

Emotion Exploration of Students at State University of Malang in *Sprachkompetenz Deutsch II* Course

Aisyah Intan Laksono^{1*}; Iwa Sobara^{2*}

¹ Universitas Negeri Malang, Indonesia, aisyah.intan.2102416@students.um.ac.id

² Universitas Negeri Malang, Indonesia, iwa.sobara.fs@um.ac.id

**Corresponding author:*

Email: iwa.sobara.fs@um.ac.id

Abstract

This research aims to describe the various positive and negative emotions experienced by students, as well as the factors that cause these emotions to arise in the context of learning. The research method used is descriptive qualitative, with data collection techniques employing a questionnaire adapted from the Achievement Emotions Questionnaire (AEQ) and interviews. The results of this study indicate that most students experience positive emotions during classroom learning and when receiving grades/results. Meanwhile, they predominantly experience negative emotions when facing exams. The focus of this study is on students enrolled in the *Sprachkompetenz Deutsch II* course. However, this study has not explored academic experiences in other courses, which may reveal different emotional dynamics. The findings of this study contribute to understanding the role of students' emotions in the course and can serve as a reference for instructors in designing teaching methods that are more sensitive to students' emotions.

Keywords: *Academic emotions, German language learning, Achievement Emotions Questionnaire, Sprachkompetenz Deutsch II.*

Introduction

Foreign language is one of the important skills to have in this era of globalization. This is important, because language is an essential tool for progress and development in various aspects of life, especially in education, health, science and technology, trade, and the economy (Nanda et al., 2023). A person who has skills in a foreign language will be able to benefit from the rapid development of information technology and globalization, as well as participate in information sharing activities that can expand social networks for better self-development (Rasuki, 2021). One of the most widely studied foreign languages in Indonesia is German. By having a rich cultural heritage and also often used in various countries, someone who masters German can have many opportunities to travel and study abroad, as well as to expand career opportunities (Qizi, 2023). Talking is essential for humans to interact with one another. When talking, there are many things to consider, not only what is being said and the language used, but also who we are talking to (Lutfi et al., 2024).

However, based on interviews with students in the *Sprachkompetenz Deutsch II* course at the German Language Education Department of Malang State University, some of them still experience difficulties in learning German, such as grammatical problems. The difficulties

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that are often felt when learning a foreign language can be related to the number of words, sentence structure, cultural characteristics, and motivation of language learners (Tanir, 2020). Learning a foreign language can be a difficult, time-consuming and frustrating challenge. However, some people find this process interesting. They enjoy the process of mastering the language as well as the experience of learning about new cultures (Noels et al., 2016). This can affect students' interest and motivation in learning German.

Learning a foreign language can be an activity that encourages students' cognitive and thinking abilities to stimulate them to experience various emotions. Therefore, emotions cannot be separated from cognitive abilities (Yu, 2022). Many studies show that human cognitive processes such as attention, learning, reasoning, and problem solving are influenced by emotions (Tyng et al., 2017).

Academic emotions are feelings experienced by students in academic activities. In recent years, this topic has attracted much attention in the field of education (Feng et al., 2020). In addition, along with increasing student enthusiasm in class, student learning outcomes in class also tend to improve. It is based on positive and negative emotions (Hasanah et al., 2024). Students can actively participate in learning when they feel positive emotions (Ningrum & Rokhuma, 2023). Conversely, when experiencing negative emotions, they tend to be reluctant to engage in learning activities (ibid.).

The positive emotions that students have experienced are important for their development, as happy and motivated students are usually more likely to accept the material, have a positive perception of themselves, and are more optimistic in the face of obstacles (Jannah & Hadiyanto, 2024). However, students' emotions will fluctuate during learning and are influenced by several factors, such as environmental factors, teachers, and self-efficacy (Chyr & Amran, 2024). Academic self-efficacy refers to students' beliefs that they are able to plan and manage their own learning activities, such as when students are able to plan learning activities, evaluate and self-reflect on learning activities, and motivate themselves for difficult tasks (D'Errico et al., 2018).

