step is to create tables to focus on what appears, then describe it again in the form of a narrative and draw conclusions from the analysis that has been obtained as a whole.

4. Results

4.1 The Most Dominant Aspects of Affective Factors That Hamper Students' Participation in English Language Classroom

The following is the data on the findings regarding the affective factors that hamper students' participation in the English language classroom:

Table 1. Affective Factors that Appear in Students' Interview

No.	Aspect that Emerged	Number of Students
1.	Self-Esteem	12
2.	Anxiety	6
3.	Classrom transaction	4
4.	Introversion	2
5.	Emphaty	1
	Total	25 Students

The findings of this research indicate that there are five out of the nine affective factors that hamper students' participation in the English language classroom, they are self-esteem, anxiety, classroom transaction, introversion, and empathy. Based on the table above, it can be concluded that self-esteem is the dominant aspect of affective factors that hamper students' participation in the English classroom based on the highest number of students. The following is a description of the five aspects that emerged in the students' interview:

It was found that 12 out of 25 students lead to the aspect of low self-esteem as a factor that hampers them from participating in the English language classroom. This affective aspect is the most dominant problem that hampers students' participation in the English classroom. Students mentioned in the interview that they were reluctant to participate because pessimistic, lacked confidence and felt inferior to their friends who were smarter than them. These characteristics are symptoms experienced by someone who has low self-esteem. Another characteristic is that students always have negative expectations about what will happen, hesitate in doing something, get discouraged easily, afraid of making mistakes, reluctant to take risks, afraid to try, underestimating talent, always feeling inadequate, always compare themselves with others, and are too fixated on other people's negative evaluations that do not necessarily happen about themselves when participating.

Anxiety is ranked second on the list of affective factors that hamper students' participation in the English language classroom. It was found that out of 25 students, 6 students were identified as having a series of anxiety. The cause of anxiety experienced by students is due to the lack of knowledge of students speaking in English and lack of mastery of grammar. As a result, students often feel afraid of making mistakes when trying to say something in English when participating. The anxiety is characterized by the emergence of nervousness, embarrassment, trembling, cold hands, fear of being laughed at, confusion, awkwardness, unable to speak and cold sweats before, while and when students have participated.

Classroom transactions ranked third on the list of affective factors that hamper students' participation in the English classroom. Classroom transaction is part of relational factors, this means that the hindered students' participation in the English classroom is caused by external factors, which is the English teacher. It was found that 4 out of 25 students mentioned that they were reluctant to participate because of the negative teacher performance such as the teacher's personality and the provision of feedback from the teacher that seems scary to students, making students afraid and uncomfortable to participate.

The fourth factor that hinders students' participation in the English classroom is introverted personality. It was found that 2 out of 25 students had reasons for not being in the mood and did not like being the centre of attention to participate in the English classroom. Students mentioned that they were reluctant to participate such as answering questions and asking opinions not because they don't know, but because they don't like being the centre of attention. These characteristics are characteristics of people who have introverted personalities. Because introvert are personalities who have a tendency to like calm, like to be alone and tend to stay away from interactions in class because they don't like to be the focus of attention.

Empathy ranked fifth or last in the list of the dominant aspect of affective factors that hamper students' participation in the English language classroom. Empathy is part of the relational factors, this means that the hindered student participation in the English classroom is caused by external factors, which are their classmates. It was found that 1 out of 25 students were reluctant to participate due to the lack of empathy that their classmates had. The student mentioned that she was reluctant to participate because have been criticized by her classmates when make mistakes when participating in the English classroom, this problem makes student tend to feel anxious when they will participate again. Empathy is a person's ability to recognize, perceive and feel the feelings of others. However, some tenth graders have not been able to understand that not everyone likes to be criticized blatantly and openly.

