

CHAPTER V

CLOSURE

In this chapter, after knowing finding and discussion in the previous chapter, the researcher will give a conclusion. The conclusion here answer two research questions from this study namely, the emotional geographies encountered by the English Education students and how they overcome the emotional geographies.

A. Conclusion

The emotional geographies encountered by the English Education students in distance learning during covid-19 are physical geography, moral geography, sociocultural geography, professional geography and political geography.

The English Education student overcome the problem of emotional geographies such as physical geography, politic geography, and moral geography. The English Education students try to look for other places to study if their house is not conducive enough to study. The problem of internet and quota is also can be solved since the campus had already provided the quota for students. Some students are not really into distance learning at first but can adapt well by time.

B. Suggestion

Based on the discussion and conclusion, the researcher gives suggestions as below:

1. For the English Education students

The students are expected to recognize their emotional geographies in distance learning during pandemic covid-19, moreover, they are expected to be able to overcome the emotional geographies they feel and adapt well in every situation of learning.

2. For the Institution of English Education Department

Understanding the emotional geographies in distance learning during pandemic covid-19 of students will influence in making appropriate and wise decisions in teaching and learning. So that, achievement in professionalism as a teacher is easier to obtain without having to use various negative emotional actions that result in a decrease in professionalism and teacher function.

3. For the Next Researchers

The next researchers also suggested to conduct the study about the emotional geographies in different focus and look for another problem that can be happened about emotional geographies. The next researcher can try

to focus on one of the emotional geographies for example just focus for physical geography.