

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses into detail about the study's background, research questions, research aims, research significances, the framework of thought, and research methods.

#### **A. Background**

The COVID-19 pandemic, which happened in early 2020, altered society's behavior. It occurs in the field of education as well. Face-to-face classes have been abruptly transformed into online courses. Teachers and students are affected by the shift from face-to-face to online learning. COVID-19 has pushed academics to work from home (Corbera, Anguelovski, Honey-Rosés, and Ruiz-Mallén, 2020). It is also applicable for Indonesian students who learn English. Indonesian students who learn English, are now faced the challenge of online learning. Due to the COVID-19 pandemic, learning offline by teachers and students in the exact location has been forced to occur online in various geographical areas. For Indonesian students, this online learning provides complex emotional geography with over 600 individuals from around the country, more over half (53%) indicated they are under pressure to keep productive during the pandemic. The majority (33%) claimed stress has caused a lack of attention during online studying, while 25% indicated they are easily frustrated, angry, or disturbed (UNICEF Indonesia). Various human emotion practices are linked to the geography of emotions, related to people's geography. Prior to the pandemic, students at this Islamic Senior High School had encountered a variety of challenges or terrible experiences at school. Obstacles in schools include students' insufficient capacity to grasp English, academic prejudice between students, and the behavior of teachers who do not understand their situation.

Emotional geography involves emotional understanding and

misunderstanding in the classroom (Hargreaves, 2005: 969). These patterns of the spatial experience of proximity and distance in human interactions and relationships contribute to creating, configuring, and coloring sentiments and emotions about ourselves and each other. According to Hargreaves (2001: 1061), emotional geographies are divided into five frames. There are physical, moral, professional, social, and political geographies. The notion of emotional geographies might assist the teacher in identifying and comprehending the many types of distance and proximity. Emotional geographies can assist teachers in developing student engagement or relationships. Students who look studious are bored; those who appear aggressive are humiliated or ashamed of their inability to achieve. An emotional misunderstanding causes teachers to mistake their students' learning, which seriously endangers learning standards. In this way, both emotion and cognition are essential to the standards agenda. Importantly, emotional involvement and understanding in schools (as in other settings) need solid and ongoing connections between instructors and students so that they may learn to read one other over time. Yet, elaborate standards frameworks and complicated educational structures can easily endanger this.

Students battle with emotional practices as well as information, cognitive strength, and abilities in this type of learning (Hargreaves, 2001). Human emotions' diverse activities are connected to the geography of emotion, which is related to human geography and geography of location. According to Hargreaves (2000), emotional geographies studies geographical and sensory human interactions that can produce proximity and distance depending on emotions felt toward themselves, their surroundings, and one other. However, research on emotional geographies is relatively restricted in several areas.

Mike (2020) concludes that environment was the most powerful component that impacted students' emotional geography, and family support was the best factor to make students fight the best for learning reading in an online classroom. The distance from home to school was the weakest element influencing students' emotional geography. This was seldom done to interrupt students who were ready to study reading in an online classroom. Fatimah (2020)

researched what types of emotional geographies exist and what characteristics of emotional geographies are most prevalent among EFL teachers and students. According to the findings of her investigation, four of the five emotional geographies referred to in Hargreaves' framework, namely physical, social, political, and professional geography, were discovered. Another study, by Rejeki, Kristina, and Drajadi (2018), looked at the emotional geography of EFL male teachers who work in rural areas, as well as how they deal with such problems. The physical, social, and professional emotional geography of Hargreaves' framework were exposed in this study.

In relation to the challenges that present in Indonesia, this study seeks to examine the physical, moral, and professional geographies of Senior High School students while reading and studying in an online classroom in a pandemic environment. Researcher only focus on physical, moral and professional geography because these three aspects focus on discussing students' emotions. Meanwhile, aspects that are not included are social and political. These two aspects discuss ethnic, linguistic, cultural and political differences. Which, these two aspects have nothing to do with this research at all.

