

**“LECTURER ASSIGNED ME TO WORK WITH RANDOM GROUP MATES”:
INVESTIGATING UNDERGRADUATE STUDENTS’ EMOTIONAL GEOGRAPHY
DURING COLLABORATIVE LEARNING WITH RANDOM GROUP MEMBERS**

A THESIS

Submitted to Fulfill the Requirements for *Sarjana Pendidikan* Degree at English
Education Department of Faculty of Educational Sciences and Teachers’ Training
Siliwangi University



by

Sri Yani

152122084

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATIONAL SCIENCES AND TEACHERS’ TRAINING
SILIWANGI UNIVERSITY
TASIKMALAYA
2019**

APPROVAL SHEET

**“LECTURER ASSIGNED ME TO WORK WITH RANDOM GROUP
MATES”: INVESTIGATING UNDERGRADUATE STUDENTS’
EMOTIONAL GEOGRAPHY DURING COLLABORATIVE
LEARNING WITH RANDOM GROUP MEMBERS**

SRI YANI

152122084

Approved by:

Supervisor I,



Yuvus Saputra, S.Pd., M.Pd.
NIDN. 0404078207

Supervisor II,



Asri Siti Fatimah, S.Pd., M.Pd.
NIDN. 0021118901

Assigned by:

**Dean of FKIP Siliwangi University
Tasikmalaya,**



Dr. H. Cucur Hidayat, M.Pd.
NIP. 196304091989111001

**Head of English Education
Department of FKIP
Siliwangi University Tasikmalaya,**



Dr. Dian Kardijan, M.Pd.
NIDN. 404077101

APPROVAL SHEET

This thesis has been established through an examination held on October 30, 2019

Examiner I,



Yuvus Saputra, M.Pd.
NIDN. 0404078207

Examiner II,



Asri Siti Fatimah, M.Pd.
NIDN. 0021118901

Examiner III,



Dr. Soni Tantan Tandiana
NIDN. 0415097002

Examiner IV,



Yusup Suprivono, M.Pd.
NIDN. 0405117502

Examiner V,



Ratu Sarah Pujasari, M.Pd.
NIDN. 0012039501

PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "*Lecturer Assigned Me to Work with Random Group Mates: Investigating Undergraduate Students' Emotional Geographies during Collaborative Learning with Random Group Members*" beserta seluruh isinya sepenuhnya karya saya sendiri, dan saya tidak melaksanakan penjiplakan atau pengutipan dengan cara yang tidak sesuai dengan etika keilmuan. Atas pernyataan saya ini, saya siap menanggung konsekuensi atau sanksi terhadap etika keilmuan atau ada klaim dari pihak lain terhadap keaslian skripsi ini.

Tasikmalaya, Juni 2019

Yang membuat pernyataan,

 

Sri Yani

NPM. 152122084

ABSTRAK

**SRI YANI, 2019. “Lecturer Assigned Me to Work with Random Group Mates”:
Investigating Undergraduate Students’ Emotional Geography during Collaborative
Learning with Random Group Members.** Pendidikan Bahasa Inggris. Fakultas
Keguruan dan Ilmu Pendidikan (FKIP). Universitas Siliwangi. Tasikmalaya.

Penelitian ini bertujuan untuk menjelaskan apa saja penggambaran-penggambaran geografi emosi yang dimunculkan oleh mahasiswa-mahasiswa selama pembelajaran kolaboratif dalam bentuk diskusi grup untuk mempersiapkan materi-materi presentasi dengan rekan-rekan kelompok yang dipilih secara acak oleh Dosen. Penelitian ini menggunakan studi kasus eksplorasi sebagai desain penelitian. Sebuah kelompok berisikan empat orang mahasiswa keguruan di salah satu Universitas di Tasikmalaya dijadikan sebagai partisipan di penelitian ini. Pengumpulan data penelitian menggunakan wawancara semi terstruktur, lalu data yang telah terkumpul dianalisa menggunakan tematik analisis. Menggunakan kerangka pemikiran Hargreaves (2001a, 2001b) mengenai *Emotional Geography*, penemuan penelitian ini terbagi menjadi tiga, yaitu (a) *Moral Geography*, membahas mengenai emosi-emosi yang muncul karena beban tugas yang diberikan dan dari hasil tugas yang telah diselesaikan; (b) *Political Geography*, membahas mengenai emosi-emosi yang muncul karena relasi antar anggota kelompok; dan (c) *Physical Geography*, membahas mengenai emosi-emosi yang muncul berkaitan dengan waktu yang diberikan untuk menyelesaikan tugas kelompok.

