

CHAPTER 1

INTRODUCTION

This chapter highlights the point of introduction of this study which compiles the background issue, research gap, and also overviews the potential significance towards conducting this study.

1.1 Background

The study presents the emotional geographies of students in learning English with a pre-service teacher during a teaching practicum program. Teaching practicum is a program for student-teachers to have a placement at a local school to provide them with hands-on experience and to expose them to the real world of teaching. During the practicum, a pre-service teacher conducts classroom lessons and performs the duties of a regular teacher in school. The teaching practicum has been described as one of the most influential components of teacher education (Ferrier-Kerr, 2009., cited in Trent, 2013). A pre-service teacher is supposed not only to know how to teach effectively in the class, but also to be able to handle curricular activities as well. Through this program, a pre-service teacher will face students' emotional geography that is generated from the process of learning in the school. The experience of emotion has been taking on heightened interest in geography over the last decade (Kenway & Youdell, 2011., cited in Miller & Donlan, 2014), while the relationship between the teacher and the students may provide the various of student emotions (Mainhard, T., et al., 2017).

Understanding and misunderstanding occur in emotional geographies of schooling and human interaction, dealing with freedoms in expressing students' emotional geography towards a pre-service teacher. Hargreaves (2005) reports, "the proximity of social relationships between the members of the community can cause 'understandings and misunderstandings' of different aspects of schooling" (p. 969). That means, the understanding and misunderstandings between a pre-service teacher and the students will cause different emotions. Hargreaves (1998) added, "Emotions are dynamic parts of ourselves, and whether they are positive or negative, all organizations, including schools, are full of them". In addition, Negative emotions are caused by harmful relationships between the individual and the environment, positive emotions by beneficial relationships (Lazarus, 1991). To obtain an emotionally conducive environment, a pre-service teacher should build a close relationship with the students.

Previous study has investigated emotional geography, but it focuses on the teacher. For instance, Liu (2016) focuses on the teacher's professional relationship with students, teacher's self-awareness as a non-native speaker of English, teacher's collaboration experience with colleagues, and teacher's experience in the relationships of the community. The finding of the study showed significant implications, in which the teachers' emotions are not always enacted, expressed and communicated. In the other words, the study of students' emotional geography is still rarely discussed. With all of those gaps, this study focuses on students' emotional geography towards

learning English with a pre-service teacher to get a depiction on how students' emotions are expressed along the process. The data are analyzed using narrative inquiry guided by the framework of Emotional Geography proposed by Andy Hargreaves', which focuses on five aspects; the sociocultural, moral, physical, professional, and political aspects of schooling.

1.2 Formulation of the Problem

Since the study aims to investigate the students' emotional geography towards learning English with a pre-service teacher, the problem of this study is formulated as: "What are the students' emotional geographies depicted while learning English with a pre-service teacher?" By adopting this question, it is expected to gain broad views about students' emotional geography toward learning English with a pre-service teacher by the proposed framework.

1.3 Operational Definitions

To avoid misinterpretation of the terms used in this study, here are the operational definitions of each keyword:

- 1.3.1 Emotional geography : It is a framework within human geography dealing with the relationship between human emotion and their contextual environment. In the manner of socio-cultural, moral, physical,

professional, and political aspects of schooling.

1.3.2 EFL students : There are two participants from one of Junior High Schools in Tasikmalaya around age 12-13 years old, who learn English with a pre-service teacher in three months due to teaching practicum program.

1.3.3 Pre-service Teacher : There is a student teacher in teaching practicum program; in which role as a researcher.

1.4 Aims of the Research

This study aimed to investigate emotional geography represented by the student towards learning English with a pre-service teacher.

1.5 Significances of the Research

1.5.1 Theoretical Use

Theoretically, this study will expand on the emotional geography framework by Andy Hargreaves towards learning English with a pre-service teacher.

1.5.2 Empirical Use

The study will provide empirical insight into how the emotional geographies are represented by the student.

1.5.3 Practical Use

This study will serve as the students' emotional geographies through a pre-service teacher.