

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this stage, the researcher presents research data in interviews with 4 participants from 4 different schools. The interview results are divided into 2 things according to the objectives of the study. The first is the results of interviews that show the form of emotional geography experienced by EFL teachers in implementing online teaching during the Covid-19 pandemic. Furthermore, the second is the results of interviews that show how EFL teachers overcome the emotional problems of geography they experience in implementing online teaching during the Covid-19 pandemic.

1. Forms of Emotional Geographies

The following are the interview results that show the forms of emotional geography experienced by the participants.

a. Physical Geography

The difference in distance for A1 made him feel some difficulties in carrying out online learning. According to him, the smooth implementation of online learning during the Covid-19 pandemic is very dependent on various conditions and the stability of the internet connection. This makes A1 experience various problems such as difficulty in tracking student attendance. However, this problem only

occurs in some applications that do not directly display students' faces, such as Google Classroom. Meanwhile, it is not too much of a problem for other applications that can display students' faces directly.

In addition, the reduced teaching time for A1 makes it difficult for him to do various variations in teaching so that the teaching and learning process becomes quite dull. This also has an impact on A1 in terms of understanding his students. A1 stated, "This online learning system makes it difficult for teachers to teach with various variations, mainly because it is easy to get bored. Of course, this reduced teaching time also made it quite difficult for me to understand my students."

The difference in the physical distance during online learning between A1 and his students also resulted in him making mistakes that made him feel ashamed. At that time, A1 posted the wrong subject matter and instead posted a grid for the exam. A1 stated, "I have experienced a technical error, and that is posting the wrong material. I should have posted learning materials at that time, but I posted materials for the exam. Of course, I was embarrassed..."

The second participant, B2, revealed that the Covid-19 pandemic forced teachers to adapt to different situations than before. According to B2, he felt pretty stiff and had difficulty teaching, especially at the beginning of the pandemic. However, a few months later, the presence of new basic competencies that have been modified and adapted to make B2

feel that things are easier. Although, the distance created between B2 and his students still often makes B2 difficult, especially in terms of freedom to convey material. B2 felt that the distance created due to the Covid-19 pandemic greatly limited him from delivering material freely. B2 stated, “The distance created due to online learning makes me unfree to explain the learning material.”

In terms of teaching time, B2 feels that the reduction in learning time in online learning during the Covid-19 pandemic has affected his teaching performance. B2 finds it challenging to know if his students are actually present in his class.

For example, in offline teaching and learning, I can greet students and check their attendance directly at the beginning of the lessons. Meanwhile, it is pretty tricky for me to check the class attendance in online teaching and learning due to the limited time.

B2 has also made mistakes such as setting the learning time incorrectly so that it made the students confused.

The third participant, C3, revealed that the difference in distance between her and her students greatly affected her teaching performance. C3 finds it very difficult to control the class she teaches online during the Covid-19 pandemic. C3 also feels that current conditions can cause unexpected things during online learning. The difference in distance from the students makes C3 often experiences negative emotions such as anger

and confusion. C3 stated, “Emotionally, I sometimes feel confused and angry during online teaching.”

The reduced teaching time in online learning during the Covid-19 pandemic also affected C3’s teaching performance. The reduced teaching time makes it difficult for her to feel emotional closeness with her students. C3 stated, “I find online learning makes it difficult for me to joke around with students. I also find it difficult to feel emotional closeness with my students.”

Online learning like this also made C3 make mistakes that embarrassed her. This is because C3 entered the wrong class. C3 stated, “I was in the wrong class once, which made me very embarrassed.”

The last participant, D4, feels that the teaching process in online learning during the Covid-19 pandemic is very different from offline learning. One of the things she felt was that she could not see her students directly. Of course, this is due to the physical distance between D4 and her students. D4 also considers this to affect her teaching performance.

In addition, for D4, the reduced teaching time in online learning also affects her teaching performance. D4 felt that the limited time made her less satisfied in delivering the subject matter to her students. This is also supported by various obstacles and limitations, such as internet quotas and learning applications that sometimes have problems.

