

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Emotions handle important parts of human life throughout the lifetime. Every human activity is always related to emotions. Whatever we do in our lives, we always feel emotions (Hargreaves, 2001). Emotions are more and less related to every side of humanity. It can influence the effect of interaction with the environment around them (Jun & Kim, 2023). Emotion focuses on the character's feelings and the expression of the character. Emotion can help determine and find how the character feels about their environment (Tava, 2023).

Geography is a study that involves spaces in the research. Geography is a field of study involving time and space (Rasulov, 2023). Spaces can create and influence the environment around them (Hunter, 2019). For example, the distance from my house to school was 12 kilometers away. On the other hand, it was 25 minutes. Distance can influence wake-up time and preparation time before school, and sleeping time can influence a person's psychology. A person did not have an ideal sleeping time has a higher chance of becoming stressed and less happy than a person having enough sleeping time (8 hours a day) (Kim, 2019)

Emotional geography can measure the emotional side influenced by time and space. Emotional geography can help to find how time and space affect the character's emotional side (Phan, 2021). It can measure the distance between the environment and the character and how the interaction positively influences the character's performance. The emotional geography focuses on relational emotion involving time and space, which differs from emotion, which focuses on the emotion itself (Rahayu et al., 2021). Emotional geography focuses on the emotion and the reason for it involving the environment around the subject itself (Astutik, 2022). Emotional geography can influence every human occupation, especially a teacher who directly interacts with another (Jun & Kim, 2023). A professional teacher is trained and ready to interact with humans due to his professionalism and educational background to be a teacher. Many types and kinds of teachers before becoming a professional teacher.

There is a lot of training to gain the ability to be a true teacher. As identified by Sari et al., (2023), pre-service teachers are teachers looking for experience, and pre-service means that the person as pre-described as a teacher does not yet have regulation as a law to conclude as a teacher civilian by the country. Since this study is about the emotional geography of pre-service English teachers handling regular classes, it uses Hargreaves's (2001) emotional geography framework, which is focused on physical, professional, moral, sociocultural, and political geography. However, there is a problem when it comes to pre-service teachers. Pre-service teachers are still trying to figure out how to deal with the environment around them, especially while handling the classroom.

Introverted teacher is the personality of the teacher and the profession itself. An introverted teacher, theoretically, according to Rashtchi (2019), was not supposed to be a teacher due to the personality orientation created by the person's persona. Introverts were better at individual tasks rather than group work and comfortable alone rather than socialized life (Wanner, 2017). As a teacher, there is never-ending learning, so it is better to learn every day by working in a group, which is not comfortable for an introverted teacher. Students in the classroom have different personalities. The ability of the teacher to become a general in the eyes of the students is going to be asked, while extroverts theoretically could do it better than introverted ones.

The concept of emotional geography was taken to examine this issue. The author is interested in investigating emotional geography in the classroom because the emotional side of the teacher is often ignored. The study always depends on the result, approach, and method. The teacher's emotional side can create positive and negative emotions, which are a huge responsibility to achieve greater and more successful teaching due to the emotional side created between the teacher as the main emotional side and students as receivers (Richards, 2022). The pre-service teacher was chosen due to the unexpected side of the emotion involved, which differs from experienced teachers, which has a wider expression and solutions for expressing emotion, and pre-service teachers still guess how to control and express emotion, especially in the classroom.

Previous research by Apriliyanti (2021), Liu (2016), and Astutik (2022) has provided studies about emotional geography and pre-service teaching. The three studies identified the emotional geography of the teacher and how to create a situation beneficial for them. In addition, Apriliyanti (2021) and Liu (2016) identified the study of emotional geography from a professional teacher who was experienced in facing environmental problems. Meanwhile, Astutik (2022) provides a study of pre-service teachers in online classes during a pandemic, but there are differences in handling classes online and face-to-face with the students. In this case, Morrison & Escobar (2020) stated that technology cannot change the interaction between far distances with face-to-face interaction. Face to face can provide a wider range of emotional geography. However, there is a gap in the study to find out the introverted pre-service emotional geography in the classroom during school-based internship programs.

Emotional geography can be studied to reveal the influence of humans on the environment around them. Previous research has focused more on professional teachers with more experience. There is a study with only pre-service itself without including the personality side of the teacher. This thesis is made to reveal how the introverted pre-service teacher in school-based internship programs can solve the issue of personality problems to finish the program. Thus, including the personality context in the research can be a new context of education and psychology, collaborating emotional geography and teaching experience as an introverted person. Therefore, this study is worth conducting. However, this study is very far from perfect. Furthermore, as a newly themed research, guidance and further research are widely open to create this research for better research in the future.

1.2 Formulation of the problem

The formulation of the problem of this study is “What is an introverted pre-service English teacher’s emotional geography in the classroom during a school-based internship program?”

1.3 Operational definitions

Some terms need to be provided in order to have some perceptions and understanding of terms related to the study:

Emotional geography: A framework to measure and find close/distant relations between pre-service teachers dealing with the environment around them. In this study, the author uses Hargreaves's (2001) framework that contains five frames of emotional geography, which are a) Sociocultural geography related to socialization issues, b) Moral geography related to the purpose of the character, c) Physical geography related to the spatial issue, d) Political geography related to a power issue, e) Professional geography related to norms of professionalism issue. In this research, emotional geography is expected to find the influence of personality on the space between teacher and student in the classroom, motivation to be a teacher for the participant, the relation between participant and supervisor, the relation between participant and sociocultural (in this study is a gender) and the attitude of the participant in the classroom.

Pre-service teacher: The female pre-service teacher in charge of this study has finished the university's school-based internship to get her bachelor's degree in education.

Introverted teacher Personality taken in this study is likely to be individual and not like to socialize, which is not appropriate for a teacher in theory.

1.4 Aim of the Research

This research is expected to reveal the introverted pre-service English teacher's emotional geography in the classroom during a school-based internship

program.

1.5 Significance of the study

This study will contribute to these aspects of the study:

1.5.1 Theoretical Significance: This study will expand the field of evolving personality, challenges, and interaction between unexperienced teacher with their environment emotional geographies theory in the English Teaching context.

1.5.2 Practical Significance: This study will reveal the emotional geography of introverted pre-service English teachers in conducting a school-based internship. Encourage students of educational study and teacher applicants to give them the courage to fulfill their dreams of being teachers apart from their personality.

1.5.3 Empirical Significance: This study will extend the author's experience exploring the introverted pre-service English teacher's emotional geography during a school-based internship. In addition, it is supposed to oppose the statement that an introverted person cannot be a good teacher.