Based on the description above, it can be concluded that the most dominant aspect of affective factors that hamper students' participation in the English language classroom is low self-esteem. The psychological condition of low self-esteem mostly happens to the students, which occurs to 12 of the sample students. The low self-esteem of students is characterized by a pessimistic attitude of students, lack of confidence, considering themselves less competent than others, hesitate in doing something, get discouraged easily, afraid of making mistakes, reluctant to take risks, afraid to try, underestimating talent, always feeling inadequate, always compare themselves with others, and are too fixated on other people's negative evaluations that do not necessarily happen about themselves when participating.

4.2 The Causes of Affective Factors That Hinder Students' Participation in English Language Classroom

The researcher found detailed information about the reasons students were reluctant to participate in English learning based on the results of students' interview and researcher observations. Participation which is the intent of this research refers to the willingness of students to participate spontaneously or unsolicited in activities such as asking questions, giving their opinions, making comments, or answering questions asked by teachers and other students without being asked by the teacher.

The following are the affective characteristics experienced by students that hamper them from participating in English classroom based on the results of interview with 25 students and the observations of researchers:

Table 2. The affective characteristics experienced by students that hamper them from participating

Aspects	The Causes	Characteristics
1. Self-Esteem	1) Pessimistic	a. Always have negative expectations about what will happen b. Hesitate in doing something c. Get discouraged easily d. Afraid of making mistakes e. Reluctant to take risks f. Afraid to try g. Underestimating talent h. Do not dare to look for new challenges in their learning process.
	2) Lacked confidence	a. Are too fixated on other people's negative evaluations that do not necessarily happen about themselves when participating b. Embarrassed to speak in front of the class c. Do not dare to ask and express opinions d. Always being hesitant in doing something e. Having no confidence f. Always feeling inadequate g. Tending to avoid h. Easily anxious i. Lacks initiative
	3) Inferior	a. Always compare themselves with others b. Afraid of being ridiculed by classmates who are more capable than themselves c. Think that other people are better than themselves and feel that they are less competent than others.

2. Anxiety	Foreign Language Anxiety: 1) The lack of knowledge of students speaking in English 2) Lack of mastery of grammar.	a. Emergence of nervousness b. Embarrassment c. Afraid of making mistakes d. Afraid of being ridiculed by friends e. Trembling f. Cold hands g. Fear of being laughed at h. Confusion i. Awkwardness j. Unable to speak k. Cold sweats
3. Classroom Transaction	Negative teacher performance: 1) The teacher's personality 2) The provision of feedback from the teacher 3) The suitability of teacher learning techniques and strategies	a. The teaching and learning process is tense b. Students underestimate learning c. Fear and discomfort of students in participating
4. Introversion	-	a. Don't like being the centre of attention b. Tendency to like calm c. Moody d. Actions and thoughts are subjective
5. Empathy	a. The students have been criticized by her classmates when make mistakes when participating in the English classroom	a. Students have not been able to understand that not everyone likes to be criticized blatantly and openly when participating

4.2.1 Self-esteem

Students mentioned that they were reluctant to participate in English learning because they were afraid of making mistakes. Even though they are confident in their answers or abilities, they are always afraid of being wrong and don't want to be wrong, so they will tend not to want to try. As IKA stated in the interview:

> "Lebih malu saya kak karna takut salah meskipun yakin ka dengan jawaban ku tapi ada terus perasaan ku takut salah. Terus misalkan kalau berpartisipasi ka jawab pertanyaannya ibu dan ternyata salah i jawabanku jadi em… kayak down sekali ka kak. Down se down downnya. Padahal kayak em… yakin maki sama jawaban yang diutarakan".

Based on the statement above, it can be interpreted that the student has low self-esteem which is characterized by a lack of a pessimistic attitude towards their abilities and the situations they face. Because of their pessimistic attitude, they hesitate to participate and always imagine bad possibilities will happen. The student does not see the challenge as an opportunity, but rather as an obstacle, so they tend to give up easily before trying.

