

**EMOTIONAL GEOGRAPHIES OF EFL SENIOR HIGH
SCHOOL TEACHERS IN ONLINE TEACHING
IMPLEMENTATION DURING THE COVID-19 PANDEMIC**

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This study was carried out to know what emotional geographic experiences EFL senior high school teachers experienced while teaching online during the Covid-19 pandemic and how they dealt with these emotional geographic problems. This research is qualitative research using the descriptive method. The participants in this study were 4 high school EFL teachers from 4 different high schools in Banjarmasin. Data were collected through an interview process. The study results show that of Hargreaves' 5 emotional geographies frameworks, each participant expresses various emotions. Some negative emotions such as anger, irritation, or dissatisfaction, and some positive emotions such as satisfaction or pleasure. In addition, the participants also shared their various ways of dealing with the emotional geographies problems according to each of the problems they raised such as report the problem to counseling teacher, give the student a motivation, and more.

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INTRODUCTION

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).

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, & Drajadi, 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.

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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.

EMOTIONAL GEOGRAPHIES THEORETICAL FRAMEWORK

Emotion is an essential aspect of the process of perception and understanding of meaning and interaction (Pile, 2010). Emotion is also an essential factor in shaping mental and social life (Nussbaum, 2003). Emotions themselves can show a person's identity and the places where the person interacts, where these places connect a person with other people (Berrens, 2016)

Emotional geography itself is a problem of understanding and misunderstanding emotions when teaching. There are forms of spatial experiences about proximity or distance in human relationships and interactions, which can be a supporting factor in creating, organizing, and coloring the feelings and emotions we feel about others and ourselves. Emotional understanding is quite crucial in the learning and teaching process, and that is why the concept of emotional geography is quite crucial because it can help teachers to understand the various forms of closeness and distance between teachers and students, which can cause emotional misunderstandings (Hargreaves, 2001).

Physical Geography

Physical geography, namely in the form of distance or closeness created by time and place. Distance and time are important aspects of emotional understanding in the teaching and learning process.

Moral Geography

Moral geography refers to the closeness/distance created due to differences in goals and views of the prevailing norms in society (Hargreaves, 2001). Hargreaves also added that teachers' and others' moral distance could cause negative emotions. This moral distance can also occur when teachers feel that their goals are lost or threatened (Fatimah, 2020).

Sociocultural Geography

Sociocultural geography is directed towards emotions caused by closeness or distance that occurs due to differences in race, gender, ethnicity, language, and culture (Liu, 2016). Emotional geography, when learning takes place, can be influenced by regional differences between schools and teachers. Teachers can also be confused in understanding their students' and colleagues' character, which can be caused by differences in regions (Fatimah, 2020).

Professional Geography

Professional geography is an emotion caused by the creation of distance/closeness that occurs due to differences in understanding the norms of professionalism and professional practice (Liu, 2016). The norms of professionalism are how teachers advance their schools that they have mutually agreed to. This agreement must be carried out and respected by teachers when approved (Baldanza, 2016). Different cultures mean different learning and teaching cultures. Besides, the understanding of professional standards in teaching also differs. Good teaching practice in one education system can be considered ineffective and even detrimental in another education system (Liu, 2016).

Political Geography

Political geography is an emotion caused by the creation of distance/closeness due to differences in understanding power (Liu, 2016). A workplace that prioritizes professionalism usually has several castes/levels/positions in each position. That is, there is a power structure that regulates how an interaction/practice should work. Of course, a teacher must understand well and behave correctly with each status and role of his coworkers.

HOW TO OVERCOME EMOTIONAL GEOGRAPHIES PROBLEMS

Physical Geography Problems

Physical geography is the closeness/distances caused by space and time (Hargreaves, 2001). In Fatimah's research, physical geography problems were encountered by several teachers who teach in Salatiga and Semarang. It is known that some teachers reveal that teaching time is very influential in teachers' understanding of their students. The longer and more often, the teacher teaches, the easier it will be for the teacher to get to know and understand their students. (Fatimah, 2020).

