

## REFERENCES

- Arterberry, M. E., Perry, E. T., Price, C. M., Sarah, A., Arterberry, M. E., Perry, E. T., ... Steimel, S. A. (2019). Emotional understanding predicts facial recognition in 3-to 5-year-old children. *European Journal of Developmental Psychology*, 00(00), 1–14. <https://doi.org/10.1080/17405629.2019.1589445>
- Bagiati, A., & Evangelou, D. (2015). Engineering curriculum in the preschool classroom: the teacher's experience. *European Early Childhood Education Research Journal*, 23(1), 112–128. <https://doi.org/10.1080/1350293X.2014.991099>
- Becker, E. S., Goetz, T., Morger, V., & Ranellucci, J. (2014). The importance of teachers' emotions and instructional behavior for their students' emotions - An experience sampling analysis. *Teaching and Teacher Education*, 43, 15–26. <https://doi.org/10.1016/j.tate.2014.05.002>
- Bloomfield, D. (2010). *Emotions and "getting by": a pre-service teacher navigating professional experience*. 38(3), 221–234. <https://doi.org/10.1080/1359866X.2010.494005>
- Braun, V. & Clarke, V. (2006) Using thematic analysis in psychology: Qualitative Research in Psychology, 3(2), 77-101.
- Chang, C.-F., Gröschner, A., Hall, N. C., Alles, M., & Seidel, T. (2018). Exploring Teachers' Emotions via Nonverbal Behavior During Video-Based Teacher Professional Development. *AERA Open*, 4(4), 233285841881985. <https://doi.org/10.1177/2332858418819851>
- Chen, H. J., & Wang, Y. H. (2012). Age Stereotypes of Older Primary Teachers in Taiwan. *Educational Gerontology*, 38(5), 362–371. <https://doi.org/10.1080/10668926.2011.559839>
- Chen, J. (2016). Understanding teacher emotions: The development of a teacher emotion inventory. *Teaching and Teacher Education*, 55, 68–77. <https://doi.org/10.1016/j.tate.2016.01.001>
- Chen, M. P., Wang, L. C., Zou, D., Lin, S. Y., Xie, H., & Tsai, C. C. (2020). Effects of captions and English proficiency on learning effectiveness, motivation and attitude in augmented-reality-enhanced theme-based contextualized EFL learning. *Computer Assisted Language Learning*, 0(0), 1–31. <https://doi.org/10.1080/09588221.2019.1704787>
- Cil, O., & Dotger, B. (2017). The emergence of moral, professional, and political geographies in a clinically simulated parent-teacher interaction. *Teaching and Teacher Education*, 67, 237–245. <https://doi.org/10.1016/j.tate.2017.05.018>

- Cowie, N. (2011). Emotions that experienced English as a Foreign Language ( EFL ) teachers feel about their students , their colleagues and their work. *Teaching and Teacher Education*, 27(1), 235–242. <https://doi.org/10.1016/j.tate.2010.08.006>
- Craig, C. J. (2014). From stories of staying to stories of leaving: A US beginning teacher's experience. *Journal of Curriculum Studies*, 46(1), 81–115. <https://doi.org/10.1080/00220272.2013.797504>
- Cross, D. I., & Hong, J. Y. (2012). An ecological examination of teachers' emotions in the school context. *Teaching and Teacher Education*, 28(7), 957–967. <https://doi.org/10.1016/j.tate.2012.05.001>
- Day, T. (2012). Undergraduate teaching and learning in physical geography. *Progress in Physical Geography*, 36(3), 305–332. <https://doi.org/10.1177/0309133312442521>
- de Boer, H., Timmermans, A. C., & van der Werf, M. P. C. (2018). The effects of teacher expectation interventions on teachers' expectations and student achievement: narrative review and meta-analysis. *Educational Research and Evaluation*, 24(3-5), 180–200. <https://doi.org/10.1080/13803611.2018.1550834>
- Denzin, N. (1984). *On understanding emotion*. San Fransisco: Jossey-Bass.
- Denzin, N. K. (2009). Foreword: Performance, pedagogy and emotionality. In *Advances in Teacher Emotion Research: The Impact on Teachers' Lives*. Springer US.
- Diaz, A., Cochran, K., & Karlin, N. (2016). The Influence of Teacher Power on English Language Learners' Self-Perceptions of Learner Empowerment. *College Teaching*, 64(4), 158–167. <https://doi.org/10.1080/87567555.2015.1126801>
- Dowling, F. (2008). Getting in touch with our feelings: The emotional geographies of gender relations in PETE. *Sport, Education and Society*, 13(3), 247–266. <https://doi.org/10.1080/13573320802200560>
- El Kadri, M. S., & Roth, W. M. (2015). The teaching practicum as a locus of multi-leveled, school-based transformati. *Teaching Education*, 26(1), 17–37. <https://doi.org/10.1080/10476210.2014.997700>
- Finn, A. N., & Ledbetter, A. M. (2013). Teacher Power Mediates the Effects of Technology Policies on Teacher Credibility. *Communication Education*, 62(1), 26–47. <https://doi.org/10.1080/03634523.2012.725132>
- Freeman, R., Millard, L., Brand, S., & Chapman, P. (2014). Student academic partners: student employment for collaborative learning and teaching development. *Innovations in Education and Teaching International*, 51(3), 233–243. <https://doi.org/10.1080/14703297.2013.778064>

