

# **CHAPTER I**

## **INTRODUCTION**

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

In Indonesia, the Covid-19 pandemic has brought some changes, especially in the teaching and learning process. According to Asmara, teaching and learning activities between teachers and students usually carried out in classrooms have now turned into online learning and teaching activities due to the Covid-19 pandemic situation (Asmara, 2020). Widiastuti, Mantra, and Sukoco, also said that this pandemic event had a powerful impact on how the learning process is carried out in the education sector. Implementing online learning is certainly a quick solution, as suggested by the Minister of Education (Widiastuti, Mantra, & Sukoco, 2020).

Furthermore, Covid-19 pandemic is a disease that is spreading very fast at this time. This pandemic has also changed many activities in almost all countries. It starts with interacting with others, doing activities outside the home, and even changing the education system. Indonesia is one of the countries affected by the Covid-19 Pandemic. Since early March 2020, the government has ordered all activities outside the home to be carried out just inside the home. This makes office employees until students have to carry out all their activities at home.

However, the implementation of online learning and teaching certainly did not go as smoothly as expected. Researchers who have taught during the Teaching Practice II program often hear complaints from students, teachers, and even parents during the implementation of online learning and teaching activities. They face various obstacles, such as unstable internet networks, lack of understanding of technology, decreased enthusiasm of students in learning, and difficulty building connections in learning strategies between teachers and students. Besides, the distance created between teacher and student often creates emotions of misunderstanding during the teaching process. The emotional misunderstanding between teachers and students when teaching is called emotional geography (Hargreaves, 2001).

Teacher emotions are an essential aspect that cannot be left out during the learning and teaching process (Rejeki, Kristina, & Drahati, 2018). Teachers must be able to control and balance emotions well. Teachers need to pay attention to closeness and distance from their students. Because if the teacher displays wrong/negative emotions compared to positive emotions, it will undoubtedly damage education (Fatimah, 2020). However, with the conditions of the Covid-19 pandemic, which requires teachers to teach online, of course, it makes teachers have a distance when teaching students. Coupled with the various problems that exist during its implementation, online teaching can make teachers' negative emotions uncontrollable, and emotional misunderstanding when teaching often occurs.

Humans, of course, apart from having positive emotions, also have negative emotions. Allah SWT. said in the Holy Qur'an surah Ali-Imran verses 133-134.

وَسَارِعُوا إِلَى مَغْفِرَةٍ مِّن رَّبِّكُمْ وَجَنَّةٍ عَرْضُهَا السَّمَاوَاتُ وَالْأَرْضُ أُعِدَّتْ لِلْمُتَّقِينَ (١٣٣)  
الَّذِينَ يُنْفِقُونَ فِي السَّرَّاءِ وَالضَّرَّاءِ وَالْكَاطِمِينَ الْغَيْظَ وَالْعَافِينَ عَنِ النَّاسِ وَاللَّهُ يُحِبُّ  
الْمُحْسِنِينَ (١٣٤)

In these two verses, it is explained that those who be righteous will get heaven from Allah as vast as the heavens and the earth. One of the characteristics of a righteous person is someone who can hold back his anger. Negative emotions such as anger can occur due to emotional geographies problems and can interfere with the teaching process of teachers to their students. Teachers who can control their emotions can help smooth the learning and teaching process and make students comfortable in learning so that the desired learning objectives are achieved.

Several studies on emotional geographies have been conducted, such as research from Fatimah entitled, "An Analysis of Emotional Geographies among Teachers and Students in the EFL Class." In this study, researchers investigated the teacher emotions felt by EFL teachers in Salatiga and Semarang while facing various challenges such as geographic characteristics of these areas, culture, quality of students and teachers, etcetera (Fatimah, 2020). In another study entitled "The Emotional Geographies of Language Teaching" by Liu, it

was found that immigrant teachers who taught English in England also experienced emotional geographic problems. In this study, researchers explored a narrative case study of ESL teachers' emotional experiences with immigrant backgrounds in England's professional teacher community (Liu, 2016).

Based on several previous studies, it can be understood that emotional geographic problems cannot be considered as trivial problems. Coupled with the condition of the Covid-19 pandemic, which is still happening when this research was done, teachers and students have to carry out the learning and teaching process online. That means learning is not carried out at close range/face to face but through long distances. The distance created between teachers and students can undoubtedly cause emotional misunderstanding to occur more frequently. Therefore, the researcher conducted this study to find out the emotional geographies forms that the EFL teacher feels in the implementation of online teaching during the Covid-19 pandemic and to find out how the EFL teacher deal with the emotional geographies problems they face in implementing online teaching during the Covid-19 pandemic, entitled: **"Emotional Geographies Of EFL Senior High School Teachers In Online Teaching Implementation During The Covid-19 Pandemic."**

## **B. Research Questions**

Based on the explanation above, the problems are:

1. What emotional geographies forms did the EFL teacher feel in implementing online teaching during the Covid-19 pandemic?
2. How does the EFL teacher deal with the emotional geographies problems they face in implementing online teaching during the Covid-19 pandemic?

## **C. Objectives of Study**

Based on the problems above, this research is aimed:

1. To find out the emotional geographies forms that the EFL teacher feels in implementing online teaching during the Covid-19 pandemic.
2. To find out how the EFL teacher deals with the emotional geographies problems they face in implementing online teaching during the Covid-19 pandemic.

## **D. Significance of Study**

This study is expected to give contributions as follows:

1. Theoretically, this study can delve deeper into what emotional geographic problems teachers experienced while teaching online during the Covid-19 pandemic.
2. In practice, with this study, it is hoped that teachers can better understand the emotional problems that often occur between teachers and students

when teaching online so that they can better carry out the learning and teaching process

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

### **1. Emotional Geographies**

Emotional geography is the occurrence of positive and negative emotions caused by misunderstandings between individuals and other individuals in the teaching and learning process. In this study, what is meant by emotional geography is all forms of emotion from the participants who are EFL senior high school teachers created due to distance/closeness and differences in understanding between them and their students while teaching online during the Covid-19 pandemic.

### **2. EFL Senior High School Teacher**

EFL (English as Foreign Language) senior high school teachers are senior high school teachers who teach English in countries that do not use English as their native or second language. In this study, what is meant by EFL senior high school teachers are the participants who teach at various high schools in Banjarmasin. The high schools are SMAN 7 Banjarmasin, SMAN 2 Banjarmasin, SMAN 1 Banjarmasin, and SMAN 6 Banjarmasin.

### 3. Online Teaching

Online teaching is a teaching process carried out remotely between EFL teachers and their students by using facilities such as the internet, computers, mobile phones and others to support the learning process. The learning process can be carried out through various media such as WhatsApp, google classroom, google meet, and zoom applicati

### 4. Covid-19 Pandemic

The Covid-19 pandemic is a disease that was first discovered in Wuhan, China and spread rapidly globally throughout the world, including Indonesia. This pandemic causes all activities that require physical or close contact to be carried out remotely or online to prevent the transmission of the virus, which is getting more massive. This pandemic has also caused the learning and teaching process originally carried out face-to-face in Indonesia to be carried out online. In this study, the Covid-19 pandemic was a factor that caused online teaching to occur simultaneously so that EFL teachers as participants had to teach online to their students.

