

## THE EMOTIONAL EXPERIENCE OF IN-SERVICE ENGLISH LANGUAGE TEACHERS DURING PANDEMIC VIRTUAL CLASSROOM

**Lusiana Pratiwi**  
*Universitas Negeri Surakarta*  
luthsiana@gmail.com

**Abstract.** The paper reports on an in-dept narrative case study of the emotional experience of in-service English teachers during virtual pandemic classrooms. The data are derived from the teacher's 'emotion diary' and four semi-interviews. The data were analysed with Andy Hargreaves's emotional geography framework which focuses on the physical, moral, sociocultural, professional, and political aspects of schooling. Through four stories that recount their experiences in different emotional geography. They have understanding and misunderstandings of different aspects of schooling during virtual pandemic classrooms. Due to the case, they will rise the various emotions, both positive and negative emotions. It will be need by them to create the strategies to manage their emotions. The conclusion, as the teachers, they need to engage emotional understanding of each other's work.

Keywords: teacher emotion, emotional geography, teacher professional, virtual pandemic classrooms.

### INTRODUCTION

During the pandemic, the teaching and learning process is conducted online from home. Teachers were not prepared to teach online and, while at home, they, especially female teachers, also had to deal with house chores and other related domestic responsibilities, which made it not ideal setting to work. The delivery course is using online techniques and methods, it is effecting or teacher in preparing classrooms. It affects their emotions and practices of teaching.

There is a need to understand the emotional experience of teachers during such an unprecedented moment and to recognize the teacher professional development that needs to be provided and anticipated for them as well as other in-service and pre-service teachers in the future. Based on Zhao et al, teaching learning online had new challenges. One of the challenges is it created emotional feeling such as stress, anxiety, and depression of teachers due to they have isolated, emergencied, and unsertaintied.

Emotional Geographies were disscussed by Hargraves in 2005. He said that emotion will rise in any factors. There are physical, moral, socioculture, professional, and political geographies (Liu, 2016).

Previos studies about teacher emotions will be delivered. First study was from Chen. He explained about emotional models that happen in teaching learning. The Models were delivered from 1985 into 2019. Second was from Badia 2018, he explained the teacher emotions experience in teaching online in online univesity. The effect of the classrooms was created three emotions by using multiple regression analysis. There were satisfaction, relief and pleasure. The purpose of the study is to understand the association emotions through teaching online expeience in online university. Third is from Jo-Albin Clark in 2018 published. He explained about an early childhood specialist teacher can be influenced emotions such as the reaction of speed and type during peer-to-peer mentoring. The way to know that emotions the researcher used emotional geography concept.

There are still a few studies investigating the emotional experience of in-service K-12 English language teachers during pandemic virtual classrooms, especially the participated by teachers from Indonesia. In this study, I would like to address this research gap by involving four Indonesian senior high school English language teachers.

The research question of this study is as follows: To what extent did the pandemic virtual teaching affect ELT teacher emotions? This study is aimed at investigating the effects of pandemic virtual teaching to four Indonesian ELT teacher emotions. The researcher hopes that this research result that can be used for another researcher when observing about the implementation of scientific approach in teaching reading report text. The researcher hopes that the result of this research will be useful for the readers who are interested with this research. The result of this research can be used in developing researcher knowledge and experience. The readers will get more information and develop the reader knowledge in using scientific approach.

Teacher emotions impact for teaching methods and classrooms managements. Teachers are educational figure. As the teachers, they are demanded to be a professional teacher. The character of professional teachers are not only transfer the knowledge for the students but also they have to be a sensitive person toward the situation and condition (Lee & Yin, 2011). In the classroom, the teacher often having interaction with the students. Beginning with this interaction, the teacher will have the closeness of emotion either positive or negative emotions. This closeness could be influenced from the any factors.

### **Teacher Emotion**

There are five emotional geographies (Hergreaves, A. 1998). First is physical emotional geography. In this geography the closeness of emotion are produced or not because of the time and space. In this case, the interaction needs appropriate space and empty time to create the collaboration. Dispite of the case, it will be fade if the space and time are limited. This makes the interaction is rarely happening. Next, for the second emotional geography is emotional geography because of its pupose. The aim of both the teacher and students should be same. They have to reach the competences standart including the cognitive, affective and psychomotoric aspect. There is positive closeness of emotion if they are in the same chance, yet despite of it in another side.

The third is the closeness because of the socioculture. This closeness is rised by the similarity of race and gender. For example, both teacher and student are women. They will be having positive closeness of emotion and not have insufficient feeling. in addition, teacher who has similarity hometown they will be have positive closeness of emotion. For example, both teacher and students have similiraty hometown, in the classroom, they have the intimate atmosphere when they are joking with their mother tongue. Fourth is professional geography. This geography happened because the techer have different backgrounds. Their professionalism knowledge that they have learnt will rise the emotion either positive or negative emotion (Zembylas, 2003, 2004). It depends of the quality of teacher professional knowledge. The teacher who has good quality of professional knowledge they will give a positive closeness emotion. The other hand, the negative emotion will rise because of the less quality of their professionalism. Here, they are inclined having worried, stress and frustration when they confront the situation and condition of the students in classroom that are not to be the teacher's criterias.

Fiftrh is emotion that are created because of the policy. This case is because of the differences background of the countries. The policy in the classroom will dominan with the policy of the region, threfore the either teacher or students who are from in their howetown, they are profited due to the policy is equal with their habituation. In other hand, they adapt with the situation. This will rise the closeness of emotion. There is positive closeness of

emotion if both of them, teacher and students, are easy to have quickly adaptation with the environment based on the policy.

## **METHODOLOGY**

This study is a qualitative study that use narrative inquiry as the research method. Qualitative research is a process of naturalistic inquiry that seeks an in-depth understanding of social phenomena within their natural setting. It focuses on the "why" rather than the "what" of social phenomena and relies on the direct experiences of human beings as meaning-making agents in their every day lives (Cresswell, 2018). Narrative inquiry records the experiences of an individual or small group, revealing the lived experience or particular perspective of that individual, usually primarily through interview which is then recorded and ordered into a chronological narrative (Barkhuizen, et.al, 2013).

In this research, researchers will use semi-structured interviews because semi-structured interviews have interview guides as resources to direct the interviews, but at the same time, the questions are usually open-ended to allow participants to elaborate and researchers to pursue developing themes (Barkhuizen et al., 2014:47)

## **FINDING AND DISCUSSION**

In this chapter, the researcher explained the research finding and discussion of the research finding. The research finding consists of the emotional experience of in-service English teacher during pandemic virtual classroom. Ai explained about the emotional experience when having teaching learning process. She had new knowledge from the situation. Sometimes she could control her negative emotion. She felt tired when the students were not submitted the assignment ontime but her feeling was changed by the enthusiastic of the students in online learning. She didn't have difficulties in handling the students, shy & nervous five emotional geographies (Hergreaves, A. 1998). Nevertheless, she had difficulties in communication. It had about the signal. She always chat or video call for solving the problem. She felt little stress and frustation in online learning but she supported her self to innovate the online teaching learning. She hoped that for all the teacher in teaching online learning will be patient but upgrade thei information.

### **Conclusion**

As the result, there are several important things that can be suggested in the last report and it is hopefully can be useful for: For the English teacher, it would be better if the teacher used variety of method in order to avoid the students felt bored, and make noisy. For the other researcher, the result of this research, it would be helped the next researcher as the source to conduct the next research.

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