- Gallagher, F. (2020). Considered in context: EFL teachers' views on the classroom as a bilingual space and codeswitching in shared-L1 and in multilingual contexts. *System*, 91, 102262. <https://doi.org/10.1016/j.system.2020.102262>
- Gan, Z. (2013). Understanding English speaking difficulties: an investigation of two Chinese populations. *Journal of Multilingual and Multicultural Development*, 34(3), 231–248. <https://doi.org/10.1080/01434632.2013.768622>
- Gao, X., & Benson, P. (2012). “Unruly pupils” in pre-service English language teachers' teaching practicum experiences. *Journal of Education for Teaching*, 38(2), 127–140. <https://doi.org/10.1080/02607476.2012.656440>
- Gilakjani, A. P. (2012). A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction. *International Journal of Humanities and Social Science*, 3(2), 119–128.
- Hagenauer, G., Hascher, T., & Volet, S. E. (2015). Teacher emotions in the classroom: associations with students' engagement, classroom discipline and the interpersonal teacher-student relationship. *European Journal of Psychology of Education*, 30(4), 385–403. <https://doi.org/10.1007/s10212-015-0250-0>
- Hargreaves, A. (2001). *Emotional Geographies of Teaching*. 103(6), 1056–1080.
- Hargreaves, A. (2011). International Journal of Leadership in Education The emotional politics of teaching and teacher development : with implicatinos for educational leadership. *Leadership*, (January 2012), 37–41.
- Hayashi, H., & Nishikawa, M. (2019). Egocentric bias in emotional understanding of children and adults. *Journal of Experimental Child Psychology*, 185, 224–235. <https://doi.org/10.1016/j.jecp.2019.04.009>
- Howatt, A. P. R., & Smith, R. (2014). The history of teaching english as a foreign language, from a british and european perspective. *Language and History*, 57(1), 75–95. <https://doi.org/10.1179/1759753614Z.000000000028>
- Huang, Y. M., Huang, Y. M., Huang, S. H., & Lin, Y. T. (2012). A ubiquitous English vocabulary learning system: Evidence of active/passive attitudes vs. usefulness/ease-of-use. *Computers and Education*, 58(1), 273–282. <https://doi.org/10.1016/j.compedu.2011.08.008>
- Iannucci, C., Macphail, A., Iannucci, C., & Macphail, A. (2018). Research Quarterly for Exercise and Sport One Teacher's Experience of Teaching Physical Education and Another School Subject : An Inter- Role Conflict ? One Teacher's Experience of Teaching Physical Education and Another School Subject : An Inter-Role. *Research Quarterly for Exercise and Sport*, 00(00), 1–11. <https://doi.org/10.1080/02701367.2018.1446069>

- Jin, A., Foley, A., & Cooley, D. (2020). Participant Chinese teacher and student perceptions of an international teaching practicum with Australian pre-service teachers. *Intercultural Education*, 00(00), 1–16. <https://doi.org/10.1080/14675986.2020.1783796>
- Kabilan, M. K. (2013). A phenomenological study of an international teaching practicum: Pre-service teachers' experiences of professional development. *Teaching and Teacher Education*, 36, 198–209. <https://doi.org/10.1016/j.tate.2013.07.013>
- Karpouza, E., & Emvalotis, A. (2019). Exploring the teacher-student relationship in graduate education: a constructivist grounded theory. *Teaching in Higher Education*, 24(2), 121–140. <https://doi.org/10.1080/13562517.2018.1468319>
- Katz, I., Kaplan, A., & Gueta, G. (2009). Students' needs, teachers' support, and motivation for doing homework: A cross-sectional study. *Journal of Experimental Education*, 78(2), 246–267. <https://doi.org/10.1080/00220970903292868>
- Kim, Y., & Choi, M. (2019). Out of the book and into the classroom: The experiences of Korean social studies pre-service teachers in an international teaching practicum in the United States. *Asia-Pacific Journal of Teacher Education*, 47(2), 176–192. <https://doi.org/10.1080/1359866X.2018.1444142>
- Klemola, U., Heikinaro-Johansson, P., & O'Sullivan, M. (2013). Physical education student teachers' perceptions of applying knowledge and skills about emotional understanding studied in PETE in a one-year teaching practicum. *Physical Education and Sport Pedagogy*, 18(1), 28–41. <https://doi.org/10.1080/17408989.2011.630999>
- König, J., Lammerding, S., Nold, G., Rohde, A., Strauß, S., & Tachtsoglou, S. (2016). Teachers' Professional Knowledge for Teaching English as a Foreign Language: Assessing the Outcomes of Teacher Education. *Journal of Teacher Education*, 67(4), 320–337. <https://doi.org/10.1177/0022487116644956>
- Krkovic, K., Greiff, S., Kupiainen, S., Vainikainen, M. P., & Hautamäki, J. (2014). Teacher evaluation of student ability: What roles do teacher gender, student gender, and their interaction play? *Educational Research*, 56(2), 244–257. <https://doi.org/10.1080/00131881.2014.898909>
- Leles, S. (1968). Teacher Power-What's It All About? *Theory Into Practice*, 7(2), 57–61. <https://doi.org/10.1080/00405846809542119>
- Liao, Y. H., Chen, Y. L., Chen, H. C., & Chang, Y. L. (2018). Infusing creative pedagogy into an English as a foreign language classroom: Learning performance, creativity, and motivation. *Thinking Skills and Creativity*, 29, 213–223. <https://doi.org/10.1016/j.tsc.2018.07.007>