There is a great desire for students to actively participate in the process of English learning. However, the student is always attentive to the state of herself when in the middle of the social environment, the student feels worried about how others see them. As AS and H stated in the interview:

> "Sebenarnya ada ji selalu keinginan ku untuk mau aktif di pembelajaran bahasa inggris kak karna selalu ada perasaan ku bilang tidak mauka juga tertinggal dari teman-teman ku, kayak bisa naik dipapan tulis menulis, menjawab pertanyaan yang na tanyakan ibu tapi ada selalu perasaan malu dan takut ku kak. Malu karna anu ka saya orangnya kak, e terlalu ku fikirkan pendapatnya orang tentang diriku e jadi maluka berpartisipasi di depannya semua teman ku".

> "Mau ji selalu berpartisipasi kak karna berfikirka juga bilang masa begini terus ki e, tidak maju-maju tapi e karna pemikir ka saya, kayak e ku pikirkan semua dulu itu yang terjadi kedepannya baru ka mau bertindak. Kalau memungkinkan, angkat tangan meka kak. Kalau tidak diam-diam saja ka kak karena angkat tangan ga ki menjawab na salah ki pale, na ketawai ki nanti teman ta atau kayak na ejek ki ga".

Based on the results of these interviews, students feel less confident to participate in English class because they think too much about negative evaluations from their classmates that don't necessarily happen. This problem corresponds with Young's opinion as cited in Fatmala Sari (2013) which stated that language anxiety can arise when a person has low self-esteem. People with low self-esteem often worry about what other people think of them, and at that time anxiety will appear. In language class, students with a fear of negative evaluation from others tend to be passive in class, withdrawing from class activities which can otherwise improve their language skills to avoid anxiety situations.

Naturally, learning gaps can be generated between students in the same class. As students' self-awareness grows, they pay more attention to the attitudes of others toward them. Students are very concerned about how they are viewed by their classmates who they think have a higher knowledge of the language. As AAS and AR stated in the interview:

> "Itu kak yang kasi biasa nda bisaka berpartisipasi karna ada teman yang lebih mampu dari kita dalam bahasa ingris, nah kalau misalkan kita naik berpartisipasi, naik menjawab yah e takut ki salah e karna takut ki diketawai sama itu teman yang lebih tinggi kemampuannya. Karna ada orang yang lebih pintar dari kita emm jadi kayak e minder mki sama kemampuan dirita jadi kayak takut-takut to meki angkat tangan".

Based on the results of the statements above, students see friends who have higher abilities than themselves so that they feel inferior to participate in class even though the desire to participate is high. Because students' low self-esteem causes them to think that other people are better than themselves and feel that they are less competent than others. Students tend to think too quickly and judge irrationally about themselves, and even believe in perceptions that are not necessarily true.

4.2.2 Anxiety

Anxiety ranked second on the list of affective factors that hinder students' participation. Students reported that they did not have a solid basis for speaking English. Students are often worried about making mistakes when trying to say something in English in the classroom so that they are afraid of being laughed at by their classmates or losing face due

to a lack of knowledge of students speaking English. As FAL and M stated in the interview:

> "Belum ka saja naik kak overthinkhing memang meka ku rasa kak, tenre-tenre ka. Ku bayangkan saja diriku angkat tangan, naik berpartisipasi kayak dingin semua mi kurasa tangan ku kak. Salah sebut ga ka, okkots ga ka bagaimana mi. Karna kalau bicaraki pake bahasa inggris toh kak kayak em na kasi bengkok-bengkok lidah ta jadi e kalau salah sebut na ketawai mki itu teman ta".

The statement above shows that students are afraid of making mistakes (pronouncing sentences incorrectly) and are afraid of being ridiculed by friends who see them speaking in English. Because of the lack of knowledge of students speaking in English, they are afraid to look strange, stupid and incompetent in the eyes of their classmates. These problems cause a series of anxiety when they will participate in using English in the classroom. Anxiety is characterized by the emergence of nervousness, shyness, trembling, cold hands, fear of being laughed at, confused, become awkward, speechlessness and cold sweats. As a result, because of these negative feelings, students consider that English is difficult because other people will potentially criticize, laugh or even blame them when participating because of their lack of mastery of the English language itself.

