

## CHAPTER II

### LITERATURE REVIEW

#### A. Pre-service Teachers' Emotional Geography

Emotional geography is the pattern of closeness and/or distance in human interaction and relationship that help conduct, configure and shade the feeling and emotions we experience about ourselves, our environment and each other (Hargreaves, 2005). According to Liu (2016), the social culture and the intrinsic rules of the community have a guide and shapping effect on teachers' emotions. Hargreaves (2001) proposes five emotional geography, there are sociocultural, moral, physical, political, and professional geography.

Sociocultural geography refers to the closeness and /or distance created by the differences of gender, race, ethnicity, language and culture (Liu, 2016). Wiggins and McTighe (2005) note in their backwards design model, teachers design a lesson plan by articulating goals for student learning, then going backwards to create or determine the content and assignment. In other words, it is important for pre-service teachers to know students' background such culture, background knowledge of English ability, ethnicity, race, and gender to fulfil the need of learning. Finally, they make a lesson plan to achieve the goals and objectives they have set (Zhong, 2018).

Moral geography refers to the closeness and/or distance created by different purposes and senses of accomplishment in professional practice (Liu, 2016).

Coming from a different social, the pre-service teachers have a different set of moral standard.

Political geographies refers to the closeness and/or distance created by the differences of power and status can distort interpersonal communication, or where such differences can be used not to protect people's own interest but to empower others (Liu, 2016). Misunderstanding or breaking rules could lead to various negative emotions such guilt, shame and embarrassment, from pre-service teachers theirselves and others. It provides the pre-service teachers with a space to negotiate the differences in understanding teaching in the workplace.

Physical geography refers to the closeness and/or distance created by time and space (Liu, 2016). It provides the pre-service teachers with a space to negotiate the differences in understanding teaching, learning and leadership in the workplace.

Professional geography refers to the closeness and/or distance created by different understandings of the norms of professionalism and professional practice (Liu, 2106). In pre-service teacher it may affect their proffesional feeling which rise various emotions such as anxiety, frustration, and stress.

## **B. Lesson Planing**

Lesson plan is designed to handle the range of students' learning style (Beyer & Davis, 2012 in Regan, 2016). It is a guideline for the teacher to keep the teaching process organized and moving smoothly. Creating and establishing general course goals is actually where lesson planing started (Zhao, 2018). These

goals provide teachers with an overall purpose and direction for the class and help them determine what materials need to be utilized and what activities are needed.

Many different formats for lesson plans exist. Some teachers prefer one lesson plan format; others prefer a different one. They reflect different purposes and style. The following are elements that should be covered in a lesson plan. First, *Objectives* include a brief statement of goals of the learning process. Second, *Pre-assessment*. Learning students' background (especially their ability level) through testing, observation, etc. is called pre-assessment. Third, *Materials*. This include the things needed to take along with in the class such as media and another equipment. Fourth, *Warm-up and Review*. Some lesson begin with warm-up. Others start with review. It is even possible to start with warm-up and review. The review often leads into the current lesson. A warm-up may take many forms. It might involve showing the class a picture and drawing them into a discussion. Fifth, *Presentation*. In this phase teacher introduces new information. The teacher guides the presentation but there may be students input or interaction. Sixth, *Practice*. Teacher should provide plenty of opportunities (in or out the class) to practice students' English skill. Seventh, *Evaluation*. This phase can be formal and informal. Formal evaluation done after instruction-testing-confirms whether the teacher and the students have successfully accomplished the objectives. Informal evaluation done during instruction is often the most useful and influential type. Last, *Application*. After a new language skill has been introduced and presented by the teacher, and practiced

by the students, the lesson is far from over. The teacher must evaluate the students to make sure that they are performing the new skill correctly and then provide activities that require students to take what they have practiced in class and try to apply it correctly in "real life" situations.

However, pre-service teachers have limited pedagogical knowledge or even what instruction needed to support the materials. Thus, mentor teacher has an important role to guide pre-service teacher in designing lesson plan. Without mentor teacher, pre-service teachers may rejecting the instructional of the curriculum (Regan 2016).

The myriad studies about lesson planning has been ordinary conducted while less attention has been paid to pre-service teachers' emotion in designing lesson plan. Rifkin (2003) has been conducted the study about lesson planning which focused on how to design the lesson plan. This study explained the phases of designing lesson plan. Another study about lesson planning conducted by Zhao (2018). This study explained the phase of lesson planning for speaking ESL students.

### **C. Teaching Practicum**

Teaching practicum is a program that has purpose to help pre-service teachers prepare the diversity classes by refocusing their techniques on getting know their students by experiencing the teaching process (Dassa, 2018). This program gives the opportunity for pre-service teachers (those learning to be teacher) learn how to be a profesional teacher by facing the process lesson

planning, lesson delivery, classroom management, and identity development and etc.

However, teaching practicum is important for pre-service teacher to improve teacher quality, and the policy in teaching practicum itself (Liu *et al.* 2016). This study examined the effectiveness of teaching practicum at different area in China. Another study also delivered the opportunity of understanding the cross-cultural competence in the process of teaching practicum (Mawhinney, 2018).