- Lim, J., Fickel, L., Greenwood, J., Lim, J., Fickel, L., & Greenwood, J. (2019). Professional Development in Education Mapping the landscape of professional inquiry as a form of teacher learning in New Zealand : a narrative inquiry into one teacher ' s experience teacher ' s experience. *Professional Development in Education*, 00(00), 1–14. <https://doi.org/10.1080/19415257.2019.1689526>
- Liu, Y. (2016). The emotional geographies of language teaching. *Teacher Development*, 20(4), 482–497. <https://doi.org/10.1080/13664530.2016.1161660>
- Ma, L., & Luo, H. (2020). Chinese pre-service teachers' cognitions about cultivating critical thinking in teaching English as a foreign language. *Asia Pacific Journal of Education*, 00(00), 1–15. <https://doi.org/10.1080/02188791.2020.1793733>
- Madalińska-Michalak, J., & Bavli, B. (2018). Challenges in teaching English as a foreign language at schools in Poland and Turkey. *European Journal of Teacher Education*, 41(5), 688–706. <https://doi.org/10.1080/02619768.2018.1531125>
- Malti, T., & Noam, G. G. (2016). Social-emotional development: From theory to practice. *European Journal of Developmental Psychology*, 13(6), 652–665. <https://doi.org/10.1080/17405629.2016.1196178>
- McChesney, K., & Aldridge, J. M. (2019). A review of practitioner-led evaluation of teacher professional development. *Professional Development in Education*, 45(2), 307–324. <https://doi.org/10.1080/19415257.2018.1452782>
- Mtika, P. (2016). Trainee teachers ' experiences of teaching practicum : Issues , challenges , and new possibilities Trainee teachers ' experiences of teaching practicum : Issues , challenges , and new possibilities. 6627(March). <https://doi.org/10.1080/18146627.2011.618715>
- Nannis, E. D., & Cowan, P. A. (1987). Emotional understanding: A matter of age, dimension, and point of view. *Journal of Applied Developmental Psychology*, 8(3), 289–304. [https://doi.org/10.1016/0193-3973\(87\)90005-0](https://doi.org/10.1016/0193-3973(87)90005-0)
- Park, M. Y. (2016). Integrating rapport-building into language instruction: A study of Korean foreign language classes. *Classroom Discourse*, 7(2), 109–130. <https://doi.org/10.1080/19463014.2015.1116103>
- Parr, G. (2012). Leading an international teaching practicum: negotiating tensions in a site of border pedagogy. *Asia-Pacific Journal of Teacher Education*, 40(2), 97–109. <https://doi.org/10.1080/1359866X.2012.669824>

- Parr, G., Faulkner, J., & Rowe, C. (2017). Dialogue and reciprocity in an international teaching practicum. *Asia-Pacific Journal of Teacher Education*, 45(2), 162–179. <https://doi.org/10.1080/1359866X.2016.1199774>
- Quintelier, A., Vanhoof, J., & De Maeyer, S. (2019). A full array of emotions: An exploratory mixed methods study of teachers' emotions during a school inspection visit. *Studies in Educational Evaluation*, 63(February), 83–93. <https://doi.org/10.1016/j.stueduc.2019.07.006>
- Rabionet, S. E. (2011). How I learned to design and conduct semi-structured interviews: An ongoing and continuous journey. *Qualitative Report*, 16(2), 563–566.
- Richmond, V. P. (1986). Power in the classroom vi: Verbal control strategies, nonverbal immediacy and affective learning. *Communication Education*, 35(1), 43–55. <https://doi.org/10.1080/03634528609388318>
- Riley, T., & Pidgeon, M. (2019). Australian teachers voice their perceptions of the influences of stereotypes, mindsets and school structure on teachers' expectations of Indigenous students. *Teaching Education*, 30(2), 123–144. <https://doi.org/10.1080/10476210.2018.1453796>
- Saunders, R. (2013). The role of teacher emotions in change: Experiences, patterns and implications for professional development. *Journal of Educational Change*, 14(3), 303–333. <https://doi.org/10.1007/s10833-012-9195-0>
- Schutz, P. A., & Zembylas, M. (2009). Advances in teacher emotion research: The impact on teachers' lives. *Advances in Teacher Emotion Research: The Impact on Teachers' Lives*, 1–390. <https://doi.org/10.1007/978-1-4419-0564-2>
- Sekwena, E. K., & Fontaine, J. R. J. (2018). Redefining and assessing emotional understanding based on the componential emotion approach. *South African Journal of Psychology*, 48(2), 243–254. <https://doi.org/10.1177/0081246317714681>
- Sheppard, M., & Levy, S. A. (2019). Emotions and teacher decision-making: An analysis of social studies teachers' perspectives. *Teaching and Teacher Education*, 77, 193–203. <https://doi.org/10.1016/j.tate.2018.09.010>
- Sjögren, B., Thornberg, R., Wänström, L., & Gini, G. (2020). Bystander behaviour in peer victimisation: moral disengagement, defender self-efficacy and student-teacher relationship quality. *Research Papers in Education*, 00(00), 1–23. <https://doi.org/10.1080/02671522.2020.1723679>
- Smith, B. (2015). The Evolution of My Rapport: One Professor's Journey to Building Successful Instructor/Student Relationships. *College Teaching*, 63(2), 35–36. <https://doi.org/10.1080/87567555.2014.999023>

- Smyth, J. (1989). Developing and Sustaining Critical Reflection in Teacher Education. *Journal of Teacher Education*, 40(2), 2–9.  
<https://doi.org/10.1177/002248718904000202>
- Soine, K. M., & Lumpe, A. (2014). Measuring characteristics of teacher professional development. *Teacher Development*, 18(3), 303–333.  
<https://doi.org/10.1080/13664530.2014.911775>
- Spinath, B., Eckert, C., & Steinmayr, R. (2014). Gender differences in school success: What are the roles of students' intelligence, personality and motivation? *Educational Research*, 56(2), 230–243.  
<https://doi.org/10.1080/00131881.2014.898917>
- Williams, P. (2017). Moral Geography. *International Encyclopedia of Geography: People, the Earth, Environment and Technology*, 1–8.  
<https://doi.org/10.1002/9781118786352.wbieg0597>
- Yin, R., K. (2018). *Case Study Research and Applications: Design and Methods* (6th ed.). Thousand Oaks, CA: Sage Publications.
- Yue, J. J., Chen, G., Wang, Z. W., & Liu, W. D. (2017). Factor analysis of teacher professional development in Chinese military medical universities. *Journal of Biological Education*, 51(1), 66–78.  
<https://doi.org/10.1080/00219266.2016.1171793>

Enclosure 1

Participant Consent and Release Form

**PARTICIPANT CONSENT & RELEASE FORM**


**FOR PARTICIPANT:**

I, Ratih Novilasari, in connection with this research program, hereby authorize the researcher and its program to conduct the semi-structured interview and analyze its result.