## **B. Research Questions**

Based on the background of the study. The writer formulates someresearch questions as follows:

- 1.) What emotions do students experience while learning reading in online class during pandemic situations?
- 2.) What factors make students exposed to different emotional geography while learning reading in online class during pandemic situations?

## **C. Research Purposes**

Considering the problems that have been formulated above, the researcher intends to achieve some purposes through the study as follows:

- 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.

#### **D. Research Significances**

The significance of the study will give some beneficial inputs theoretical and practical, they are:

##### **a. Theoretical Significances**

This study's findings may be a reference for persons who desire to conduct EFL research to analyze students' emotional geography and teacher-student interactions by understanding and evaluating emotional geographies. The study's findings might also point researchers in the direction of more investigation.

##### **b. Practical Significances**

The results of this study is expected to provide an input in understanding students' emotional geography during learning reading in online classroom in pandemic context.

##### **1.) For students**

This study is expected to help students figure out their emotional geography in reading skills during online learning.

##### **2.) For teachers**

This study is expected to help teachers evaluate students' emotional geography during online learning in reading skills.

##### **3.) For the school**

The writer can study and gain more information to identify the emotional geographies viewed by five aspects and gets new insights and experience as

an EFL teacher for the future in her life because of her research.

4.) For the other researchers

The study's result is expected to benefit other writers who want to conduct similar research on EFL classes through emotional geography.

### **E. Research Scope**

This study focuses on Emotional Geography during learning reading in online classroom in pandemic context for 10<sup>th</sup> grade of MA Mathlaul Anwar Pameuntasan. The scope of the study is class 10 Social A consisting of 40 students. The researcher discussed the class with the English teacher and the headmaster of this school before deciding on it. Following the conversation, the English teacher and the headmaster propose that class 10 Social A be chosen as the topic of the research since it had the most difficult challenge to overcome.

### **F. Conceptual Framework**

This study discusses about the students' emotional geography on learning reading in pandemic era. Emotional geography is highly relevant to everyday living. Emotions may create an imprint and color in our life (Hargreaves, 2001, p. 1057). Because of in out emotions, in out expressions and colors might appear brilliant and gloomy (Bondi, Davidson and Smith, 2012: 1). An environment is a place that can shape a person's character and environmental situations that can influence someone's effect. People impact in out sentiments about the past, present, and future (Bondi, Davidson, and Smith, 2012: 1). Emotional geography involves emotional understanding and misunderstanding in the classroom (Hargreaves, 2005: 969). Emotional understanding is also known and familiar in the context of emotional geography. This feeling is the result of our diverse emotional geography backgrounds. Moreover, according to Bondi, Davidson, and Smith (2012: 1), emotion is something that develops throughout childhood, adolescence, and adulthood as a result of their sorrow and happiness. According to Hargreaves (2001: 1056), teaching and learning include knowledge, cognition,

and skill and emotional practices. Students demonstrate their emotional skills by displaying their expressions, colors, and activities while studying English on reading in the pandemic era. The notion of emotional geography assists us in identifying the supports for and dangers to the real emotional ties (Hargreaves, 2001: 1061).

According to Hargreaves (2005:969), emotional geography in the classroom encompasses emotional understanding and misunderstanding such as easily upset, excited, etc., and prone to displaying or expressing emotion. "We are particularly interested in scenarios that elicit a variety of emotional responses, such as joy, guilt, frustration, embarrassment, and so on," the researcher explains (Liu, 2016: 5). COVID-19 has been proven to have widespread effects on people's mental health, resulting in psychiatric illnesses such as depression and anxiety in infected patients (Bo et al., 2020), frontline healthcare staff (Lai et al., 2020), and the general population (Luo et al., 2020). Unlike previous natural catastrophes or artificial traumatic events, the COVID-19 pandemic has been an ongoing crisis, resulting in differences in symptom trajectory at various points of the pandemic. According to recent studies, college students have faced significant psychological anguish since the introduction of COVID-19 in early 2020. (Wang et al., 2020a). This occurrence might be connected to the widespread voluntary self-quarantine that occurred after the epidemic was disclosed in China. The previous study has indicated that time spent in self-isolation and social limitations enhances a person's sensitivity to psychological distress (Reynolds et al., 2008). Furthermore, because most institutions were closed during the early stages of the pandemic, students had to study from home (Bedford et al., 2020), which reduced their possibilities for interpersonal interactions, contributed to feelings of loneliness, and resulted in mental health difficulties (Sahu, 2020).