At the zoom meeting, for example, I cannot use all of the available teaching time as a whole to provide material to students. Due to various constraints and limitations, such as quotas and application constraints, sometimes I feel less satisfied conveying the learning materials to students.

During this Covid-19 pandemic, all things related to learning are done online, including checking student attendance in class. D4 shared that she had made a pretty embarrassing mistake in this case. This happened when D4 set the wrong date for checking student attendance, which confused the students.

I have had about twice the wrong date set in an online class. Usually, this happens in the case of student attendance checks. I sometimes put the wrong date or day for student attendance so that sometimes students protest to me.

b. Moral Geography

A1 often faces mixed attitudes from his students. Including one of them such as students who are often late to class for various reasons. A1 revealed that he was distraught with the students' behavior at first. A1 stated, "I was annoyed at the beginning of the lesson when I asked students to log into my learning account at the appointed time, but one or two people had not shown up at the appointed time."

While in B2's case, a student made B2 angry because he did not answer when asked by B2. According to B2, the student looks very passive when the learning process occurs. B2 stated, "I once got angry with a student for never answering me when I asked him something and

so on. This student looks passive in the learning activity.” Other problematic students encountered by B2 when learning online were students who gave up too quickly in answering questions from the assignments given by B2. This makes B2 feel annoyed with the student.

For the third participant, in this category, C3 said that she did not encounter any problems in the online teaching process. C3 only revealed that this problem was encountered outside of learning. Therefore, neither the emotions nor the problems faced by C3 are listed.

While in D4’s case, students’ attitude in online learning during the Covid-19 pandemic was enough to make D4 feel disturbed. D4 shared that she always asks students to turn on their face cams when teaching online with the Zoom Meeting application. D4 does this to check directly whether the student was present in class or not. However, some students sometimes find it difficult to be invited to turn on their face cams.

For example, during online learning, such as in zoom meetings, some students cannot get on cam. Meanwhile, this needs to be done because I want to check the students' attendance. So, of course, it irritates me. I know that some students sometimes lie when they are present at Zoom Meetings, but they are going somewhere or doing other activities.

c. Sociocultural Geography

A1 felt that differences in the cultural background did not affect teaching performance at all. However, according to him, there is a problem with the difference in pronunciation when pronouncing English

words/sentences. Some students from different ethnicities or regions have different accents, so their pronunciation in English also varies. A1 stated, “Because some students are from certain ethnicities, sometimes the pronunciation in English is often not good or not too clear.” Even so, A1 did not express his emotions when facing these problems.

While the second participant, B2, revealed that he had met students who had different cultural backgrounds from himself. Even so, B2 revealed that he did not encounter any problems in this category. So neither the emotions nor the problems of B2 are listed.

In C3’s case, the difference in the cultural background with the students also made C3 a little confused when teaching. The problem usually occurs in the students’ use of slang, which makes C3 find it challenging to understand the students. C3 felt that the confusion turned into happiness when she understood the meaning of the slang. C3 also felt closer to her students after that. C3 stated, “At first, I was also confused about using slang, but when I studied it and understood its meaning, I felt happy and closer to the students.”

In this category, the last participant, D4, stated that she did not encounter any problems in this category. So, of course, there are no emotions expressed in this category by D4.

d. Professional Geography

The first participant, A1, did not address the problems of professional geography at the time of the interview. A1 only revealed his method of dealing with problem students and his professional attitude when teaching online during the Covid-19 pandemic.

While the second participant, B2, reveals various problems his students face, such as uniform problems and even students who do not have cellphones for online learning. In this case, B2 expresses emotion in the form of satisfaction with the system implemented by the school where he teaches in dealing with the problems experienced by his students.

Here, we all pay attention to students, even some little things. For example, if students do not have uniforms, we will help. If students do not have cellphones for online learning and report to us, we will visit the student's house and lend a cellphone to study online. So, of course, I am very grateful for this school because it supports the teachers, and I feel very helpful with it.

While in C3's case, the problem that C3 itself often faces is that students are often late in collecting the assignments that C3 gives. C3 stated, "The problem during online learning is that students are often late in collecting the assignments that I give." Despite revealing the problems she encountered, C3 did not express her emotions in dealing with these problems.