Additionally, I hereby authorize the researcher to release, publish, or quote such material from the result of interview, but withhold my identity, in connection with all research activities.

With respect to this research program, I understand that content may be included in future speeches, on the internet, and through multiple broadcast channels and print media.

**I understand that I may decline to give my consent (by not signing this form) and still continue to participate in all research activities without being disadvantaged with respect to those activities.**

  
Participant's Signature

20 September 2020  
Date

Ratih Novilasari  
Printed Name

ratih.novilasari@gmail.com  
E-mail Address

Tasikmalaya, Indonesia  
Participant's Home City & Country



## Enclosure 2

### Interview Questions

#### First interview:

#### Data Identity

- Date : Friday, 15th May 2020
- Duration : 1 hour
- Site/ Venue : Call by whatsapp
- Interviewer : Shelma Fauzyah Taufik
- Interviewees : Ratih Novitasari

#### Focus Interview Goals

To know the emotional geography of an Indonesian pre-service teacher.

#### Type of Focus Interview

Open-ended

#### Language Used

Bahasa Indonesia

#### Interview Questions

##### Background/ Participant's Profile

1. Perkenalan diri
2. Sejak kapan menyukai Bahasa Inggris?
3. Sejak kapan dan berapa lama kamu pernah mengajar Bahasa Inggris?
4. Bagaimana pendapatmu tentang mengajar Bahasa Inggris saat ITP?
5. Bagaimana pengalamanmu tentang proses belajar mengajar Bahasa Inggris di kelas saat ITP?
6. Apakah kamu pernah mengalami perubahan emosi saat berinteraksi dengan siswa di kelas atau rekan kerjamu di sekolah saat ITP?

##### Participant's emotional geography:

1. Bagaimana hubunganmu dengan siswa ketika berinteraksi di dalam kelas atau bagaimana hubungan interaksimu dengan rekan kerja di sekolah?
2. Apa saja pengalaman emosi/ perasaan yang kamu rasakan ketika berinteraksi dengan siswa di kelas atau bagaimana emosi/ perasaan kamu ketika berinteraksi dengan rekan kerjamu di sekolah??

##### Professional Geography:

3. Adakah diantara emosimu yang terkait dengan *different understandings of the norms of professionalism and professional practice (professional geography)*?
4. Bagaimana kamu bisa mengetahui bahwa kamu merasakan emosi/ perasaan tersebut?
5. Bagaimana cara kamu mengontrol emosi/ perasaan kamu? Apa kamu bisa menyembunyikannya atau malah menunjukkannya?
6. Apa faktor atau penyebab kamu bisa merasakan emosi/ perasaan tersebut?
7. Apakah kamu bisa merasakan lebih dari satu emosi/ perasaan di waktu yang bersamaan? Misal kamu marah dan sedih di waktu yang bersamaan.
8. Berdasarkan emosi/ perasaan kamu, menurutmu apakah siswamu atau rekan kerjamu tahu bahwa kamu merasakan emosi/ perasaan tersebut dan bagaimana mereka bisa mengetahuinya?
9. Berdasarkan emosi/ perasaan kamu, menurutmu apakah siswa atau rekan kerjamu bisa mengontrol emosi/ perasaan mereka seperti menyembunyikan atau menunjukkannya saat mereka mengetahui/ melihat/ menyadari bahwa kamu sedang mengalami emosi/ perasaan tertentu? Bagaimana respon mereka terhadap kamu?

Physical Geography :

10. Adakah diantara emosimu yang terkait dengan *time and space (physical geography)*?
11. Bagaimana kamu bisa mengetahui bahwa kamu merasakan emosi/ perasaan tersebut?
12. Bagaimana cara kamu mengontrol emosi/ perasaan kamu? Apa kamu bisa menyembunyikannya atau malah menunjukkannya?
13. Apa faktor atau penyebab kamu bisa merasakan emosi/ perasaan tersebut?
14. Apakah kamu bisa merasakan lebih dari satu emosi/ perasaan di waktu yang bersamaan? Misal kamu marah dan sedih di waktu yang bersamaan.
15. Berdasarkan emosi/ perasaan kamu, menurutmu apakah siswamu atau rekan kerjamu tahu bahwa kamu merasakan emosi/ perasaan tersebut dan bagaimana mereka bisa mengetahuinya?
16. Berdasarkan emosi/ perasaan kamu, menurutmu apakah siswa atau rekan kerjamu bisa mengontrol emosi/ perasaan mereka seperti menyembunyikan atau menunjukkannya saat mereka mengetahui/ melihat/ menyadari bahwa kamu sedang mengalami emosi/ perasaan tertentu? Bagaimana respon mereka terhadap kamu?

Political Geography:

17. Adakah diantara emosimu yang terkait dengan *different understanding of power (political geography)*?
18. Bagaimana kamu bisa mengetahui bahwa kamu merasakan emosi/ perasaan tersebut?

19. Bagaimana cara kamu mengontrol emosi/ perasaan kamu? Apa kamu bisa menyembunyikannya atau malah menunjukkannya?
20. Apa faktor atau penyebab kamu bisa merasakan emosi/ perasaan tersebut?
21. Apakah kamu bisa merasakan lebih dari satu emosi/ perasaan di waktu yang bersamaan? Misal kamu marah dan sedih di waktu yang bersamaan.
22. Berdasarkan emosi/ perasaan kamu, menurutmu apakah siswamu atau rekan kerjamu tahu bahwa kamu merasakan emosi/ perasaan tersebut dan bagaimana mereka bisa mengetahuinya?
23. Berdasarkan emosi/ perasaan kamu, menurutmu apakah siswa atau rekan kerjamu bisa mengontrol emosi/ perasaan mereka seperti menyembunyikan atau menunjukkannya saat mereka mengetahui/ melihat/ menyadari bahwa kamu sedang mengalami emosi/ perasaan tertentu? Bagaimana respon mereka terhadap kamu?

