

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses the background of the study, the research questions of the study, the objective of the study, the significant of the study and the definition of the key terms.

#### **A. Background of Study**

The COVID-19 pandemic that occurred in early 2020 has changed the behavior of life in society. This also happens in the world of education. Classes that were usually held face-to-face suddenly turned into online classes. The change from face-to-face learning to distance learning is experiences by teachers and students. Corbera, Anguelovski, Honey-Rosés and Ruiz-Mallén (2020) mentioned that COVID-19 has forced academics to work at home. This also occurs in Antasari State Islamic University Banjarmasin. Learning that is usually attended by English Education lecturers and students in the same place, due to the COVID-19 pandemic, has forced them to carry out learning online in different geographic areas. This distance learning creates a diverse emotional geography for students.

As Allah the Almighty stated in the Al-Qurán surah Ar-Ruum verse 36 about humans' emotion:

وَإِذَا أَذَقْنَا النَّاسَ رَحْمَةً فَرِحُوا بِهَا وَإِنْ تُصِبْهُمْ سَيِّئَةٌ سَيَّئَتْ بِهَا قَدَمَتُ أَيْدِيهِمْ  
إِذَا هُمْ يَفْتَنُونَ

In this verse, Allah the Almighty stated that every humans have positive and negative emotion, when they have a good thing then they will be happy, on the other hand if something bad happened in their life, they will give up. It can be known from the verse that humans' emotions can be changed depend on the situation or something in their life. Likewise the distance learning in this pandemic era. This situation creates a diverse emotional geography for students who live in rural areas and need a struggle to stay on to college.

In learning like this, students not only grapple with knowledge, cognitive power and skills, but they also grapple with emotional practices (Hargreaves, 2001). The various practices of human emotions relate to the geography of emotion, which is related to human geography and geography of place. Hargreaves (2000) mentioned that emotional geographies investigates the spatial and experiential human interactions which can create a closeness and distance as well based on emotions experienced toward themselves, their world, and each other. Research on emotional geographies, however, is still limited on certain subject.

This study occurs after considering some previous study that related to

emotional geography. The first one is study was conducted by Gatut, Suparmi & Endah (2020) explores the emotional geography of 25 international students from 12 countries in Indonesian learning for foreigners virtually during the COVID-19 pandemic. This study found that online Indonesian learning affects the emotional geography of international students. The second is research by fatimah (2020). She investigated what form of emotional geographies and what are the most dominant aspects of emotional geographies between EFL teachers and students. The result of her study indicated that four of five emotional geography referring to Hargreaves framework which is; physical, sociocultural, political and professional geography were found. Another study by Rejeki, Kristina, Drajati (2018) examined emotional geography of EFL male teacher who teaches in rural area and also how to deal with those challenges. This study revealed three emotional geography of Hargreaves framework; physical, sociocultural and professional geography

Regarding to the problems occur in Indonesia, this study attempts to explore emotional geographies of English Education students while struggling with several limitations and differences as well. Students' emotion is one of significant aspect that could not be ignored in teaching learning activity. The research was conducted at Antasari State Islamic University Banjarmasin.

## **B. Research Questions**

Based on the background of the study, the writer formulate a problem statement as:

1. What are the emotional geographies encountered by the English Education students of UIN Antasari Banjarmasin?
2. How do the English Education students overcome the emotional geographies in distance learning during the pandemic covid-19?

## **C. Objectives of Study**

Based on the problem formulation above, the objective of this research are:

1. To find out the emotional geographies by the English Education students of UIN Antasari Banjarmasin.
2. To describe how the English Education students overcome the emotional geographies in distance learning during the pandemic covid-19.

## **D. Significance of Study**

The significance of the study will give some beneficial inputs theoretically and practically, they are:

## 1. Theoretically

- a. The results of the study can be used as input in understanding the emotional geographies of the English Education students in learning English during the Covid-19 pandemic.
- b. The results of the study can be used as input in understanding how the English Education students overcome the emotional geographies in distance learning during the pandemic covid-19.
- c. The results of the study can be used as the reference for those who want to conduct a research about emotional geographies.

## 2. Practically

- a. For the lecturers of English education department, the results of this study is expected to give an input in understanding students' emotional geographies in learning during the pandemic of Covid-19. The lecturers or teachers are expected to be able to communicate and interact precisely in facing a heterogeneous student. In addition, it can be a reference for the lectures in dealing with how they should teach and direct their students.
- b. For the students, the results of this study is expected to give an input in participating every learning in the class maximally so that they will be

able to handle complex situation while learning during this pandemic of Covid-19. Moreover, it is expected that there there will be good communication among teachers and students.

- c. For readers, the result of this study is expected to make readers interested in observing emotional geographies from other point of view.

## **E. Definition of Key Terms**

### 1. Emotional Geographies

Emotional geographies are defined as human feelings in which humans live and act out their lives in certain places and determined by human interactions in a broad sense, not only limited to physical interactions socially and culturally, but also related to the psychological situation and the human environment. Based on the Hargreaves framework (2005), emotional geography is divided into five dimensions, namely physical (personal) geography, moral geography, sociocultural geography, professional geography and political geography.

### 2. Distance learning

Distance learning is learning or study outside traditional face-to-face teaching environments where the students study from remote locations. The education delivered to distant or remote locations "via print, audio, video (live

or pre-recorded) and / or computer technologies, including both synchronous and asynchronous instruction”.