Kata kunci: *collaborative learning, emotional geography, random assignment*

PREFACE

All praises and thanks are due to Allah Subhaanahu wata'aala, the greatest, the highest, and the creator of the universe. Because of his blessing and mercy, I am able to accomplish my research entitled **“Lecturer Assigned Me to Work with Random Group Mates”**: Investigating Undergraduate Students’ Emotional Geography during Collaborative Learning with Random Group Members”. It is submitted to fulfill the requirements for *Sarjana Pendidikan* degree at English Education Department of Faculty of Educational Sciences and Teachers’ Training of Siliwangi University, Tasikmalaya.

This research can be accomplished because of many supports from several people. Therefore, in this occasion, I would like to express my sincere gratitude to:

1. Head of English Education Department, Faculty of Educational Sciences and Teachers’ Training, Siliwangi University, Tasikmalaya;
2. Yuyus Saputra, *M.Pd.*, as my first supervisor, who has given corrections and guidance in finishing this research;
3. Asri Siti Fatimah, *M.Pd.*, as my second supervisor, who has given me suggestion and guidance in finishing this research;
4. All lecturers of English Education Department, Faculty of Educational Sciences and Teachers’ Training, Siliwangi University, Tasikmalaya;
5. All people who have helped me and supported me to finish this research proposal.

I realize that this research proposal is still far from being perfect. Thus, I will gladly receive suggestions and criticism from the readers. Finally, I hope this research can be useful for me and the readers.

Tasikmalaya, September 2019

The Writer

ACKNOWLEDGMENT

One of my greatest moments in my whole life is when I meet and find many superb people surrounding me. They play the crucial roles who make me believe that I am able to accomplish my thesis. Hereby, I proudly express a bunch of thanks to these following people:

1. My parents for their everlasting love, prayer, and support. My parents who always make me feel like I am the luckiest daughter in the whole world. Every time my parents pray and motivate me, it makes me feel like stronger than before. For my parents, I always try to be perfect to make them feel proud of me. I am glad to have your everlasting love.
2. My best friend I have ever known, Isna Lukia Sidik. She is a person who have supported me a lot both morally and materially during the university life, when I have to be a far from my parents. We have shared many matters about life which leads me to reach this step as the greatest moment in my life. I am so glad to get your kindness and having the experiences with you.
3. Laras Sekarwangi, Rachel Joanna Hosea, Arif Rahmat, Eras Raci Fajarina, and R. Arishandi R.R. Those names have given me an amazing experience throughout my study in English Education Department and taught me about a friendship. I am proud to have all the experiences with you all guys.
4. All of my colleagues and partner in my workplace: Coffee Break Band and English Department Students' Association (EDSA). They are not just friends in experiencing working, but also they are my beloved family.

5. My beloved classmates, BONE 2015. We began the story together, started to learn everything in this Department, and experienced both the delight and arrow of being undergraduate students.

Finally, I would like to thank everybody who was important to the successful realisation of this undergraduate thesis. I believe that to achieve our purposes of our life, person should get a failure. Be courage and be yourself no matter what they say! There is no an instant way to get success. Enjoy your process, and you will enjoy your succeed.

Tasikmalaya, September 2019

The Writer

TABLE OF CONTENTS

	Page
APPROVAL	
PERNYATAAN	
ABSTRAK	
PREFACE	i
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS	v
ENCLOSURES LIST	vii
FIGURES LIST	viii
TABLES LIST	ix
CHAPTER I INTRODUCTION	
A. Background	1
B. Formulation of the Problem	4
C. Operational Definitions	4
D. Aim of the Study	6
E. Significances of the Study.....	6
CHAPTER II LITERATURE REVIEW	
A. Group Selection Methods in Collaborative Learning	7
B. Emotions in Collaborative Learning and The Emotional Geography..	11
CHAPTER III RESEARCH PROCEDURES	
A. Research Design	15
B. Setting and Participants.....	15
C. Procedures	17

D. Data Collection.....	17
E. Data Analysis	18
F. Research Schedule	21
CHAPTER IV FINDINGS AND DISCUSSIONS	
A. Moral Geography in Collaborative Learning	22
B. Political Geography in Collaborative Learning	30
C. Physical Geography in Collaborative Learning	32
CHAPTER V CONCLUSIONS AND SUGGESTIONS	
A. Conclusions	36
B. Suggestions	37
REFERENCES	38
ENCLOSURES	41
BIOGRAPHY	

ENCLOSURES LIST

Enclosure 1 Participant Consent and Release Form	41
Enclosure 2 <i>Lembar Penetapan Proyek Tugas Akhir S-1</i>	45
Enclosure 3 <i>Surat Keputusan</i>	50
Enclosure 4 <i>Kartu Bimbingan Skripsi</i>	51

FIGURES LIST

Figure 3.1 Data Transcription	18
Figure 3.2 Bolding the Codes.....	19
Figure 3.3 Colouring the Codes	19
Figure 3.4 Grouping the Codes	20
Figure 3.5 Defining and Naming Themes.....	20

TABLE LIST

Table 3.1 List of Participants	16
Table 3.2 Research Schedule	21