

CHAPTER V

CLOSURE

A. Conclusion

The aim of this research is to find out the emotional geography of EFL teachers and how they overcome these problems in teaching online during the Covid-19 pandemic. The findings in this study show and tell the results of interviews with EFL teachers in Banjarmasin regarding the 5 emotional geography frameworks from Hargreaves; physical, moral, sociocultural, professional, and political. In this study, the researcher found that each participant did not have/face all the emotional geography problems that the researcher asked at the time of the interview. For example, the third participant, C3, did not tell about the problems of moral geography faced in online teaching, nor the second participant, B2, and the fourth participant, D4, which did not find problems in the sociocultural geography category. However, of course, there are still some problems that the participants raised, such as C3, who felt that the difference in distance between herself and her students often made unexpected things happen in online teaching so that she felt emotions such as anger or confusion, as well as many other problems from the other participants. The emotions found from the various problems that the participants raised were shame, anger, guilt, confusion, a sense of freedom, difficulties, irritation, happiness, a sense of closeness, and satisfaction. Meanwhile, to deal with the

various problems that the participants face, the participants have their own answers and solutions—for example, asking help from other students, submitting students with problems to the counselling teacher, or reporting to the homeroom teacher about students who were having problems in online teaching and learning during the Covid-19 pandemic.

B. Suggestions

This study indicates that EFL teachers can experience various emotions that can affect teaching performance in online teaching during the Covid-19 pandemic. Researchers hope that EFL teachers can control negative emotions and maintain positive emotions with this research. Researchers also hope that EFL teachers can overcome various problems related to emotional geography in the future. In addition, the researcher realizes that this research cannot be separated from various shortcomings and limitations. So the researchers also suggest that further, more profound research be carried out regarding the problems of emotional geography, especially in terms of online teaching in the future.