Pleasure in learning is one of the positive emotions that can increase focus and motivation, because students will feel enjoyment if they find learning activities interesting (Camacho-Morles et al., 2021). To maintain positive emotions in students, a strategic approach is needed to create the learning atmosphere they want (Yildirim & Atay, 2024). On the other hand, negative emotions such as anxiety, fear, low self-esteem, boredom, and depression can cause language anxiety, indecision, and loss of motivation that can hinder students' learning process (Castro & Shelton-Strong, 2024). These emotions have an impact on students' behavior and mental health, such as fear of pressure in the learning environment, panic when answering questions, and embarrassment to participate in class (Mansor & Amran, 2023).

Previously, Sobara (2023) also conducted research to identify the emotions of first- to fourth-semester students while learning German online. Some respondents said that online learning is less fun, especially if there are internet connection problems. They also think that online learning is less effective because they cannot meet face-to-face. However, some respondents also revealed that they learned many new things during online classes, and the teaching methods used by lecturers did not make them feel bored.

Furthermore, there is a study by Rabadi and Rabadi (2022) that focuses on efforts to find out whether there is a relationship between anxiety in learning German as a foreign language and various student variables, such as gender, academic achievement, and experience living in Germany. The objects used in this study were 246 students. The study found a relationship

between anxiety and German proficiency level. Students with higher ability levels tend to experience lower anxiety in the learning process.

The results of interviews with several students who took the *Sprachkompetenz Deutsch II* course showed that they were more motivated if they studied together with friends rather than studying alone. They can teach each other if there is any material that they still do not understand and feel more confident to interact in German. During lectures in class, students also feel a variety of emotions. For example, the teaching methods used by lecturers. Students enjoy learning more if they use games and are not book-centered. In addition, when the lecturer appoints them to answer questions, students will feel nervous. One student also revealed that when he could not answer the questions, he would feel disappointed with himself. Conversely, when they successfully answer questions from the lecturer they will feel satisfied and happy.

From this explanation, it seems that students feel various types of emotions, both positive and negative. This shows that students' emotions affect their performance in class. Therefore, it is important to identify the types of emotions felt by students during learning so that lecturers can develop learning strategies that are more sensitive to students' emotions.

How do emotions influence foreign language learning processes and outcomes among EFL learners?

Method

This research was written using a qualitative descriptive method in its writing. Qualitative research is a method that relies on words or narratives to interpret and describe various symptoms, phenomena, and certain social situations. In this approach, the researcher acts as the main instrument in charge of understanding and explaining the various aspects under study (Waruwu, 2023). Meanwhile, descriptive research provides a detailed description of certain situations, social environments, and relationships, and is used to gain in-depth knowledge about the object of research (Zellatifanny and Mudjiyanto, 2018). Qualitative descriptive research focuses more on answering questions about who, what, where and how an event can occur which is then analyzed in depth in order to find out the patterns that arise in the event (Kim et al., 2016).

This research examines the experience of emotions felt by students who take *Sprachkompetenz Deutsch II* course in offering C as many as 24 students which are then presented with descriptive descriptions. The selection of these courses was based on the fact that they had more learning time than other courses and were core courses. The sampling technique used was purposive sampling, which is the selection of respondents based on criteria that are in line with the research objectives. The sample in this study was students from offering C because, based on interviews with the lecturers, they were more active and had sufficient academic readiness.

The data collection technique used in this study was a questionnaire adapted from the Achievement Emotions Questionnaire and interviews using a questionnaire and interview guide. The initial adaptation process involved translating and simplifying the questionnaire, then ensuring that each statement was appropriate for the context of the *Sprachkompetenz Deutsch II* course and represented each emotion well. The data obtained from the open-ended questionnaire and interviews were analyzed using categorization techniques.

The data collection techniques used in this study were a questionnaire adapted from the Achievement Emotions Questionnaire and interviews. Achievement Emotions Questionnaire is a questionnaire developed by Reinhard Pekrun and his colleagues that measures various positive and negative academic emotions felt by students in the context of learning. There are 12 emotions measured in the AEQ, namely six positive emotions (happiness, hope, pride, relaxation, certainty, relief) and six negative emotions (anger, anxiety, shame, boredom, hopelessness, disappointment) (Pekrun et al., 2023). The AEQ measures the different types of emotions that students experience in three main academic contexts, namely emotions experienced while learning (learning-related emotions), emotions experienced while taking exams (test-related emotions) and emotions experienced while receiving results (class-related or outcome-related emotions).