There are two foreign languages studied at MA DDI Lil-Banat, they are English and Arabic. However, Arabic takes precedence over English, as many students are directed to learn Arabic outside of school. However, students only get English learning at school. Which makes students lack the opportunity to practice English. For this reason, the moments where learning occurs must be used optimally.

In addition, in their daily life, students are more dominant in using regional languages, Indonesian or Arabic. As a result of the lack of use of English, students become less trained to pronounce English vocabulary, apart from using grammar. This is because the student environment is less supportive. Students also said that when they tried to speak English outside of class hours, their friends would mock them as being arrogant for using English so much.

Students think that speaking English should be done well and correctly. It is a source of students' English anxiety. Students realize that their grammar mastery is lacking so they are confused to speak and feel less able in arranging words with the correct grammar rules. Due to the students' lack of grammar mastery, they are afraid to make mistakes in composing sentences in English when participating. As NWH stated:

> "Tidak tau apamau dibilang kak terus kagetan ka saya orangnya kak terus e meskipun banyak ji sah kak kosakata ditau tapiii nda ditau susun i kak. Jadi itu ji biasa kendala kak karena e nda tau ki anu e sambung-sambung kata. Karena begitu mi bahasa inggris toh kak susah karna banyak sekali aturannya jadi yah meskipun banyak kosakata ditau tapi nda ditau si kayak susun i menjadi kalimat karena banyak aturannya, jadi takut ki salah, salah gamma carata kasi masuk kasi masuk rumus. Apalagi kak kan kalau emm naik meki e berpartisipasi ki, pasti kaget sekalimi dirasa. Terus e kan bahasa inggris banyak aturannya jadi kayak terputar-putar itu rumus dikepala karena kaget sekaliki dirasa".

Because English has many rules, students find it difficult to understand these formulas. Causing students to think assume that English is difficult and complicated. Students find it difficult to learn the rules in English because the rules are felt to be very different from their mother tongue, Indonesian. Even though they have a lot of vocabulary, most of them have not been able to put the vocabulary in the correct grammatical structure.

From the results of the interviews above, it can be interpreted that students experience foreign language anxiety. Foreign language anxiety is a feeling of nervousness and worries in learning or when using English. Students feel nervous when expressing opinions, asking questions, responding to questions and opinions from other students in front of the class. Furthermore, the feeling of anxiety also causes students to forget the vocabulary that will be conveyed, so there are some students who use hand gestures to convey what will be said.

The foreign language anxiety experienced by students is caused by students not having a strong foundation in speaking in English. This is marked by students' prejudice that they will be laughed at when they pronounce English sentences incorrectly when participating. In addition, students also think that speaking English should be done properly and correctly. Although it is normal to make mistakes during language learning.

4.2.3 Classroom transactions

Classroom transactions ranked third in the list of affective factors that hamper students' participation. HM stated that:

> "Biasa nda jelas bahasa indonesianya kak. Kayak bahasa inggris terus ji na bilang. Jarang bahasa Indonesia. Pernah ka juga bertanya sama ibu tapi bilang i ibu "sama ji itu, begini caranyaa" na itu kita tidak ditau i caranya. Jadi kayak takut meki sedding lagi bertanya".

From the results of the interview above, the teacher needs to pay attention to the suitability of their learning techniques and strategies with the needs, abilities, and conditions of their students. The teacher also sometimes used English when explaining learning material without translating it. Without any translation, the students remained silent and did not know what to do or say.

Another statement also from SDA that:

> "Tergantung pembawaannya ji juga biasa ibu. Kadang kayak e serius sekali caranya ibu ngajar jadi kayak takut-takut ki ehehe. Kadang juga kayak santuy ji kak, misalnya ee ada pertanyaannya itu hari ibu na tidak ada ki semua jawab i , jadi ibu sendiri ji jawab i kak atau na jadikan PR".

