

ABSTRACT

Elida Siriyah, EFL Students' Emotional Geography Experience During Learning Reading In Online Classroom: A Qualitative Study at 10th Grade of MA Mathlaul Anwar Pameuntasan Soreang.

The COVID-19 outbreak that occurred in early 2020 changed the behavior of life in society. It also happens in the world of education. Usually, schools were held face-to-face but suddenly turned into online classrooms. The online classroom has many impacts on students, one of which is emotional geography. This study aimed to analyze EFL students' emotional geography in learning reading during the pandemic. This research aims: (1) to figure out students' emotions while learning reading in online class during pandemic situations that focus on physical, moral, and professional geography, (2) to identify the factors that make students exposed to different emotional geography while learning reading in online class during pandemic situations.

This research used a qualitative study that explores students' emotional geography and identify the factors that make students exposed to emotional geography while learning reading in online class during pandemic situations. The participants of this study consisting of 40 students of MA Mathlaul Anwar in learning reading during the COVID-19 pandemic. This study was conducted in convenience technique sample for convicing students' answer from the questionnaire, the recruited participants used questionnaire and interview about their emotional experience of learning reading online. They were analyzed with Hargreaves's (2001) emotional geography theory.

The research showed two important findings. First, related to students' emotional geography while learning reading in online class during pandemic situations. Second, related to the factors that make students exposed to emotional geography. MA Mathlaul Anwar students faced three emotional geographies: Physical geography, moral geography, and professional geography. In physical geography, there were 34 students learning descriptive text, 17 students felt bored when learning online, 21 students did not understand the material during online learning, 18 students had problems not having internet quota, 37 students used the Whatsapp application, 19 students felt the application was effective, and 22 people studied online in less than 5 hours. However in moral geography, 20 students had good relationships with teachers, 22 students had normal contacts with peers, 38 students believed there were distinctions in learning strategies between online and offline learning, and 21 students had a normal cooperative attitude during online learning. In professional geography, most students have strategies for dealing with problems during online learning and their school provide quotas during online learning. Last, regarding the students' answers to the interview, they have several factors during online learning: internet access, quota limits, did not understand the material, etc.

In conclusion, the students experienced physical, moral and professional geography in online learning during pandemic. Students' concerns with emotional geographies included internet connectivity, quota limits, and, some students claimed that a lack of interaction. This study is recommended for the other school to understanding students' emotional geographies in distance learning during pandemic covid-19 because it will have an influence on their capacity to make appropriate and knowledgeable decisions in teaching and learning. Eventhough the pandemic is over, this research can make efforts if something unexpected happens such as the phenomenon of this pandemic in the education sector. So after knowing various kinds of student experiences regarding online learning during a pandemic, teachers can anticipate the right way to teaching.