

## **ABSTRAK**

**MELLA MARLINA, 2020, “Do I Enjoy Learning English With My Teacher?”: Investigating Students’ Emotional Geography Towards Learning English With A Pre-Service Teacher.** Pendidikan bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan (FKIP). Universitas Siliwangi, Tasikmalaya.

Studi kasus ini melaporkan geografi emosi siswa terhadap pembelajaran bahasa Inggris bersama mahasiswi praktikan. Penelitian ini menggunakan studi kasus naratif sebagai desain penelitian untuk memperoleh latar belakang bahasa Inggris siswa sebagai bahasa asing, mengidentifikasi geografi emosi siswa dan pemahaman dasar mereka. Penelitian ini dilakukan terhadap dua siswa SMP selama belajar Bahasa Inggris dengan mahasiswi praktikan di salah satu SMP di Jawa Barat, Indonesia. Jurnal siswa dan wawancara semi-terstruktur digunakan sebagai sarana untuk mengumpulkan data. Data tersebut dianalisis dengan menggunakan kerangka kerja geografi emosi dari Hargreaves (moral, fisik, budaya sosial, profesional dan politik) dan dianalisis secara naratif. Temuan dalam penelitian ini, para peserta menunjukkan dua aspek geografi emosi selama belajar bahasa Inggris dengan mahasiswi praktikan (a) moral, membahas tentang tujuan atau suatu pencapaian seperti ungkapan rasa terima kasih, penghargaan, perjanjian, dan motivasi untuk siswa, dan (b) fisik, yang membahas tentang ruang dan waktu seperti seberapa dekat suatu hubungan itu terjalin.

**Kata Kunci:** Siswa SMP, Geografi emosi, Mahasiswi praktikan

## **ABSTRACT**

**MELLA MARLINA, 2019, “Do I Enjoy Learning English With My New Teacher?”: Investigating Students’ Emotional Geography Towards Learning English With A Pre-Service Teacher”. English Education Department. Faculty of Educational Sciences and Teachers’ Training (FKIP). Siliwangi University. Tasikmalaya.**

The present case study reports the students’ emotional experience towards learning English with a pre-service teacher. This study uses a narrative case study as a research design to obtain the students’ background as a foreign language, identifying students’ emotional geography and their basic understanding. This study was conducted towards two EFL students while learning English with a pre-service teacher in one of the secondary schools in West Java, Indonesia. Student’s journals and semi-structured interviews were used as means to gather the data. Thus, the data of study was analysed by Hargreaves’ emotional geography framework (Moral, physical, sociocultural, professional and political geography) and analysed narratively. As the finding, the students showed various emotions during learning English with a pre-service teacher dealing with three aspects of emotional geography (a) moral, highlight the closeness and/or distance created by different purposes, (b) Physical, highlight prior knowledge, time-space, and relationships issues.

**Key Words:** EFL Students, Emotional geography, English Pre-service Teacher