While the last participant, D4, felt annoyed with the attitude of her students. D4 recounted the various behaviors of these students, such as

not collecting the assignments that D4 gave even though the student was attending her online class and students who claimed to be present on the class absence link but did not attend online class at all. D4 stated, “Many students often do not collect the assignments that I give, even though they are present when online learning occurs. This thing, of course, irritated me. In addition, there are also problems such as class absences.”

e. Political Geography

A1 stated that the problem in this category is the students who more dominant in English than the other students. A1 stated, “There are always some more dominant students than the other students.” Even so, A1 did not express his emotions when facing these problems.

In B2’s case, because the learning media used in online learning is different from offline learning, B2 applies different rules. B2 felt that online learning was very different from offline learning. B2 cannot greet students directly or help solve student problems directly.

During face-to-face learning, I can greet them directly, approach them if there are some problems during learning, and so on. However, I feel like I am dealing with a machine in online teaching and learning. It feels very different. Thus, I must reduce regulations, unlike offline teaching and learning.

The other problem that B2 faced in this category is student who more dominant in English than the other students.

The third participant, C3, reveals that the problems of students who are more dominant in English than other students are undoubtedly in her class. The number could even be more than 1. Even so, C3 did not express her emotions in dealing with these problems. C3 stated, “There must be a dominant student in my class. Usually, 1/3 students in the class can be considered dominant.”

While the last participant, D4, revealed no problems in terms of the regulations she applied during online learning during the Covid-19 pandemic. So that D4 does not change the rules and applies the same rules as offline learning. In addition, D4 revealed that the problem with more dominant students, of course, was in her class. D4 stated, “Of course, there are dominant and more active students.”

2. How to Deal with The Emotional Geographies Problems

The following are the interview results that show how the participants overcome the emotional problems of geography they experience.

a. Physical Geography

Although A1 raises many problems in terms of physical geography, only the problem about him, which is wrong in posting this material, has the solutions expressed by A1. In this case, A1 revealed that he felt embarrassed but apologized to his students in the end. A1 stated, “I have experienced a technical error, and that is posting the wrong material.

I should have posted learning materials at that time, but I posted materials for the exam. Of course, I was embarrassed and finally apologized to them.”

While in B2’s case, because of the distance created due to online learning makes B2 unfree to explain the learning material, B2 sometimes has to deliver the learning material repeatedly so that the students can understand the material that B2 conveys well. B2 stated, “So sometimes, I have to explain one material repeatedly so that students can understand the material.” Also, in dealing with his mistake about set the learning time incorrectly, B2 admitted that it was his fault and apologized to his students.

The third participant, C3, feels that so many unexpected things could happen in online class during pandemic Covid-19. In dealing with this problem, C3 usually reports the problem to the homeroom teacher and counseling teacher to overcome things like this. C3 stated, “However, I usually overcome the obstacles by reporting to their homeroom teacher or the counseling teacher.” The difference in distance from the students makes C3 often experience negative emotions such as anger and confusion. In dealing with this problem, C3 just tries to understand the current condition.

In D4’s case, from the several presented problems, only the last problem was the wrong date set in an online class, which D4 conveyed

about how she handled it. However, this can be overcome by D4 easily.

D4 stated, “However, of course, I can solve it by resetting the date.”

b. Moral Geography

In this category, A1 problem was some students who did not come to online class on time. In dealing with this problem, A1 asked why these students did not attend the online class at the appointed time. Of course, these students also have different reasons. After knowing his students' reasons, A1 tries to understand the situation his students face and understands even though he initially feels annoyed.

I also contacted the students and asked their reasons. It turned out that the reasons were internet connection problems and there was also a family member who recently passed away so the students could not attend my class. In the end, I understood even though I was annoyed at the beginning.

While in B2's case, in dealing with the passive student, B2 asked the student to meet the counseling teacher and asked other students to convince the student. B2's actions seem to have paid off.

Then, I suggested to the student to meet the counseling teacher. I also asked their class leader to make the whole class care with that student and convince him that this subject was easy. In the end, the boy began to be more active, and I praised the class for caring about his friend who was having problems.