This study used a qualitative descriptive method where data was collected through the Achievement Emotion Questionnaire (AEQ) and structured interviews. The AEQ was adapted through translation, language simplification, and contextual adjustments for the *Sprachkompetenz Deutsch II* course, with validation from experts in related fields. Data were analyzed using categorization to identify patterns of positive and negative emotions among students.

The main instrument used was the Achievement Emotions Questionnaire (AEQ), which was adapted through translation, language simplification, and context modification for the *Sprachkompetenz Deutsch II* course, with validation by experts to ensure accuracy. Several items were adapted to better suit the learning context. To enrich the data, structured interviews were also conducted, allowing for a broader and deeper understanding of students' positive and negative emotions.

Results

After distributing questionnaires to offering C students class of 2024 who took the *Sprachkompetenz Deutsch II* course, the data obtained in the form of questionnaire results have been filled in by 24 students. Meanwhile, interviews were conducted with four male and three female respondents. Based on the results of the interview, all respondents stated that the *Sprachkompetenz Deutsch II* course was difficult. However, some also revealed that although it was difficult, this course was not too heavy and could still be understood. As stated by some respondents:

- (1) "For the A1 level, it is still relatively easy, and when it comes to A2, it starts to look difficult." (R5Q1)
- (2) "In my opinion, between difficult and easy. Because in A2 there are new materials and vocabulary." (R6Q1)

Some other respondents also said that the *Sprachkompetenz Deutsch II* course was difficult. The cause of the difficulties experienced is because they have never studied German before, they first learned German in college.

- (3) "It was difficult because it was my first time learning German, so I started from scratch." (R1Q1)
- (4) "It's quite difficult, because I've never learned German." (R4Q1)

Then, students also revealed the emotions that most often arise during the course. The answers they gave varied, including both positive and negative emotions. Some respondents stated that they were happy because they could learn together, the class environment was positive, and they were excited because they would get new material. However, some also

revealed that they felt negative emotions such as annoyance when it was difficult to understand the material and disappointment with themselves.

(5) “The feeling I get most often is annoyance when I can't find the answer to a question in the course, because it's hard to understand.” (R2Q2)

(6) “The emotion felt is disappointment because I feel I can do more but I can't.” (R7Q2).

Based on the data obtained from the questionnaire, the following table shows the distribution of students' emotions when studying, taking exams, and receiving results:

Table 1. Distribution of Students' Emotions

Emotions	Learning	Test	Receiving Grades
Enjoyment	92%	50%	96%
Hope	42%	96%	91%
Pride	100%	83%	96%
Relaxation	58%	50%	62,5%
Relief	62,5%	50%	62,5%
Certainty	42%	79%	100%
Anger	46%	79%	46%
Anxiety	46%	75%	50%
Shame	54%	66%	75%
Despair	42%	54%	50%
Boredom	42%	37,5%	54%
Disappointment	62,5%	79%	67%

Discussion

Emotions while Learning

Students feel various positive and negative emotions while studying in the *Sprachkompetenz Deutsch II* course. Based on the results of the questionnaire that has been filled in, the emotions that are most often felt by students while studying are positive emotions.

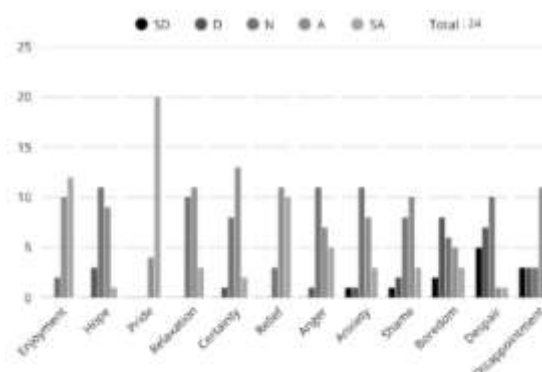


Figure 1: Column Diagram of Students' Emotions while Learning

In this course, almost all students enjoy their learning activities and are proud when they have successfully understood German grammar structures. This shows that they feel the emotion of enjoyment while learning in this course. From the interviews that have been conducted, there are several other factors that make students feel the emotion of enjoyment.