From the results of the interview above, a teacher who is too relaxed or serious also affects students' participation in the classroom. Teachers who are too serious when teaching make the teaching and learning process tense. This makes students reluctant to participate. Then the relaxed attitude of the teacher in the learning process also makes students underestimate learning.

NAA also mentioned that:

> "Takut kak kalau berpartisipasi pake bahasa inggris. Karna e kadang malu ki di koreksi langsung sama terang-terangan di depannya semua teman ta hehe. Tapi baikji je niatnya ibu kak mau na perbaiki kesalahan penyebutan ku supaya e bisa e lebih baik bahasa inggrisku tapi maluki kak hehehe karna agak ngegas. Jadi misal toh kak ada kesempatan untuk berpartisipasi pake bahasa inggris, e pikir duakali ka dulu kak hehe".

Based on the results of the student interview above, in the aspect of classroom interaction, teachers are expected to be able to communicate to make it easier for students to understand the meaning and correct wrong mistakes. In this process, there are fears and discomforts in students so that it has the potential to reduce motivation to participate, so

that many students choose to be passive in the classroom. For this reason, the way to provide feedback to students needs to be considered. The way of giving feedback that seems embarrassing and scary for students makes them shy and afraid to participate.

4.2.4 Introversion

Introvert personality is ranked fourth in the list of affective factors that hamper students' participation. An introvert personality is an individual who is centered on himself, including determining his own behaviour (Widya Zulfah Ulwiyah, 2020). In other words, his actions and thoughts are subjective. This statement is in line with the NI's statement:

> "Kadang sesuai mood. Kalau merasa ka kayak e tidak penting-penting sekali ji, diam ka saja kak. meskipun e sa tau jawabannya".

Another statement also by SMJ:

> "Tergantungji sebenarnya kak. kadang e bukan bilang tidak tauka na tidak mauka e berpartisipasi, tapi karna nda mau jeka memang kak. Kurang e suka ka juga e jadi pusat perhatian begitu kak".

From the results of the students' interview above, students with introverted personalities tend to be passive, cautious, moody, and don't like to be the focus of attention. This is because students with introverted personalities will pay more attention to thoughts, moods, and reactions that occur within them. In the learning process, students also will not do something that has not been ordered by the teacher, they tend to follow instructions more.

4.2.5 Empathy

Empathy is ranked fifth or last in the list of dominant aspects of affective factors that hamper students' participation in the English language classroom. Empathy is a person's ability to recognize, perceive and feel the feelings of others (Soraya Mei Lina & Agus Purnomo, 2019). Student empathy is one of the important components that must exist in the learning process because with empathy students are taught not to be selfish, to imagine what happens to others will also happen to themselves, to respect differences and be able to solve problems that occur in the classroom. AFS mentioned in the interview:

> "Bukan je bilang tidak mau ki berpartisipasi kak cuman em anu kak kalau naik meki biasa berpartisipasi toh kak depannya teman ta kayak jawab pertanyaannya ibu, trus ternyata salah jawaban e kak. Biasa ki langsung kayak na tegur teman sekelas kak, na tegur ki terang-terangan terus kayak em nada nyolot. Padahal wajar ji kapeng kalau salah jawaban ta, namanya juga belajar yang penting pede dulu kak toh? Jadi kita yang awalnya kayak percaya diri sekali ki naik berpartisipasi kak e percaya diriki jawab pertanyaannya ibu, jadi langsung down kak karena tegurannya teman. Jadi kalau adami lagi kesempatan bilang ditau mi jawaban dari pertanyaannya ibu yang berbahasa Indonesia, kayak was-was meki mau angkat tangan karena begitumi kak. padahal itumi kesempatan ta untuk aktif karna kalau e pakai bahasa inggris takut-takut memang meki kak".

Based on the results of the student interview above, the student was reluctant to participate because had been criticized by her classmates when made mistake while participating in the English classroom, this problem made the student tend to feel anxious when she was going to participate again. So it can be said that the learning process of students in the classroom has not been in accordance with expectations, because students lack empathy for other students which can be seen that some tenth-grade students have

not been able to understand that not everyone likes to be criticized blatantly and openly when participating.