While in dealing with the student who easily giving up when do the assignment, B2 motivates the student so that the student is willing to try harder and not give up easily.

The third participant, C3, did not state any problems in this category. Because the problems in this category were not found in the interview results with C3, there was also no way to solve the problem, so they were not listed. While the fourth participant, D4, even though she told the problems he encountered in this category, D4 did not tell the researcher how to overcome these problems.

c. Sociocultural Geography

A1 did not reveal how to overcome the problems faced in this category. According to him, the students' pronunciation problem is not a significant problem because he can still easily understand it. As for problems other than that, A1 feels that he does not have any significant problems. A1 also argues that problems like this should not affect teachers' teaching performance. A1 stated, "So far, it has been running smoothly, and I never had any problems."

For the second participant, B2, feels that the difference in cultural background between himself and his students is not a problem. As long as B2 treats all students equally and does not discriminate against them, any misunderstandings about this will never occur. B2 stated, "I never differentiated the students from their cultural backgrounds. In my opinion, learning English is not related to any religion. I treat them all the same so that such a problem will never happen as long as I teach." B2 also argues

that the problem of differences in cultural background between teachers and their students can happen, but this goes back to each teacher's personality. If the teacher is too fanatical about a belief or ideology, he can be pretty strict about the different cultural backgrounds with his students. However, if the teacher has a broad view of different cultural backgrounds, this problem is unlikely.

While in C3's case, C3 confused with the use of slang by her students. C3 was able to overcome this by not being shy about asking them the meaning of the slang they used or searching through Google. C3 stated, "However, I do not feel ashamed to ask questions and find out the meaning of words that I do not know either from them or Google." C3 argues that the difference in background between teachers and students should not affect teachers' teaching performance as long as the teacher is willing to accept all students well. C3 stated, "I do not think it affects us as long as we teachers want to accept students well."

While for the fourth participant, since D4 did not find any problems, in this case, there is no solution to problems in this category by D4.

d. Professional Geography

In dealing with problematic students, A1 chooses to position himself as a father figure for his students. This is done so that A1 can be

as close as possible to his students to understand, provide solutions, and provide assistance to his students' problems. A1 stated, "When I face students with problems, I will try to position myself as a father to my students. I do this to understand, provide solutions, and help them solve the problems they face." A1 also seeks to carry out online learning to be carried out according to the agreed time. In addition, A1 also strives to better assess the learning process of its students and give the fairest grades regardless of the students' background at all. A1 stated, "In learning, I also value the student's learning process more. Furthermore, I also try to give the fairest grades regardless of student status or student background."

While for B2, in schools where he teaches, problems experienced by students are usually handled directly by the counseling teachers. However, if they ask for help to deal with the student's problems, other teachers will also participate in discussions with the counseling teachers. B2 also took various actions to maintain a professional attitude during online teaching during the Covid-19 pandemic. For example, starting class on time, discussing with students if they have a difference of opinion, admitting if they made a mistake, and not forcing students to understand all the material B2 conveys. B2 said that if only half of the students he taught could understand the material he was teaching, he would be very grateful.

I try to give them ample time to repeat the lessons they do not understand because I do not want to force them to understand the learning material in one meeting immediately. I do not force all the students to understand all the learning materials. For me, 50% of the students in the class who understood my explanation made me so grateful.

The third participant, C3, in dealing with various problems experienced by students in online learning during the Covid-19 pandemic, C3 adapts to how the students respond. The method used by C3 is to give additional time for students to submit assignments if the reason is reasonable and to punish those who are negligent in doing their assignments.

To overcome this, the method I use adjusts to the students' responses. If such a thing happens for reasonable reasons, I will provide them with extra time to finish the assignment. However, if it happens because of their laziness, I will give them some punishment.

C3 also said that she always prioritizes assessing the character of students. C3 does this as a form of her professional attitude in teaching online during the Covid-19 pandemic. For C3, the most important thing is that the students are willing to proceed. In addition, C3 also provides specific rules to the students to avoid misunderstandings later. C3 stated, "I prioritize affective assessment more than cognitive assessment because the important thing is that students are willing to process. In addition, I also gave and explained the class rules at the first meeting clearly."

