

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Theoretical Framework**

##### **2.1.1 Emotions**

Every human activity is always related to emotions. Whatever we do in our lives, we always feel emotions (Hargreaves, 2001). Emotions such as pleasure, anger, and sadness are innate in human beings. It could be happy, sad, angry, tired, etc. People's psychological and social actions are influenced by emotions, and education is no exception (Ge et al., 2018). Emotions can influence everything in life (Hanson, 2019). It becomes important to control emotions because they will affect everything in life if humans cannot control them. For example, in the classroom, if a teacher cannot control their emotions, the students will become fearful of the teacher, and feelings of anxiety for the students can disturb the aim of the learning process. However, it is really important to know how to control the emotions.

Furthermore, Nias (1996) stated that the occupation of teaching is highly charged with feeling. Emotions are normal in life, but we must consider that the emotions expressed will likely influence the environment around the expresser (Hanson, 2019). According to Jun & Kim (2023), teaching is a technical effort and is closely related to personal life. It is important to learn from the experienced ones related to the case to learn how to control and express the emotion itself to encourage the relation of emotion into more positive situations in the teaching classroom. So that the teaching process can be conducted comfortably for the teacher. If the teachers are comfortable with the environment around them, they will feel more confident in conducting the teaching process (Oppong et al., 2023). There are differences between professional and pre-service teachers to gain teaching experience.

##### **2.1.2 Pre-service Teacher**

As identified by Sarri (2013), a pre-service teacher is a teacher who is looking for experience and does not have any regulations for being a professional teacher. In this case, pre-service teachers in Indonesia can be categorized by several

definitions. However, it is common in Indonesia to have two types of pre-service teachers. First, PLP (school-based internship) is a program for university students to be introduced to education as teachers. In this program, the school and university provide a mutual correlation in providing school-based internship programs. Second is PPG (Teachers' training), which tends to train students to be professional teachers. Therefore, it indicates that pre-service teachers are less experienced than professional teachers, which can influence how they handle the classroom based on their emotions. Hence, it becomes important to control the emotions of a pre-service teacher.

### **2.1.3 Pre-service Teachers' Emotions**

Pre-service teachers are less experienced, so their emotions are very wide and impulsive. Astutik (2022) stated that a pre-service teacher may experience dynamic emotions during her teaching internship in a school while undergoing pre-service teacher education. The emotions became very wide because they did not fully learn how to manage the classroom. The research shows that pre-service teachers are anxious when they first go to the classroom, so the learning process does not fully work because the teacher cannot manage the classroom. As a teacher, controlling emotions is very important to make the classroom situation beneficial for them.

The most common emotions provided by a pre-service teacher are anxiety and doubt. Anxiety comes because they are not fully prepared to go to the classroom, so the teacher does an impromptu teaching while they are wondering what to do in the next activity. Doubts come because they do not trust themselves. This is the key point of teaching. If the teacher cannot trust himself, how can the students put their trust in them? However, it becomes important to provide this research in order to open the insight of the next pre-service teacher to gain successful teaching in their first experience as a teacher in handling regular English classes.

#### **2.1.4 Introverted Teachers**

Teachers' personalities can have a decisive role in learning and teaching (Rashtchi, 2020). Teacher personality can influence the learning process, which guides the activity in the classroom. The two most common personalities of humans are introverted and extroverted. Petric (2019) has explored the advantages and disadvantages between extroverted and introverted people. An introverted person can be able to reflect and work independently. On the other hand, I have problems with teamwork and socialization. Extroverted people can be energized and talkative in public places. However, their weakness is that they do not tend to work alone compared to introverted people. Based on the explanation, extroverted teachers have more advantages and are more appropriate to being teachers. The extroverted teachers can socialize better and work better as a team.

Myers-Briggs Type Indicator (MBTI) was used in this research because of its ability to measure a person's psychological type (Pittenger, 1993). This test measured personality, especially in the first letter, extroversion or introversion. Introversion focuses on the internal and subjective environment (McCord, 2021). In comparison, extroversion focuses on objective and immediate conditions, which are more appropriate for a teacher. The participants took the MBTI test consecutively to ensure the reliability and validity of their personality. Participants took the test five times a month, and the result provided is constantly exact, so it is categorized as valid personality data.

#### **2.1.5 Emotional Geography**

Emotional geography is a pattern that can help us identify the supports and threats to the basic emotional bonds and understandings of schooling that arise from distance or closeness in people's interactions or relationships (Hargreaves, 2001). This framework can help us to identify the closeness and distant relation between the subject and the object that is analyzed, in this context, between the pre-service English teacher and the students taught. Emotional geography can also open a new point of view if students are interested in being teachers, to feel and learn how emotion is involved in the classroom, and they can learn and gain insight from this study.