In conclusion, based on the results of students' interview, the highest affective factors that hamper students' participation is self-esteem due to pessimism, lack of self-confidence and a sense of inferiority. Although the students' desire to participate is high, because of their low self-assessment, they judge irrationally about themselves and even believe in perceptions that are not necessarily true.

5. Discussion

5.1 The Most Dominant Aspect of Affective Factors that Hamper Students' Participation in English Language Classroom

Based on the results of research that has been carried out by the researcher using observations and interviews that have been described, it can be seen that the dominant aspect of affective factors that hamper students' participation in the English language classroom comes from the individual affective factor, which is self-esteem. In this research, it was found that 12 out of 25 students lead to the aspect of low self-esteem as a factor that hampers them from participating in the English language classroom. This affective aspect is the most dominant problem that hampers students' participation in the English classroom based on the highest number of students.

Self-esteem is an individual's overall view of himself either positively or negatively. Self-esteem refers to the growing feeling of "I can, and I am worthy" feeling. Self-esteem is one aspect that has an important role and has a major influence on the attitudes and behaviours of students in the classroom (Musriani, 2014).

According to Rosenberg & Owens as cited in Febrina et al. (2018), adolescents with low self-esteem tend to show characteristics such as pessimism, dissatisfaction with themselves, desiring to be in someone else's shoes, more sensitivity to experiences that would damage their self-esteem (distracted by criticism from others and more emotional when experiencing failure), tend to see events as negative, tend to experience social anxiety, and more often experience negative emotions, awkward, shy, and unable to express themselves when interacting with others (less spontaneous and more passive), do not dare to make mistakes, avoid taking risks and tend to be indecisive and slower to respond when making decisions. This statement is in line with the findings of this research that the low self-esteem of students causes them to be reluctant to participate because students feel pessimistic about the abilities and opportunities they face, lack of confidence and feel that they are less competent than others.

In the learning process, students judge irrationally about themselves, and even believe in perceptions that are not necessarily true that they will make mistakes and be laughed at when participating. So that students tend not to see challenges as opportunities, but rather as obstacles, so they tend to give up easily before trying. These characteristics are symptoms experienced by someone who has low self-esteem. Another characteristic is that students always have negative expectations about what will happen, hesitate in doing something, get discouraged easily, always compare themselves with others, and are too fixated on other people's negative evaluations that do not necessarily happen about themselves when participating. This finding is in line with the opinion of Andi Tahajuddin & Haenidar (2019) that adolescents with negative self-esteem tend not to dare to seek new challenges in their lives, prefer to face things that are not full of demands, tend not to feel confident about the thoughts and feelings they have.

From the explanation above, it can be concluded that the low self-esteem of students in the learning process should not be ignored because students' self-esteem has an impact on students' participation and achievement in the English classroom. According to Clames as cited in Irawati & Hajat (2012), one of the most important factors that determine students are able to excel is self-esteem. Smart children but have low self-esteem, can get bad results at school. While children with average intelligence with strong self-esteem will be able to overcome all problems optimistically. Therefore, based on Clame's statement, self-esteem is the main affective factor that influences students' participation and achievement. The higher the self-esteem, the more students will get in the learning process, especially in English learning and vice versa.

Furthermore, various studies have shown that students with low self-esteem tend to be less successful academically in school. Gunawan as cited in Irawati & Hajat (2012) argues that self-esteem is a determinant of achievement and success. Because students with high self-esteem have tremendous personal power and will be able to successfully do anything in their lives. With great personal strength, students with high self-esteem will be superior and achieve better than people with low self-esteem. In addition, Bos as cited in Farida (2018) also believes that self-esteem is an important construct that correlates with academic achievement, social relations, and psychopathological problems in adolescents. So it can be concluded that students with low self-esteem show low success in school, have low social relationships, and have mental problems such as anxiety to depression.