The last participant, D4, has her way of dealing with the problems. For student attendance problems, D4 does not rely too much on the class absence link provided by the school. D4 chose to do her own absences in her online class by asking students to turn on their face cams during online learning. D4 then takes a screenshot and sends the proof of attendance to the student's homeroom teacher. As for the problem of students who often do not collect the assignments that D4 gives, D4 will provide additional time for these students to complete the task. However, if it turns out that they still have not submitted/did not complete the assignment, D4 decides to record the names of the students and submit them to their homeroom teacher. After that, the problem will be handled by the student's homeroom teacher.

As for those who did not collect the task earlier, usually, I will give a little extra time to collect it. However, if it turns out that the students still have not completed the task, I will record the students' names and then report them to their homeroom teacher. Then, the homeroom teacher will ask the students concerned to come to school to solve the problem.

Regarding a professional attitude when teaching online during the Covid-19 pandemic, D4 emphasizes two things, namely firmness, and punctuality. D4 also added that in the online learning process, she always provides opportunities for every student, including those who are less active, to be actively involved in her class.

e. Political Geography

In managing the classes he teaches during online learning, A1 applies different rules. The regulations he applied during the study during the Covid-19 pandemic were more straightforward but also lighter—this thing he did to adjust to the various conditions that occur today. A1 stated, “For example, I only give assignments during a learning activity. Therefore, I created questions that I think can be completed by the end of the learning period. I do not give homework or other assignments outside of my teaching hours.” While in dealing with students who are more dominant in English in their class, A1 uses/utilizes them to share their knowledge with other students who are not too dominant.

The second participant, B2, believed that the rules he applies in online learning during the Covid-19 pandemic are lighter and more tolerant of his students than those during offline learning. While in dealing with students who are more dominant in their class, B2 will use them to explain learning materials to their other friends. In addition to making it easier for other students to understand the subject matter, this is also done by B2 with the intention that the dominant student can bring out his best potential. So far, B2 is quite satisfied with his results by using this method.

I have tried various ways, such as games, and if it does not work, I will use the dominant student to explain the material to his friends. Of course, previously, this dominant student had also been set up so that he could explain well to his other friends. I have done this many

times in my teaching, and I can say that it is very successful.

With different teaching methods between online and offline learning, the third participant, C3, also applies different rules to its students. C3 explained that the rules she applied in online learning were stricter but more tolerant. It is different when learning offline, where C3 only prioritizes honesty and comes to class on time. Meanwhile, in responding to dominant students in English lessons, C3 focuses on less dominant students. Unlike the previous participants who used dominant students to help teachers in the online learning process, C3 chose to pay more attention to less dominant students. The method used by C3 is to lure students who are less dominant in English with various rewards if they want to be active in learning.

My method to get students who are less dominant or less active in my class to be more active is to give them some rewards if they want to be more active and more involved in my class. In this way, less active students are usually more motivated to be more active because there is a reward they want to achieve.

The last participant, D4, in dealing with the dominant students problem in her class, decided to focus more on less dominant students. As in the case of English conversation, D4 will offer her students to try to practice the conversation. If it turns out that only the dominant/active student tried, then D4 will call the name of the less active student in her

class to try. D4 believes that this method can help encourage less active students to be more actively involved in online learning.

So, for example, the solution I gave was when I was holding a conversation practice, I would first offer it to those who wanted to try. If no one or the student who wants to try is the same person again and again, then I will call the names of students who are arguably less active during learning to practice the conversation to encourage them to be more involved.