#### Sociocultural Geography:

24. Adakah diantara emosimu yang terkait dengan *differences of gender, race, ethnicity, language and culture (sociocultural geography)*?
25. Bagaimana kamu bisa mengetahui bahwa kamu merasakan emosi/ perasaan tersebut?
26. Bagaimana cara kamu mengontrol emosi/ perasaan kamu? Apa kamu bisa menyembunyikannya atau malah menunjukkannya?
27. Apa faktor atau penyebab kamu bisa merasakan emosi/ perasaan tersebut?
28. Apakah kamu bisa merasakan lebih dari satu emosi/ perasaan di waktu yang bersamaan? Misal kamu marah dan sedih di waktu yang bersamaan.
29. Berdasarkan emosi/ perasaan kamu, menurutmu apakah siswamu atau rekan kerjamu tahu bahwa kamu merasakan emosi/ perasaan tersebut dan bagaimana mereka bisa mengetahuinya?
30. Berdasarkan emosi/ perasaan kamu, menurutmu apakah siswa atau rekan kerjamu bisa mengontrol emosi/ perasaan mereka seperti menyembunyikan atau menunjukkannya saat mereka mengetahui/ melihat/ menyadari bahwa kamu sedang mengalami emosi/ perasaan tertentu? Bagaimana respon mereka terhadap kamu?

#### Moral Geography?

31. Adakah diantara emosimu yang terkait dengan *different purposes and senses of accomplishment in professional practice (moral geography)*?
32. Bagaimana kamu bisa mengetahui bahwa kamu merasakan emosi/ perasaan tersebut?
33. Bagaimana cara kamu mengontrol emosi/ perasaan kamu? Apa kamu bisa menyembunyikannya atau malah menunjukkannya?
34. Apa faktor atau penyebab kamu bisa merasakan emosi/ perasaan tersebut?
35. Apakah kamu bisa merasakan lebih dari satu emosi/ perasaan di waktu yang bersamaan? Misal kamu marah dan sedih di waktu yang bersamaan.

36. Berdasarkan emosi/ perasaan kamu, menurutmu apakah siswamu atau rekan kerjamu tahu bahwa kamu merasakan emosi/ perasaan tersebut dan bagaimana mereka bisa mengetahuinya?
37. Berdasarkan emosi/ perasaan kamu, menurutmu apakah siswa atau rekan kerjamu bisa mengontrol emosi/ perasaan mereka seperti menyembunyikan atau menunjukkannya saat mereka mengetahui/ melihat/ menyadari bahwa kamu sedang mengalami emosi/ perasaan tertentu? Bagaimana respon mereka terhadap kamu?

Participant's development and suggestion:

38. Berdasarkan pemahaman emosi dan hubungan interaksi, apakah ada peningkatan atau perkembangan dalam emosimu ketika berinteraksi dengan siswa atau rekan kerjamu?
39. Apa harapanmu terhadap peningkatan atau perkembangan kemampuan mengajar guru berdasarkan pengalaman emosi?

## Second Interview:

### Data Identity

- Date : Sunday, 20th September 2020
- Duration : 1 hour
- Site/ Venue : Participant's house
- Interviewer : Shelma Fauzyah Taufik
- Interviewees : Ratih Novitasari

### Focus Interview Goals

To know the emotional geography of an Indonesian pre-service teacher based on the participant's reflections.

### Type of Focus Interview

Open-ended

### Language Used

Bahasa Indonesia

### Interview Questions

#### Physical Geography

1. Kenapa siswa anda kesulitan dalam *pronunciation*? #DICR12 #DICR2
2. Mengapa kebanyakan Thai students tidak percaya diri berbicara dalam bahasa inggris? #DICR2

#### Sociocultural Geography

3. Apakah anda, siswa dan guru lain menggunakan lebih dari satu bahasa di dalam kelas? #DICR8 #DICR1
4. Karena perbedaan bahasa apakah jadi lebih sulit untuk membuat siswa paham dengan materi pembelajaran? #DICR3
5. Mengapa anda pernah marah di depan siswa? Dan kenapa ada seorang guru yang menampar siswa? #DICR 4
6. Bagaimana perasaan dan respon anda terhadap siswa yang tidak memperhatikan atau menghargai anda ? #DICR6 #DICR7

#### Political Geography

7. Bagaimana perasaan anda tentang sisi negatif siswa yang dekat dengan anda maupun tidak seperti menyontek dll. ?#DICR7 #DICR14 #DICR16

#### Professional Geography

8. Seberapa pentingkah membuat hubungan yang baik dengan siswa untuk membuat aktifitas mengajar yang berkualitas?#DICR5

9. Apakah anda merasa telah berhasil dalam manajemen kelas? #DICR2 #DICR4 #DICR15
10. Menurut anda apakah anda telah berhasil mengontrol emosi anda saat mengajar? #DICR6
11. Bagaimana anda memancing siswa agar antusias belajar Bahasa Inggris? #DICR7
12. Bagaimana anda memotivasi siswa ? #DICR15
13. Bagaimana membangun energi positif pada siswa saat mengajar? #DICR18 #DICR7 #DICR14

#### Moral Geography

14. Bagaimana interaksi dan respon siswa dalam *group work*? #DICR11 #DICR16
15. Bagaimana Interaksi anda dan respon siswa dalam *discussion* dan kenapa anda ingin sering menggunakan *games*? #DICR1 #DICR11 #DICR7 #DICR13 #DICR15
16. Apakah siswa selalu engaged dengan materials, menjawab pertanyaan dan aktif dalam presentasi? #DICR2
17. Bagaimana pengalamanmu saat mengajar di kelas yang aktif/ pasif? #DICR2 #DICR6
18. Apakah anda mempunyai kelas favorit? Apakah anda guru yang objective? #DICR5 #DICR10

The questions above includes emotional understanding dimensions:

