

CHAPTER V

CLOSURE

A. Conclusion

1. Students showed a range of emotions during their first formal English lessons. Positive activating emotions like excitement, happiness, and curiosity appeared when activities were interactive and fun, such as playing games or learning new words. Negative activating emotions like nervousness and anxiety occurred when students encountered unfamiliar vocabulary, felt unsure about their abilities, or compared themselves to classmates. Negative deactivating emotions such as boredom were mentioned occasionally, often when activities felt repetitive or too easy. These emotional experiences were important in shaping how students viewed English learning. Positive feelings encouraged participation and interest, while negative emotions, if left unaddressed, could reduce students' motivation in continuing to learn English.
2. Two affective factors, self-esteem and motivation, were found to influence how students experienced their first English lessons. Self-esteem among students varied, with some feeling confident while others felt unsure, especially when participating in reading, writing, or speaking activities. Their confidence also shifted depending on the

classroom tasks. Motivation was seen in both intrinsic and extrinsic forms. Some students enjoyed learning English because they found it fun and engaging, while others were driven by external reasons such as school expectations or future goals like working abroad. These motivations affected their participation and willingness to continue learning English during their early exposure.

B. Suggestions

Based on the findings of this study, the following suggestions are proposed for teachers, schools, students and future researchers:

1. For Teachers

Teachers should pay attention to students' emotional responses during their early English learning experiences. Positive emotions like excitement and curiosity can be nurtured through interactive, student-centered activities, while negative emotions such as anxiety or confusion should be addressed with patience and encouragement. Providing consistent support and celebrating students' small achievements can help boost their self-esteem and reduce fear of failure. Teachers are encouraged to foster intrinsic motivation by making English learning meaningful, relatable, and enjoyable for young learners, rather than focusing solely on assessments or grades.

2. For Schools

Schools should recognize that emotional and affective development is just as important as academic achievement, especially

during early exposure to foreign languages. Implementing engaging and developmentally appropriate English learning programs in early grades can help create a strong foundation for future language acquisition. Professional development for elementary school teachers should include training on emotional intelligence and affective teaching strategies to better support young learners' needs.

3. For Students

Students are encouraged to continue expressing their feelings and thoughts during English lessons. By sharing their experiences with teachers, students can receive appropriate support and feel more confident when learning. They are also encouraged to participate actively in class activities and games to build interest and motivation.

4. For Future Researchers

Further research can explore emotional and affective experiences in different school contexts, such as urban and rural settings, or among students with special needs. Researchers may also consider involving parents and teachers to gain a broader perspective on how children's emotions and motivation are shaped both in and outside the classroom. Expanding the number of participants or employing mixed-method designs could enhance the depth of future studies.