B. Discussion

This study describes and narrates 4 interviews with 4 EFL teachers from 4 different schools. The stories focus on the emotional geographies experiences of EFL teachers while teaching online during the Covid-19 pandemic. Each teacher story is divided into 5 emotional geographies frameworks based on Hargreaves' theory, namely physical geography, moral geography, sociocultural geography, professional geography, & political geography (Hargreaves, 2001)

1. Physical Geography

The first, in the category of physical geography. The researcher asked 3 questions related to this category, such as whether the distance created between teachers and students in online teaching during the Covid-19 pandemic affected teaching performance as a teacher? Does the teacher's teaching time decrease, affecting their teaching performance? Furthermore, is it because of the physical distance created between the teacher and the students that the teacher experienced misunderstandings with students or

made mistakes when teaching, which made the teacher experience negative emotions such as shame or guilt? As participants in this study, A1, B2, C3, and D4 agreed that the difference in distance between teachers and students in online learning during the Covid-19 pandemic greatly affected their performance and teaching methods. According to A1, this distance difference makes it quite difficult for him to teach. A1 finds it very difficult to track student attendance, especially when teaching using the Google Classroom application because he cannot see the students directly. In addition, A1 also feels that the reduced teaching time in online learning makes the variety of teaching that a teacher in online teaching can do very limited and difficult to understand the students. According to A1, the lack of variety in online teaching is due to teachers' boredom in teaching online. B2 also tells something similar to A1. B2 finds it difficult to teach due to several factors such as limited internet quota and online learning support facilities. In addition, B2 also feels that he is not free in delivering subject matter when teaching online due to the difference in the physical distance between himself and his students. So that B2 must deliver the subject matter repeatedly so that students can easily understand it. The reduced teaching time in online learning also makes it difficult for B2 to check student attendance. It is different in offline learning, where B2 can greet and help students directly when they are in trouble. The next participant, C3, seemed more expressive in telling her experiences. C3 felt that the distance created

between herself and her students in online learning during the Covid-19 pandemic made her often feel negative emotions such as anger and confusion. This happens because many unexpected things happen when teaching under these conditions. These emotions certainly affect C3's teaching performance as a teacher. Because the problems are usually related to students, C3 also chooses to overcome this by conveying the problem to the homeroom and counseling teachers. In addition, the reduced teaching time makes it difficult for C3 to feel emotional closeness with her students. The last participant, D4, revealed that online teaching is very different from offline teaching. This is because D4 cannot directly see her students' expressions when studying. Meanwhile, the reduced teaching time in online learning during the Covid-19 pandemic made D4 feel less satisfied in delivering subject matter to her students.

A1, B2, C3, and D4 also shared that they had made mistakes that made them feel negative emotions such as shame or guilt when teaching online. A1 had posted the wrong subject matter, B2 had wrongly set the learning time, C3 had entered the wrong class, and D4 had set the wrong date for checking student attendance. The whole story above about physical geography proves that distance and time are important aspects of emotional understanding in learning and teaching (Liu, 2016). The participants' stories also proved that the distance created between EFL teachers and their students in online learning during the Covid-19 pandemic caused various

emotions such as shame, anger, guilt, confusion, a sense of freedom, and difficulties for EFL teachers. These emotions certainly impact the teaching performance of the EFL teachers as they described.

2. Moral Geography

The second is moral geography. In this case, the researcher asked only 1 question to the participants. Have they ever encountered students who were annoying/disturbing in online learning, which made them feel negative emotions such as anger/disappointment? Furthermore, what is the attitude of the students? Of the four participants, only A1, B2, and D4 told about the problems they encountered during online teaching. A1 was annoyed with his students who did not come to the online class at the agreed time, B2 was angry with students who were passive in online learning in his class and also students who gave up too quickly when doing the assignments B2 gave, and D4 who was annoyed with the students who do not want/difficult to invite on cam when online learning takes place. Meanwhile, the problems faced by C3 occur outside of online learning. C3 also said that she never encountered any problems with students who were annoying during online learning. Of course, A1 and B2 have a way to deal with this problem. A1 contacts his students who do not attend online classes at the appointed time and asks their reasons; if it turns out that their reasons are quite clear, then A1 chooses to understand this. B2 reported the passive student to the counselling teacher and asked other students to help the

student to be more active. B2 also motivates students who give up easily to be more thorough and can do the given task seriously. In contrast, D4 does not have a specific way to solve the problem.

Although not all participants experience this moral geography problem, the participants' stories about the moral problems that occurred in online teaching during this pandemic prove that the bad attitudes/morals of students in online learning during the Covid-19 pandemic can make EFL teachers experience negative emotions such as feelings of irritation and anger. The participants' stories also reinforce Hargreaves' statement that negative emotions can occur when there is a large moral distance between teachers and others when teachers feel their goals are threatened or lost (Fatimah, 2020).