The concept of 5 emotional geographies, which are physically related to time and space, can help us identify the supports for and threats to the basic emotional bonds and understandings of schooling that arise from forms of distance or closeness in people's interactions or relationships (Hargreaves, 2001). Therefore, emotional geography, as an emotional practice, is the teaching expressing the feelings and actions of the teacher and what they influence. Teachers can encourage students, get along with parents, and trust their colleagues or have to be suspicious of them. Related to the trainer's emotions, educators always experience two kinds of emotions: positive and negative. When the educators are asked what they find satisfying in their jobs, they spontaneously talk about the emotions of joy, wonder, and excitement. These emotions are positive. Besides that, teachers also experience negative emotions, for example, frustration, disappointment, anxiety, guilt, anger, fear, sadness, embarrassment, and feelings of powerlessness (Zembylas, 2002). However, the teacher's emotions can influence the students' response in the learning process. Emotional control is a must for a teacher. These are the following emotional geography frameworks:

- Sociocultural geography: the closeness and/or distance affected by differences of gender, race, ethnicity, language, and culture. For example, how people should be able to interact and the limitations are drawn in social geography.
- Moral geography: the closeness and/or distance created by different purposes and senses of accomplishment in professional practice. The aim of the people can influence how they act in the workplace.
- Physical geography: the closeness and/or distance created by time and space. For example, the distance from the start point into the workplace can influence the character's behavior.
- Professional geography: the closeness and/or distance created by different understandings of professionalism and professional practice norms. For example, the character's educational background can influence the character's performance.
- Political geography: the closeness and/or distance created by different understandings of power. For example, the guidance by the work advisor can

influence the result of the learning character.

### **2.1.6 Emotional Geography in Teaching**

Emotional Geography was first coined by Andy Hargreaves (2001) as a pattern to describe the closeness and distance between human interaction and the experience that shapes the emotion. Emotions can affect teacher performance and the development of all professions (Schultz & Zembylas, 2009). The first time it was founded, it aimed to improve the standard of learning and teaching. Emotion in teaching will always appear since there is always human interaction in the teaching process. Teaching and learning also involve the environment around them to make situations beneficial for them (Hargreaves, 1998). Emotional geography results in emotional understanding and misunderstanding, which help create and configure each other.

Further, other research about emotional geographies in educational concepts has been well-investigated for almost a decade. The result of the research has shown that emotional geographies can be associated with teacher identity, professional teacher community, teacher emotion in secondary school, and professional teacher characteristics (Zembylas, 2004). However, the experience learned by the teacher in every step of the stages will influence the teacher's performance in the classroom.

The framework of emotional geography by Hargreaves (2001) was used in this study since it focuses on the emotional geography of English trainers in the professional teaching context. The framework consists of five points, as follows: physical, moral, socio-cultural, professional, and political. Physical geography refers to the closeness and/or distance created by time and space, moral geography refers to the closeness and/or distance created by different purposes and senses of accomplishment in professional practice, sociocultural geography refers to the closeness and/or distance created by the differences of gender, race, ethnicity, language, and culture. Professional geography refers to the closeness and/or distance created by different understandings of the norms of professionalism and professional practice, and political geography refers to the closeness and/or distance created by different understandings of power.

## 2.2 Study of the Relevant Research

The study related to this issue was conducted by Liu (2016), who investigated the emotional experience of an English teacher immigrant in England. The study is about recounting the emotional experiences of professional teachers in England. The study showed some understandings and misunderstandings between the aspects of the culture of schooling, which leads to a wide variation of emotions and can lead to negative and positive influences brought to the classroom. Therefore, various strategies are needed to manage emotions.

Apriliyanti (2021) investigated the study of the emotional geography of foreign English teachers to find the influence of a new culture in a new place. This study aimed to narrate the emotional geography of an English teacher who started teaching English in a new culture. The research participant was raised with an open-minded and free personality, which is totally different from the culture of workplace teaching. The culture of the new place is strongly influenced by religious beliefs. The study's findings found five issues based on the five frameworks of emotional geography. Participants should be careful in taking position when interacting with students, especially with female students. The teaching profession should put a soul into the work. Tiredness is a human being and a common feeling. Learning from experience should improve teaching every day, and having a beneficial colleague is important.

Astutik (2022) explored the study of pre-service English teachers during online classes. The study proved that the online process of teaching is also a tiring and annoying process. The online process also used a lot of energy, even though I did not go to the class face-to-face with the students. It also caused many unintended issues, such as late responses from the students, which can influence the emotional side of the teacher. When in the classroom, the teacher can directly ask and instruct the students to do something that can help to understand the students themselves, but in online classes, there are some issues in which the teacher cannot control the class management. Many tasks are answered by the parents of the students, many students are suddenly getting higher grades than they usually got. The status of the pre-service teacher itself gives an extra tiring process because they are inexperienced teachers and still figure out how to handle every problem in the

English classroom.

None of the previous research provided information about the personality of the pre-service teachers. However, personality can influence the performance of the pre-service teacher in the classroom. For example, how to make the class active and interesting depends on the teacher's personality in the classroom during the learning period.