

CHAPTER 2

LITERATURE REVIEW

This chapter compiles the reviews from previous studies regarding emotional geography research. This chapter emphasizes two main discussions: conceptualizing the framework of emotional geography and the previous studies of emotional geography.

2.1 Emotional Geography in Language Classroom

The social culture and the intrinsic rules of the community have a guide and create effects on teachers' emotions (Liu, 2016). The study was captured in a case study of an immigrant background English as a Second Language teachers' professional community in England. Besides that, the study about students' emotional geography is still rarely discussed.

Emotional geography describes the pattern of closeness and distance in human interactions that shape the emotion we experience about our relationship to ourselves, each other, and the world around us. Hargreaves proposes five patterns of emotional geographies; physical, moral, sociocultural, professional and political. (see Hargreaves 2001, p. 508–509 for the details).

Sociocultural geography refers to the closeness and/or distance created by the differences of gender, race, ethnicity, language and culture. The students have various characteristics dealing with the statement above, along with the emotions that are understood by the interactions with a pre-service teacher in social and cultural contexts in which emotion occurs.

Moral geography refers to the closeness and/or distance created by different purposes and senses of accomplishment in professional practice.

Denzin (2009), notes:

Emotions are felt as live-performances, staged in classrooms, hallways, playgrounds. In these spaces teachers and students, as moral agents, enact the felt emotions of rage, love, shame, desire, despair, empowerment. These moral performances define the public and private faces of the schooling experience.

Students have a different moral standard as they came from different social and educational systems. Thus, moral geography will address the emotion based on the purposes of the student during learning English with a pre-service teacher.

Physical geography refers to the closeness and/or distance created by time and space. It provides the students with a space to negotiate the differences in understanding learning in the school. This emotional geography proposes the valuable threat to the possibilities of the better emotional relationship between the students and a pre-service teacher. Therefore, the physical geography will frame the emotion of the student based on the differences of time and space during learning English with a pre-service teacher.

Professional geography refers to the closeness and/or distance created by different understandings of the norms of professionalism and professional practice. This part allows students and pre-service teachers to explore the professional issues together (Hargreaves, 2001) in the ethics of learning process. In addition, Professional geography will cover the

students' emotion based on their sense of professionalism as a student at school.

Political geography refers to the closeness and/or distance created by different understandings of power. This aspect of emotional geography attempts to empower others in order of interaction and practice. The different power of the students and a pre-service teacher will show the identity itself. Anderson & Smith (2001) argue, "The power of emotional relations cannot be ignored (and can readily be appreciated)". In other words, misunderstanding this aspect of geography can cause negative emotions such as guilt, shame and embarrassments. Hence, political geography will address the students' emotion caused by power during learning English with a pre-service teacher.

2.2 Previous Studies

Previous studies about emotional geography have been conducted upon the teacher professional community in England (Liu, 2016). It 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 showed significant implications, in which the teachers' emotions are not always enacted, expressed and communicated.

As in further, a study about emotional geography of students' persistence have been conducted (Miller, J. R. & Donlan, M. J., 2014), it focuses on the environment and effects of students' persistence in college.

The finding showed that students' persistence adds another perspective in order to reveal new ways for supporting students' completion of secondary degrees. Taking emotions seriously, opens up new ways for student engagement and the support through graduation.