3. Sociocultural Geography

The third is sociocultural geography. In this category, the researcher asked the participants two questions. First, have the participants ever met students who have different cultural backgrounds from them? If so, did the participants have difficulty understanding these students? The second question is whether the different cultural backgrounds between EFL teachers and students can affect the online learning and teaching process during the Covid-19 pandemic? A1, B2, C3, and D4 fall into two groups in this respect. A1 and C3 have problems in this category. Meanwhile, B2 and D4 did not experience any significant problems. A1 feels that the students'

pronunciation becomes an obstacle in this category. A1 sometimes encounters several students from different regions/environments whose English pronunciation is still mixed with their accents. However, A1 tries to overcome this by understanding the students more. At the same time, C3 experienced almost the same problem. C3 finds it difficult and confusing in understanding the slang used by today's students. However, C3 was not shy to ask the students about slang that she did not know. C3 then actually felt happier and closer to the students after understanding the use of the slang. On the other hand, B2 feels that English education should not be related to any religion (background). B2 said that he always treated all his students the same, so he never had problems/difficulties in understanding his students even though these students had different cultural backgrounds from himself. D4 also said that she had never experienced this problem. In contrast to A1, D4 felt that the students' regional accents never became a problem in understanding students in online learning. According to D4, today's students often hear English songs, so that is enough to improve their pronunciation.

A1, C3 and D4 believe that the difference in cultural background between teachers and students should not affect the online learning and teaching process during the Covid-19 pandemic. Only B2 has a slightly different view from the other participants. According to B2, friction between teachers and students regarding cultural background can occur

even though little is possible. This can happen depending on each teacher's personality in dealing with the different cultural backgrounds of their students.

From the participants' stories above, it can be concluded that not many EFL teachers have experienced sociocultural geography problems in online learning during the Covid-19 pandemic. The problems faced are only differences in the use and understanding of language and regional accents carried when learning English. From the stories of the participants above, it can also be seen that differences in cultural backgrounds between EFL teachers in online learning during the Covid-19 pandemic and their students can cause negative emotions in the form of confusion and positive emotions in the form of happiness and a sense of closeness for EFL teachers. This proves and strengthens Hargreaves' statement that the proximity/distance between teachers and students due to differences in cultural backgrounds such as language, race, religion, ethnicity, gender, and culture can cause various emotions (Liu, 2016).

4. Professional Geography

The fourth is professional geography. In this category, the researcher also asked the participants two questions. The first question is, how are the participants' attitudes in dealing with students who have problems in online learning during the Covid-19 pandemic? Is there a particular method used? Second, how do participants remain professional and fair to their students

when teaching online during the Covid-19 pandemic? A1, B2, C3, and D4 each have different answers. A1 chooses to position himself as a father figure for his students to understand, provide solutions, and help when facing problems faced by his students. B2 prefers to follow the system implemented by the school, which according to him, is very supportive both to teachers and students. He submits the problems faced by his students to the counseling guidance teacher and chooses to be a supporter and help solve students' problems when needed. B2 also revealed that he felt accommodating and grateful with the system implemented by the school where he taught. C3 chose to adapt to her students' responses who had problems such as being late in submitting assignments given during online learning. D4 is a little more detailed in describing the problems concerning this professional geography. D4 faces various student problems in online learning during the Covid-19 pandemic, such as students who do not collect assignments and student attendance problems that their students can manipulate. In overcoming this, D4 does the students' attendance checking in her way, asking her students to be on cam and then taking screenshots as proof of the real attendance of her students and to avoid her students lying in terms of attendance. Meanwhile, to deal with students who do not collect assignments even though they are present during online learning, D4 responds by providing opportunities for students to collect assignments by giving D4 additional time. However, if it turns out that the students still do

not submit the assignment, then D4 will record their names and submit the notes to the students' homeroom teachers for further follow-up.