Human connection emotional geographies are concerned with more than simply physical happenings. We may feel disconnected from folks right next to us while maintaining a connection to loved ones hundreds of miles away (Hargreaves, 2001). The concept of emotional geographies aids us in analyzing the supports for, as well as the threats to, genuine emotional attachments and

understandings of schooling that come from varying degrees of distance or intimacy in people's contacts or relationships (Hargreaves, 2001; Andriani & Abdullah, 2017). It can also help us recognize the students' emotions when studying reading in an online classroom, whether there is a significant issue in building closeness with the teacher and their friends or difficulty coping with the various characters.

In fact, the teacher can positively impact students' emotion while they are studying and instructing where the teacher acts like someone who promotes a positive environment rather than a gloomy one. The teacher is supposed to be able to reach out to his own emotional experiences to provide a glimpse of "the emotional experiences and responses of others" (Hargreaves, 2001: 1059). Hargreaves (2001:1060), following Waller (1932: 49), suggested that the most common reasons for misunderstanding are the teacher's attitude stereotypes toward the students. It was dubbed "the teacher stereotype" by Waller. It implies that the teacher cannot fully comprehend what the students are saying because students' behavior differs in and out of the classroom.

## **G. Previous Studies**

Previous research conducted by Pyndiah (2018) examines two empirical cases to demonstrate the necessity for 'emotional geographies of education' in connection to primary school students' history learning. The paper next examines emotionality in the classroom (as a formal space of learning) via the lens of educational tools such as testimonial literature, which is used to foster emotional comprehension of tragedies such as the Holocaust. This essay draws on the literature on safe space to address the complexities that have been highlighted in connection to power, discourse, and emotion in relation to the notion of schools as critical engagement places with history.

Miller and Donlan (2014) investigates some of the most well-known student assessments. Perseverance in study from a variety of theoretical orientations Furthermore, they investigate how researchers have investigated

environmental elements in persistence and, to a lesser extent, student affect, but they discover that the link between these two is only minimally explored in the literature. The growing science of emotional geography offers fresh insights at the confluence of environment and affect, providing a sensitizing lens and opening up new research topics to address the problem of unacceptable low student persistence.

Walshe (2016) reports on the outcomes of a research that looked at how an interdisciplinary approach to Education for Sustainable Development (ESD) in England helped one class of 16- and 17-year-old geography students expand their understanding of sustainability. The study discovered that using poetry in a geography class increased students' comprehension of the social and economic components of sustainability, even when their primary focus remained on the environmental. As a result, it is believed that an interdisciplinary approach to ESD allows students to interact with the notion of sustainable development more critically and affectively, resulting in a more comprehensive awareness of it.

Therefore, the writer conducts a study that is different from those third previous studies. The first previous studies focus on the emotional geography of education' in connection to primary school students' history learning. The second study is also different from the first previous study, which is focused on the growing science of emotional geography offers fresh insights at the confluence of environment and affect. The third previous study differs from the second study that is focus on Education for Sustainable Development (ESD) in England helped one class of 16- and 17-year-old geography students expand their understanding of sustainability. The researchers' study seeks to investigate physical, moral and professional geographies during learning reading in an online classroom in a pandemic environment of MA Mathlaul Anwar students and identify the factors that make students exposed to emotional geography.