(7) "The emotion that is often felt is happy because the classroom environment is positive." (R4Q2)

(8) "If the experience is fun when we learn but there are also games...." (R5Q4)

The pleasure felt by students is also influenced by the activities or activities carried out by lecturers in the classroom. This is in line with what Santoso (2023) stated that the use of various teaching methods will make students interested and easy to understand the material. Lecturers need to use different teaching techniques, media styles and forms of interaction to create an interactive classroom environment. For example, when lecturers use games as learning media, students feel interested and feel positive emotions. In addition, students also feel happy when doing roleplay in class.

(9) "When playing games, we can interact with lecturers and friends, so we can feel positive emotions..." (R6Q6)

(10) "The enjoyable experience in class is when playing games..." (R1Q6)

(11) "What makes me interested, for example, is when there is new material and I am assigned to roleplay..." (R5Q3)

(12) "One of the fun experiences was when I was told to roleplay being a waiter and a buyer." (R2Q4)

Some students also feel the emotion of calmness or relaxation (relaxation) because they are sure they will succeed in understanding the material taught by the lecturer. Also, when they managed to speak in German fluently, they felt relieved. In the interviews that have been conducted, some students stated that they feel confident after successfully understanding the material that has been taught. As stated by Perdana (2019), that the confidence possessed by students arises because they have good knowledge of the material taught, so they are more active in the learning process.

(13) "I feel confident when I understand the material..." (R7Q5)

(14) "Confidence when I can answer the questions given by the lecturer." (R6Q5)

However, some students were frustrated by the amount of work they had to complete. More than a few students also felt embarrassed when they struggled to understand the basic material. Some of them also expressed other emotions when they struggled to understand the material.

(15) "Confused when there is material that has been explained but I don't understand the material..." (R6Q2)

(16) "Most often I feel annoyed when I can't find answers to questions in the course, because it is difficult to understand." (R2Q2)

Then, students also have the emotion of disappointment when they feel that their abilities are lacking. One respondent also said that the feeling of disappointment arose because they

felt they could be better, but they did not achieve it. Research conducted by Çopur and Kökönyei (2023) also shows that academic disappointment felt by students tends to arise because of themselves and their learning outcomes.

(17) "The emotion I feel is more like disappointment with myself. Because I feel that I can be more than this but sometimes I don't achieve it." (R7Q2)

Emotions during Exams

In this section, we will explain the feelings or emotions felt by students when taking exams in the *Sprachkompetenz Deutsch II* course. The results of the questionnaires and interviews show that students more often feel negative emotions during exams.

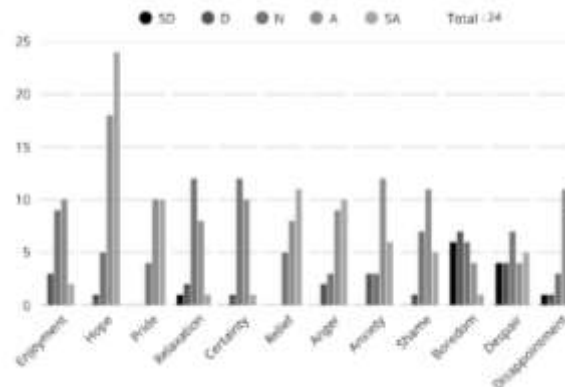


Figure 2. Column Diagram of Students' Emotions during Examination

Students did not feel many positive emotions. However, some students felt the emotion of enjoyment, because they considered that the exam was an exciting challenge. In addition, almost all students also feel the emotion of hope and hope that they can do the exam questions smoothly. Most of them also feel pride when they have done well on the exam. In his research, Siallgan (2020) stated that the high motivation possessed by students shows an achievement-oriented attitude, so that during the exam they can maintain calm and control their tension.

Based on the questionnaire that has been distributed, most students feel frustrated when they struggle to answer exam questions. In addition, feelings of panic also arise when students work on difficult exam questions. This is related to the emotion of anxiety. Through the description conveyed by Simbolon (2015), students feel nervous or panic during the exam because it is difficult to concentrate and the mind is suddenly empty. In the interviews that have been conducted, students also said that they felt negative emotions during the exam.