The findings of this research are also supported by Samadi's (2004) statement in his book which stated that if a person thinks negatively about himself and has low self-esteem, he feels unworthy and thinks that he can do nothing. Therefore, he missed the opportunity he actually used to show his abilities. On the other hand, when a person thinks positively about himself and has high self-esteem, he will feel that he is strong and can think calmly. Therefore, he will try to make his work always successful so that it adds a sense of worth to him. In this case, self-esteem becomes a source of strength in showing students' abilities in achieving achievements in their life. Thus, it can be said that self-esteem is central to the development of competence. Without this, students will fail to realize their potential.

Furthermore, the results of this research are different from previous research by Mulyono & Saskia (2021). Their research explores the relationship between self-confidence, anxiety and motivation in students' willingness to participate in both face-to-face and digital settings. The results of their research revealed that anxiety was negatively correlated with students' willingness to speak in the classroom. It means that students will feel anxious when they are going to speak in the classroom due to the demands to speak a foreign language in front of the interlocutor, so students feel afraid of making mistakes when speaking a foreign language.

The results of this research are also different from the research conducted by Zhu & Zhou (2012). The results of the study showed that students face affective factors such as anxiety. 43% out of 45% students in each class feel more anxious when learning English than other subjects. Most of them feel anxious when they are asked to answer a question in front of the whole class and are worried about giving the wrong answer. Another cause is that students feel that they will lose face when speaking in front of the whole class because of their bad pronunciation. What's more, the burden and pressure from parents and teachers can also cause student anxiety.

5.2 The Causes of Affective Factors that Hamper Students' Participation in English Language Classroom

Based on the results of the students' interview, the researcher found that there were three reasons students were reluctant to participate because of students' low self-esteem. The first is pessimism. Pessimism is a thought that arises in a person about what is happening will have a bad impact. According to Kurniati et al, (2018) pessimism is an individual's attitude or perspective that is depicted with uncertainty, despair, and a lack of hope for something that is being faced. Based on the results of observations and interview with students, the researcher found that the attitude of students who show pessimism is doubtful of doing something, easily discouraged, underestimate their talents and abilities, and always have negative expectations. Pessimistic students always expect negative results to occur. The findings of this study are in line with the findings of Iqbal et al. (2016) that adolescents with low self-esteem always give rise to negative or irrational information and feelings of fear of trying.

One of the characteristics of pessimism is the existence of low expectations for certain plans and situations, such as imagining bad possibilities that will happen. Sometimes students think that when they are about to participate, they will make mistakes. As a result, of these negative thoughts, students tend to be reluctant to take risks, afraid to try and not daring to look for new challenges in the learning process. Students tend not to see challenges as opportunities, but rather as obstacles, so they tend to give up easily before trying and if they fail, they blame themselves (negatively). This is in line with Kenneth Shore's statement as cited in Verdianingsih (2018) which stated that low self-esteem can blur the mind's focus and make people afraid to take risks.

Pessimistic students, instead of trying to increase the chances of success, they only focus on failure. This condition will actually hinder students' efforts to develop their English skills through participation because before doing anything, students think as if they were already paralyzed, paralyzed by the thought of failure. Before trying, students already thought of failing because their efforts were paralyzed by pessimism.

The second is a lack of confidence. In some cases, an inaccurate link is created between self-confidence and self-esteem. Self-confidence is a person's belief in all aspects of the strengths he has, and this belief makes him feel capable of being able to achieve various goals in his life (Rahmawati & Sodikin, 2020). Meanwhile, self-esteem is the cognitive ability and emotional assessment of how valuable we are. The low self-confidence of students is seen in the behaviours of students who show symptoms such as being embarrassed to speak in front of the class, rarely asking the teacher, always being hesitant in doing something, having no confidence, tending to avoid, lacks of initiative and thinks too much about other people's opinions about themselves. These attitudes tend to hinder students from doing something in the learning process because they do not believe in their abilities.