19. Bagaimana anda bisa mengetahui bahwa anda merasakan emosi/ perasaan tersebut?
20. Bagaimana cara anda mengontrol emosi/ perasaan anda? Apa anda bisa menyembunyikannya atau malah menunjukkannya?
21. Apa faktor atau penyebab anda bisa merasakan emosi/ perasaan tersebut?
22. Apakah anda bisa merasakan lebih dari satu emosi/ perasaan di waktu yang bersamaan? Misal anda marah dan sedih di waktu yang bersamaan.
23. Berdasarkan emosi/ perasaan anda, menurut anda apakah siswa atau rekan kerja anda tahu bahwa anda merasakan emosi/ perasaan tersebut dan bagaimana mereka bisa mengetahuinya?
24. Berdasarkan emosi/ perasaan anda, menurutmu apakah siswa atau rekan kerja anda bisa mengontrol emosi/ perasaan mereka seperti menyembunyikan atau menunjukkannya saat mereka mengetahui/ melihat/ menyadari bahwa anda sedang mengalami emosi/ perasaan tertentu? Bagaimana respon mereka terhadap anda?

## Enclosure 3

## Transcript of Interview and analysis data

|  |  |
|--|--|
| (23.26) I : oh iya ngomongin tentang power nih lebih jauh ya kalau mengenai power antara interaksi anda dengan guru atau dengan siswa anda ketika di kelas itu bagaimana?  |  |
| (23.49) P : kalau dengan guru sebetulnya kita itu dikasih apa ya di kasih kewajiban yang sama oleh guru-guru maksudnya kayak gini jadi guru-guru disana itu kayak gak ngeremehin ini mah guru PPL kayak gitu nggak jadi mereka itu nganggap ke kita tuh bener-bener udah jadi guru jadi sama-sama saling menghargai seperti ke guru yang lain aja gimana kayak gitu nah kalau misalnya sama murid <i>depends</i> sih <i>depends</i> sama kelas nya sama situasi kelas nya kayak gitu jadi kalau ada satu kelas memang disana itu kan memang di susun jadi 4/1 itu memang yang memang paling melek pintar-pintar gitu dan 4/6 atau 7 itu udah yang paling duh kacau gitu nah kalau misalnya aku ngajar di kelas 4+1 itu aku lebih kayak partner ke mereka jadi karena mereka juga udah mulai apa ya ga terlalu banyak neko-neko maksudnya kalau aku ngajar yaudah kayak gitu tapi kalau misalnya kita ngajar ke yang empat kelas udah pasti misalnya kayak gitu kadang ada sih siswa yang kayak <i>understimate</i> karena itu guru PPL dia juga ga bisa bahasa Thailand dan di kelas itu mereka itu kayak gak menghargai yaudah maen tiktok kayak gitu main hape sembarangan mereka diperbolehkan bawa hape ke sekolah tapi pas pelajaran tolong HPnya di silent dulu kecuali kalau memang sedang menggunakan HP dalam pembelajaran kalau misalnya ngajar di kelas yang tertentu itu tuh mereka kayak lebih gak menghargai gitu dan saya juga ga bisa untuk apa ya untuk bersikap diam aja atau misalnya saya membiarkan karena nantinya kalau misalnya kayak gitu akan keterusan sih akan keterusan jadi salah satunya saya tuh menegur udah tiga kali dapet teguran masih kayak gitu aja saya lapor ke wali kelas nya guru bahasa inggris <i>of course</i> guru bahasa Inggris itu yang menanggung jawabi saya kan guru pamong nya itu jadi kalau misalnya ada apapun yang bukan kelas pun tolong bicara sama dia dan saya bicara sama dia dan dia ngomong sama wali kelas nya ternyata dari sana wali kelas nya itu bertindak jadi dari sana udah mereka itu benar-benar jauh lebih baik lah itu sikapnya saat belajar. | Teacher stereotypes<br>Rapport<br>Feeling powerful |
| (28.30) I : Ya kan anda itu pengen deket ya dengan murid itu kayak teman itu tuh mengganggu profesionalisme anda gak sih sebagai guru sedangkan kan  |  |

|   |   |
|---|---|
| <p>kita kalau di sekolah itu harus menjadi teacher yang professional?</p>   |   |
| <p>(28.50) P : menurut saya gak karena gini karena apa ya kedekatan itu hanya tentang hubungan aja kalau tentang professionalitas itu lebih ke kinerja saya sebagai guru kayak gimana gitu karena menurut saya kinerja dan hubungan itu merupakan dua hal yang berbeda jadi gimana caranya kinerja saya sebagai guru masih tetap okay tapi <i>feels</i> nya itu sama saya lebih nyaman kayak gitu nah itu yang pengen aku bangun sebetulnya. karena apa ya kalau guru-guru disana itu kan sebetulnya relatif lebih <i>strict</i> sih kayak ga bisa nyontek ngelirik dikit aja ditulisin dan itu langsung di minus. jadi kalau misalnya kelas nya itu ga bisa di atur jadi saya juga membangun hubungannya ga bisa kayak teman justru mereka nya itu malah keenakan kayak gitu jadi itu menurut saya sudah <i>professional</i> sih karena kita bisa menempatkan diri jadi kalau misalnya karakteristik siswa itu di kelasnya kayak gini oh jadi kita lebih ke pendekatannya yang seperti ini jadi hubungan disana itu lebih ke pendekatan kalau menurut saya jadi kalau misalnya dan itu ga bisa kita treatment dan itu ga bisa kita lakukan ke semua kelas kita harus melihat lagi karakteristiknya kayak gimana kalau menurut seperti yang saya bilang tadi kalau karakteristik kelasnya kayak gini yang susah diatur yang anaknya itu bandel ga bisa hanya apa diam atau lemah lembut kayak gitu tetep aja harus ada <i>something strict</i> kayak gitu tapi ya yang saya tunjukan tadi ya saya atur ke wali kelas nya dan saya tanpa takut kan kayak gitu tanpa takut di apa-apain sama muridnya dan mereka memang dari sana bisa akhirnya berubah jadi gak sih menurut saya karena kedekatan disana juga kan tergantung dengan kelas nya kayak gitu ga semuanya aku samain sih treatment nya itu sih.</p> | <p>Rapport<br/>Cultural shock<br/>Students'<br/>accomplishments</p> |