(18) "... I feel negative emotions most often during exams." (R2Q6)

(19) "... during exams, the most frequent emotion felt is negative." (R7Q6)

Students feel the emotion of disappointment because they realize that their understanding of the exam material is still lacking. Based on the results of the interview, some students also revealed that they felt insecure during the exam. As revealed by Sitasari, et al. (2024) that students not only feel anxiety during the exam, but also doubt their ability to complete it.

(20) "I'm not confident during the exam, more precisely before the exam..." (R3Q5)

(21) "... I don't have confidence during the exam." (R7Q5)

(22) "For me, I don't feel confident during the exam..." (R1Q5)

Emotions when Receiving Grades/Results

This part will explain about the various positive and negative emotions that students feel when they receive grades for exams and assignments. The emotions they feel also depend on the grades they get. The following are the results of the student questionnaire presented in the form of a diagram.

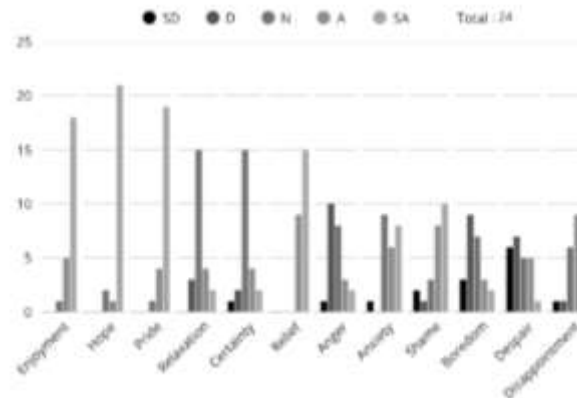


Figure 3: Column Diagram of Students' Emotions when Receiving Grades/Results

While getting grades/results almost all students feel the emotion of hope. They hope to get a satisfactory grade in the exam. The emotion of enjoyment is also involved when lecturers give appreciation for their work. This was also conveyed in research by Siagian and Pinem (2018), that giving corrective feedback and praise to students can increase their enthusiasm. In addition to the emotion of pleasure, more than some students also feel the emotion of relief when lecturers say that their assignments have been done well. The results of research by Wati and Angraini (2018) state that one of the internal factors that affect student learning achievement is the feeling of satisfaction when they get good grades, so they will do the assignments given by the lecturer seriously.

(23) "I feel a positive emotion when the assignment is praised by the lecturer..." (R3Q6)

When getting grades, students also feel various negative emotions. One of them is the emotion of anxiety. More than half of the students were worried if the assignment they did was not in accordance with what the lecturer had instructed. Most also feel shame when they get a bad grade. In addition to shame, students also feel disappointment if the results they get are not in accordance with what they expected. According to a statement by Ladapase and Sona (2022), student disappointment due to failure to achieve academic goals can cause academic stress.

(24) "... a disappointing experience is when the exam score is bad." (R4Q4)

(25) "... it is disappointing when you take an exam and the score does not meet your expectations." (R5Q4)

(26) "... it is disappointing when you get bad grades even though you have studied." (R6Q4)

Conclusion

Based on research that has been conducted on Offering C students in the *Sprachkompetenz Deutsch II* course, students feel a variety of positive and negative emotions when learning in class, exams, and when getting the results. When studying, students most often feel positive emotions such as enjoyment, pride, relaxation, certainty, and relief. Meanwhile, during the exam students felt negative emotions, namely anger, anxiety, shame,

despair, and disappointment. Then, when receiving grades/results the positive emotions felt by students are enjoyment, hope, pride, and relief. Factors that influence their emotions also vary, such as disappointment in themselves, lack of confidence during exams, satisfaction when getting good grades and pride when successfully understanding a material.

This study contributes to understanding the role of student emotions in the *Sprachkompetenz Deutsch II* course and can be a reference for lecturers to design teaching methods that are more sensitive to student emotions. For further research, there are several suggestions that can be considered. For example, research that focuses on how positive emotions, such as happiness or satisfaction, can improve student motivation and learning outcomes. Also, research on emotion management techniques carried out by lecturers can help students manage their emotions and increase their participation in class, considering that student emotion management can be influenced by interactions with the lecturers.

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