

**EMOTIONAL GEOGRAPHIES OF ENGLISH EDUCATION
STUDENTS IN DISTANCE LEARNING DURING THE
PANDEMIC OF COVID-19**

By

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**ANTASARI STATE ISLAMIC UNIVERSITY
TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH DEPARTMENT
BANJARMASIN**

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**EMOTIONAL GEOGRAPHIES OF ENGLISH EDUCATION STUDENTS IN
DISTANCE LEARNING DURING THE PANDEMIC OF COVID-19**

AN UNDERGRADUATE THESIS

**Presented to
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in partial fulfillment of the requirements
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by

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in Distance learning During The Pandemic of Covid-19

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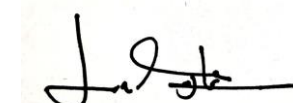
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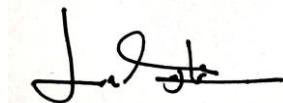
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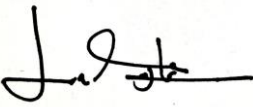

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Statement of Authenticity

I, the undersigned, Ibnu Rezza Mulyana, declare that this undergraduate thesis is my original work, gathered and utilized especially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that publication cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, December 23th, 2021

The writer,



Ibnu Rezza Mulyana

ABSTRACT

Ibnu Rezza Mulyana. 2021. Emotional Geographies of English Education Students in Distance learning during the Pandemic of Covid-19. Undergraduate Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Puji Sri Rahayu, MA, (II) Afifah Linda Sari, S.S., M.Pd

Keywords: Emotional Geographies, Distance learning, Overcome

Students' emotion is one of significant aspects that could not be ignored in teaching learning activity especially in distance learning. This research aimed to answer the emotional geographies encountered by English Education students and how they overcome the emotional geographies in distance learning during the pandemic covid-19.

A case study was used in this research. The participants of this study involved 10 English Education students of Antasari State Islamic University Banjarmasin who lived in rural area. Furthermore, the data were collected through interview, then analysed by doing data reduction, encoding, data display (classifying and analyzing), and drawing conclusions.

The results showed that the English Education students encountered five emotional geographies, they were physical geography, moral geography, sociocultural geography, professional geography and political geography. Furthermore, the English Education students overcome the problem of emotional geographies such as physical geography, politic geography, and moral geography. They tried to look for other places to study if their houses was not conducive enough to study. The problem of internet and quota was also can be solved since the campus had already provide the quota for students.

ABSTRAK

Ibnu Rezza Mulyana. 2021. *Emotional Geographies of English Education Students in Distance learning during the Pandemic of Covid-19*. Skripsi. Jurusan Tadris Bahasa Inggris., Fakultas Tarbiyah dan keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Puji Sri Rahayu, MA, (II) Afifah Linda Sari, S.S., M.Pd

Kata Kunci: Geografi Emosional, Pembelajaran Jarak Jauh, Mengatasi

Emosi siswa merupakan salah satu aspek penting yang tidak bisa ditinggalkan dalam kegiatan belajar mengajar khususnya pada pembelajaran jarak jauh. Penelitian ini bertujuan untuk menjawab geografi emosional yang dihadapi oleh mahasiswa Pendidikan Bahasa Inggris dan bagaimana mereka mengatasi geografi emosional dalam pembelajaran jarak jauh selama pandemi covid-19.

Studi kasus digunakan dalam penelitian ini. Para peserta penelitian ini melibatkan 10 mahasiswa Pendidikan Bahasa Inggris Universitas Antasari Islam Negeri Banjarmasin yang tinggal di daerah pedesaan. Selanjutnya data dikumpulkan melalui wawancara, kemudian dianalisis dengan melakukan reduksi data, penyajian, penyajian data (mengklasifikasikan dan menganalisis), dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa siswa Pendidikan Bahasa Inggris menghadapi lima geografi emosional, yaitu geografi fisik, geografi moral, geografi sosio kultural, geografi profesional, dan geografi politik. Selanjutnya, mahasiswa Bahasa Inggris mengatasi masalah geografi emosional seperti geografi fisik, geografi politik dan geografi moral. Mereka mencoba mencari tempat lain untuk belajar jika rumahnya tidak cukup kondusif untuk belajar. Masalah internet dan kuota juga bisa teratasi karena kampus sudah menyediakan kuota untuk mahasiswa.

MOTTO

Dream's. Effort. Pray. Believe. Consistance

DEDICATION

Thanks to Allah SWT who has given me everything so I can finish this thesis.

I dedicate this thesis for:

1. My beloved parents, H. M. Samino Abdurrohman and Hj. Iin Maratus sholihah who pray the best for me, provided me, support me mentally, spiritually, materially during the time of study and the process of making this thesis.
2. My brother and sister, Ali and Salsa who helped and supported me.
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لنا محمد وعلى آله وصحبه أجمعين. أما بعد.

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7. 10 participants of English Department students who participated in this research.

Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Jumadil Awwal, 18th 1443 A.H

December, 23th, 2021 A.D

A handwritten signature in black ink, consisting of a stylized, cursive letter 'R' followed by a horizontal line.

The Writer

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