*\*The transcript is attached partially due to the research ethic of confidentiality.*



## Enclosure 4

### Reflection and Analysis Data

#### Reflection 3

|   |   |   |
|---|---|---|
| Name : Ratih<br>Novitasari<br>Class :M4 | Date : Monday, 20 – 24 May 2019<br>School : Muslim Santitham<br>Foundation School   | Initial Codes   |
| a. Describing                           | <p>When I was teaching this topic about “introducing myself and others” in class Mo 4, I felt so energized because at the first time, I thought that this topic is going to be easy for them. I taught this topic in class 4/1 and 4/2. These classes are the best one. The students looked so enthusiastic to learn, yet at the same time some students looked passive and just follow my instruction but seemed not interested with my teaching. During teaching this topic, I was accompanied by my supervisor teacher. It has some positive things for me if I was accompanied by supervisor teacher. Students will always listen to my instruction (even sometimes they looked bored) and they didn't talk much. This was my second week here living plus teaching in Thailand. Sometimes my heart hurt when I explained material as clear as possible, as detail as possible but the students didn't get anything from what I said. My supervisor teacher was helping me so much during this issue. She will directly translate all things I said then students would understand it. But I realized that I can't rely to her all the time because I might not be accompanied every time. I got 35 minutes each class to teach this material. It is actually not enough for me plus I have some double work convincing that they were really understand since our native languages are different. I always started my teaching with some introduction to the topic and gave them the real life</p> | <p>Students'<br/>accomplishments<br/>Teacher<br/>stereotypes<br/>Cultural Shock</p> |

|                |  |   |
|----------------|--|---|
|                | <p>example about the topic to let them experience the knowledge. Some students looked understand more easily when I did this strategy rather than I jumped right into the topic.</p>   |   |
| b. Informing   | <p>I started my teaching attracted my students to ask anything about me. Some students asked about my hobby, address, even relationship lol. Then I drew some clouds on the whiteboard and I filled it with my personal information. I asked my students to guess what is it behind what I wrote on the clouds. They answered it, trying to guess, until all the clues were done. I asked one students to retell all the personal information from the clouds. With my guidance, she could do it and she looked very proud that she did it (I knew she had good potential but she looked afraid to speak up in the classroom). I asked them to do the same and then give their clues to their chair mate. They looked so enthusiastic to do this task. They did it already and the time was 8 minutes left. There's not much I can do with this limited time. I pointed 2 people to come and introducing her to their friends. With my guidance, they could do it but they still had some difficulties in addressing subject and pronoun. So, it is my homework for the next teaching.</p> | <p>Rapport<br/>Students'<br/>accomplishmen<br/>ts</p> |
| c. Confronting | <p>During this meeting, I enjoyed so much explaining the material and the students looked the same as well. Even at the first minutes they looked so afraid (because my supervisor teacher was there) but when the activity went on, they looked very engaged. Despite its good news, I had something to be fixed for the next teaching in time management. I needed to make it balance between time for explaining and time for them to experience the knowledge. I wasted my time drawing the clouds and write my personal information there. As the result, it was</p>  | <p>Feeling<br/>powerful</p>                           |

|                   |   |  |
|-------------------|---|--|
|                   | very limited person could perform their work in front of the class.   |  |
| d. Reconstructing | To avoid the same mistake in time management strategy, the next time I need to prepare all of my material before so that when I come to classroom, everything is ready and I just explain it without making some lesson in the whiteboard will spend much time. Since the class didn't have the projector, next time I will prepare poster presentation to the classroom. I will just stick it and I ready to teach. Hopefully, it will save my time. |  |

*\*The reflection is attached partially due to the research ethic of confidentiality.*

## Enclosure 5

## Lembar Penetapan Proyek Tugas Akhir S-1



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI  
 UNIVERSITAS SILIWANGI  
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
 PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
 Jalan Siliwangi Nomor 24 Tlp. (0265) 323532 Fax. 323532 Tasikmalaya - 46115  
 E-mail : fkip\_unsil@unsil.ac.id Web Site : fkip.unsil.ac.id

## Lembar Penetapan Proyek Tugas Akhir S-1 dan Tim Dosen Pembimbing

Kepada Yth. Bapak/Ibu Dosen Prodi Pendidikan Bahasa Inggris

Kami Dewan Bimbingan penulisan Tugas Akhir Studi Pendidikan Bahasa Inggris menyatakan bahwa

Nama Mahasiswa : SHELMA FAUZYAH TAUFIK

NIM : 162122006

telah mengajukan usulan proyek tugas akhir S-1 (Skripsi) dengan informasi berikut:

## Tema Penelitian (Maksimal 5 Kata Kunci)

Emotional geography, emotional understanding, Indonesian EFL pre-service teacher, International Teaching Practicum, single-case study.

## Judul Riset Tentatif (Maksimal 21 Kata)

The Emotional Geography of An Indonesian Pre-service Teacher: A Single-Case Study in EFL International Teaching Practicum in Thailand

Tuliskan judul riset yang menggambarkan apa yang Anda ingin kaji atau teliti. Judul riset sementara maksimal 21 kata.