Self-confidence for students in the learning process is the capital to achieve success in anything, including the ability to speak English. Lack of student's self-confidence causes students are always concerned with their situation when they are in a social environment, students are worried about how other people see them. This makes students feel reluctant to participate in English language classroom because fear of being laughed at and students think too much about negative evaluations from their classmates which does not necessarily happen. This finding is in line with the statement of Ghufron & Risnawita as cited in Ismansyah (2020), who stated that one of the factors that influence self-confidence is self-esteem. The higher a person's self-esteem, the higher his self-confidence.

Without an understanding of self-worth, it is difficult to be truly satisfied with whatever you achieve, no matter how big and how many things. Before cultivating the courage and

confidence to do something, you should prioritize understanding that yourself is valuable. Thus, the failure or difficulty that is received does not make us think that we are a product of failure, but someone who is just as valuable.

In addition, there is a great desire for students to actively participate in the process of English learning, students often wanted to raise their hands to answer the teacher's questions and express their opinions because they do not want to be left behind by their friends. But they were afraid of being wrong and afraid of being laughed at and considered stupid by their classmates if their answer is wrong when participating. Even if they participate, students tend to show less optimal effort to participate in the classroom because they don't believe in their abilities and feel less competent than other friends. This statement is also in line with the opinion of Maracek & Mette as cited in Hidayati (2009) which stated that students with low self-esteem will refuse to fully use their basic abilities. Then, this finding is different from previous research by Budiana & Nurwaliyah (2019), which found that students' lack of self-confidence was caused by their poor command of English so that they became passive in the language learning process.

The third is inferior. Inferiority in this research is a feeling of worthlessness that students have compared to others. This can be proven in students' interview that they are reluctant to participate because they are afraid of being ridiculed by classmates who are more capable than themselves and always compare themselves with their classmates. Hence, students underestimate themselves and become reluctant to participate.

In the process of English learning, students see friends who have higher abilities than themselves so that they feel inferior to participate in the classroom even though the desire to participate is high. Because students' low self-esteem causes them to assume that others are better than themselves and feel that they are less competent than others. Students tend to be too quick to think and judge irrationally about themselves, and even believe in perceptions that are not necessarily true. That's where the emotional disturbance that hinders students' participation in English learning comes from.

From the explanation above, it can be concluded that the low self-esteem of students in the learning process should not be ignored because students' self-esteem has an impact on students' participation and achievement in the English classroom. Students who have high self-esteem or healthy self-esteem certainly have high self-confidence to be able to participate in the learning process. They will be serious about doing physical activities and always try to improve their shortcomings and continue to practice improving their abilities. This characteristic is very different from students who have low self-esteem. Students who have low self-esteem are reluctant to participate because they feel worried or do not believe in their abilities and tend to be afraid to face responses from others. In other words, the higher a person's self-esteem can help the student be more confident to actively participate in the learning process.

Therefore, self-esteem is one of the affective aspects which should be possessed by students. The importance of fulfilling individual self-esteem needs is closely related to the negative impact if they do not have strong self-esteem. They will have difficulty in dealing with social behaviours. Feels inferior, awkward and even not confident in the abilities he has. However, if the need for self-esteem can be fulfilled optimally, it is likely that they will gain recognition in their social environment, appear more confident, and feel more valuable in their environment, resulting in high learning achievement because of their high self-esteem.

6. Conclusion

The crucial purpose of this research is to find out the most dominant aspect of affective factors that hamper students' participation in the English language classroom and their causes. The researcher put forward following conclusions

The dominant aspect of affective factors that hamper students' participation in English language classroom is self-esteem. The psychological condition of low self-esteem mostly happens to the students, which occurs to 12 of the sample students.

Based on the results of students' interview, it is found that low self-esteem was caused by pessimism about their abilities, lack of self-confidence and a sense of inferiority. Although the students' desire to participate is high, because of their low self-assessment, they judge irrationally about themselves and even believe in perceptions that are not necessarily true.

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