A1, B2, C3, and D4 also have their methods of maintaining a professional and fair attitude as teachers in online learning during the Covid-19 pandemic. A1 stated that he always prioritizes carrying out learning according to a schedule, assessing the process more than student learning outcomes, and giving the fairest value regardless of the student's background as a form of his professional attitude in online learning during the Covid-19 pandemic. B2 says something almost similar to A1, which tries to be on time when teaching online learning. In addition, B2 also tries to respect the opinions of his students who are different, apologizes if he makes mistakes, and does not force his students to immediately understand all the subject matter he gives in one online learning meeting. B2 feels enough and is grateful if 50% of the students in his class can understand the subject matter that has been delivered. C3 revealed that she prefers to assess the character of her students. According to C3, the affective values of students should take precedence over cognitive values. Like A1, C3 prioritizes the students who try to make progress rather than only assessing the final result. C3 also explained the rules in the classroom at the first meeting clearly as a form of her professional attitude in teaching online learning during the Covid-19 pandemic. D4 also prioritizes being on time in online teaching as a professional attitude, just like A1 and B2. D4 also

added that she opened up opportunities for all her students to be fully active during online learning.

From the data above, it can be seen that the participants expressed not many emotions in this professional geography category. Of the four participants, only B2 clearly stated that his emotions were in the form of satisfaction with the school system he taught and satisfaction with his students being able to understand the material he conveyed. The emotion in the form of satisfaction is undoubtedly a positive emotion. However, the answers from the participants indeed reveal their various actions in dealing with the problems they face in terms of professional geography, which at the same time can be linked as preventive measures against negative emotions and maintaining positive emotions that can occur in this professional geography.

5. Political Geography

The last one is political geography. In this case, the researcher asked the participants two questions. The first is whether the participants apply the same or different rules in online learning during the Covid-19 pandemic with the rules when teaching offline. Second, are there students who dominate the class more in terms of activity/conversation when learning online during the Covid-19 pandemic? How did the participants get other students to be as active as the dominant students? In answering the first question regarding political geography, only D4 revealed that she applied

more or less the same rules as offline learning. While A1, B2, & C3 each stated that they applied different rules in online learning. A1 stated that the rules he applied for his students in online learning during the Covid-19 pandemic were easier and lighter. A1 also only gives assignments for students when online learning takes place and does not give homework at all. A1 does this because he adapts to current conditions. Meanwhile, B2 stated that the regulations applied to online learning differed because the learning media used were also different from offline learning. B2 stated that the online teaching process made him feel the distance between himself and his students. B2 feels like dealing with a machine while teaching. So B2 decided to make rules that were lighter and more tolerant of their students in online learning during the Covid-19 pandemic with the excuse of easing the burden faced by their students in the current conditions. Likewise, C3 chose to make regulations that were tolerant of their students and stricter for online learning during the Covid-19 pandemic.

Meanwhile, in answering the second question in the category of political geography, of course, not all participants have the same answer. Each participant has their own method. A1 chose to assign the dominant student in his class to explain the material to other students. Likewise, B2 does the same way with A1. B2 explains in detail that the dominant students in the class are protected and allowed to develop their potential and share their knowledge with other students. B2 even prepared the dominant student

earlier to be more prepared to explain the subject matter to the other students well. Meanwhile, C3 focuses on less dominant students. C3 offers rewards to her students, hoping that less active students in online learning will try to be more active. D4 is also more or less the same as C3, which focuses on less dominant students. D4 uses a method that is often used by teachers and is difficult for students to avoid, namely directly calling the names of students who are less active to participate actively in online learning directly.

From the participants' answers above regarding the problems of political geography they face, there is no clear emotion that can be known. However, similar to the data in the professional geography category, the answers from the participants above certainly reveal their various actions in dealing with related problems that can be linked as preventive measures against negative emotions and maintaining positive emotions that can occur in terms of political geography. The participants who are EFL teachers undoubtedly have the power and can intervene to create a comfortable learning process for their students (Susanto, Suparmi, & Rahayu, 2020). This is indeed shown from the actions of the participants by making rules that are lighter and tolerant towards their students in online learning, as well as how the participants try to make students who are less active/dominant during online learning to be active as students who are more active/dominant.