Moral Geography Problems

Hargreaves explained that moral geography refers to the closeness/distance created due to differences in goals and views of the prevailing norms in society (Susanto, Suparmi, & Rahayu, 2020). Environmental differences between teachers and students can lead to a different understanding of moral standards. This can cause negative emotions to arise when misunderstandings occur.

Sociocultural Geography Problems

Sociocultural geography refers to the closeness/distances created due to differences in gender, age, race, ethnicity, religion, and language (Hargreaves, 2001). In Liu's research, the sociocultural geography problem faced by Wen, a Chinese immigrant teacher who teaches in England, is feeling uncomfortable and afraid of being fired from his position as a teacher because Wen is not a native speaker. Wen feels that every student expects an authentic English teacher with perfect English accents. In overcoming this problem, Wen tried to improve his English use so that his accent sounded more like a native speaker. Even though she knew that it was impossible to become a complete native speaker, she did his best to sound like a native speaker. Wen was also careful in using English to minimize mistakes (Liu, 2016).

Professional Geography Problems

Professional geography refers to closeness/distances created by differences in understanding the norms of professionalism and professional practice (Hargreaves, 2001). Professional geography problems that occur are in the form of how teachers deal with various student behaviors that occur in class such as frequently chatting in class, sleeping in class, not paying attention to teacher explanations, and others. Of course, the attitudes of these students can irritate the teacher's emotions. However, teachers are indeed required to remain professional as educators. In overcoming this, most teachers solve it with the concept of punishment, reward, and solve it privately with problem students (Fatimah, 2020).

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Political Geography Problems

Political geography refers to the closeness/distances created due to differences in understanding power (Hargreaves, 2001). In Fatimah's research, it is known that around 33.3% of the six teachers teaching in Salatiga and Semarang have never taught in school before. Even so, both those who have or have never taught in schools before, they have no worries or difficulties in adapting to the existing regulations in the schools they currently teach. They still choose to obey the rules in the school. In this case, what teachers do in overcoming/preventing political geography problems is to try their best to adapt and obey the existing rules in the school where they teach at this time (Fatimah, 2020).

METHOD

This research is descriptive qualitative method. A descriptive method is a research method that describes as accurately as possible the phenomena that occur. The phenomenon studied in the descriptive method is an event that already exists. Researchers collect the data through tests like questionnaires, interviews, or observation. The descriptive method aims to describe systematically the phenomena that occur in research (Atmowardoyo, 2018).

This method is considered suitable by researchers for this study because this study tries to describe and tell the problems of emotional geography that the participants face in online teaching during the Covid-19 pandemic and how the participants overcome these problems. The settings in this research are in public senior high schools in South Kalimantan. The schools selected were schools that carried out online learning during the Covid-19 pandemic and were based on recommendations from the participants involved in this study. The participants are an EFL senior high school teachers from SMAN 7 Banjarmasin, SMAN 2 Banjarmasin, SMAN 1 Banjarmasin, and SMAN 6 Banjarmasin. The participants were selected through the purposive sampling method. Purposive sampling is a sampling method used to select respondents/participants who are considered most

likely to provide relevant results and valuable information to be achieved (Campbell, et al., 2020)

In this research, the researcher used interviews as a technique in collecting data. This technique that the researcher used to explore information related to the emotional geography faced by EFL teachers when teaching English online during the Covid-19 pandemic. Besides, researchers used interviews to find out the opinions and views of EFL teachers in overcoming emotional geographic problems they faced. The number of interview questions asked to each participant was 10 questions. These questions are divided into 5 categories based on Hargreaves' emotional geography frameworks: physical geography, moral geography, sociocultural geography, professional geography, and political geography

FINDINGS AND DISCUSSION

Forms of Emotional Geographies

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.

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

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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.

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.”

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.

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.

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.

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

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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.

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.

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.”

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.

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.”

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How to Deal with The Emotional Geographies Problems

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.”

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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.

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.

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.

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."

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.

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.

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.

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.

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.

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.

Political Geography

In managing the classes 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”

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.

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.

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.

Discussion

Physical Geography

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, 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 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. 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).

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Moral Geography

In this case, 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).

Sociocultural Geography

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.

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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. 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).

Professional Geography

In this category, 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. 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.

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.

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Political Geography

In this case, 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.

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

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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.

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.

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