## Rasional (40-70 Kata)

Emotional geography in the language teaching has the significant role in the teacher emotional development. Hargreaves (2001) noted that "Emotional geographies describe the patterns of closeness and distance in human interaction that shape the emotions we experience about relationship to ourselves, each other and the world around us" (p. 1056). From the previous study Liu (2016) states that teacher create the understanding of each other's work (e.g., with the the students or with the co-workers at school). Along with, there is a lack investigation of the emotional understanding in the single point of view of an EFL pre-service teacher. Due to this, there is an interesting case of an Indonesian EFL pre-service teacher from one of the universites in Indonesia who just conducted International Teaching Practicum in Thailand for six months that has emotional experience from the interaction with students and co-workers related to the geographic place. Kim & Choi (2019) stated that ITP enable the pre-service teacher to experience the different cultures, pedagogy and education system in the different country. As result, the present study aim at investigating the emotional understanding represented in a single point of view of an Indonesian EFL pre-service teacher who conducted ITP in Thailand.

**Rumusan Masalah (20-40 Kata)**

1. What are the emotional understanding revealed in the Indonesian EFL pre-service teacher during the international teaching practicum?

**Landasan Teori dan Konsep (20-40 Kata)**

My proposed study will use emotional geography theory as introduced by Andy Hargreaves. Emotional geography describe that closeness and distance shape the emotions from experience to develop the emotional understanding in teaching and learning (Hargreaves, 2001).

**Desain Penelitian (20-30 kata)**

Descriptive Single-Case study: Descriptive case study is a case study whose purpose to describe a phenomenon or a case in its real-world context (Yin, 2018). Meanwhile, the single-case study is a case study organized around a single case; the case might have been chosen because it was a critical, common, unusual, revelatory, or longitudinal case (Yin, 2018). Hence the study is unusual and is a unique phenomenon that rarely happened to a single person. It happened to an Indonesian EFL pre-service teacher.

**Metode Pengambilan Data (20-30 kata)**

The data will be collected through semi-structured interview through voice recording. The participant involves in this research is one participant, an Indonesian EFL pre-service teacher who conducted a teaching practicum in Thailand. The data will be analyzed qualitatively with thematic analysis (Braun & Clarke, 2006); a) Familiarising with the data, b) Generating initial code, c) Searching for the themes, d) Reviewing potential themes, e) Defining and naming themes, f) Producing the report and using Hargreaves (2001) frameworks; emotional geographies; a) physical geography, b) moral geograpahy, c) sociocultural geography, d) professional geography and e) political geography.

**Tujuan dan Kontribusi (20-40 Kata)**

**Research** : This study will reveal empirical insight on how the emotional geography revealed in an Indonesian EFL pre-service teacher.

**Theory** : This study will provides the understanding of the emotional geography of an Indonesian EFL pre-service teacher to improve the emotional development.

**Practice** : To encourage the Indonesian EFL pre-service teacher to improve their emotional development from their emotional understanding.

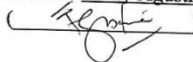
Acuan Bacaan dan Jadwal Pelaksanaan Tugas Akhir

- Braun, V. & Clarke, V. (2006) Using thematic analysis in psychology: Qualitative Research in Psychology, 3(2), 77-101.
- Hargreaves, A. (2001). Emotional Geographies in Teaching. Teachers College, 1056-1080.
- Hargreaves, A. (2011). International Journal of Leadership in Education The emotional politics of teaching and teacher development : with implicatinos for educational leadership. *Leadership*, (January 2012), 37-41.
- Hayashi, H., & Nishikawa, M. (2019). Egocentric bias in emotional understanding of children and adults. *Journal of Experimental Child Psychology*, 185, 224-235. <https://doi.org/10.1016/j.jecp.2019.04.009>
- Kim, Y., & Choi, M. (2019). Out of the book and into the classroom: The experiences of Korean social studies pre-service teachers in an international teaching practicum in the United States. *Asia-Pacific Journal of Teacher Education*, 47(2), 176-192. <https://doi.org/10.1080/1359866X.2018.1444142>
- Liu, Y. (2016). *The Emotional Geographies of Language Teaching*. Routledge, 1, 1-16.
- Nannis, E. D., & Cowan, P. A. (1987). Emotional understanding: A matter of age, dimension, and point of view. *Journal of Applied Developmental Psychology*, 8(3), 289-304. [https://doi.org/10.1016/0193-3973\(87\)90005-0](https://doi.org/10.1016/0193-3973(87)90005-0)
- Schutz, P. A., & Zembylas, M. (2009). Advances in teacher emotion research: The impact on teachers' lives. *Advances in Teacher Emotion Research: The Impact on Teachers' Lives*, 1-390. <https://doi.org/10.1007/978-1-4419-0564-2>
- Williams, P. (2017). Moral Geography. *International Encyclopedia of Geography: People, the Earth, Environment and Technology*, 1-8. <https://doi.org/10.1002/9781118786352.wbieg0597>
- Yin, R., K. (2018). *Case Study Research and Applications: Design and Methods* (6th ed.). Thousand Oaks, CA: Sage Publications.

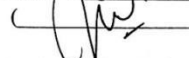
Berdasarkan informasi di atas, Kami Dewan Bimbingan Skripsi program Studi Pendidikan Bahasa Inggris menyetujui usulan proyek penelitian atas nama mahasiswa yang bersangkutan. Untuk penyelesaian proposal penelitian secara lengkap serta pembimbingan penelitian dan penulisan skripsi sampai selesai, Kami menyerahkan tugas dan kewajiban ini kepada Tim Dosen Pembimbing. Untuk itu, Kami mohon kesediaan Bapak/Ibu untuk menjadi dosen pembimbing utama dan dosen pembimbing pendamping.

Tanda Tangan Kesediaan

Nama : Metty Agustine Primary, M.Pd. sebagai Pembimbing Utama

 25/10/2019

Nama : Agis Andriani, M.Hum sebagai Pembimbing Pendamping

 02/11/2019

Terimakasih atas kesediaan Bapak/ Ibu atas kesediaan untuk memberi pembimbingan kepada mahasiswa yang bersangkutan.

DBS PRODI PEND. B. INGGRIS

)\* Ketua/Sekretaris/Anggota



Dr. Soni Tantan Tandiana., S.Pd., M.Pd.

## Enclosure 6

## Kartu Bimbingan



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
UNIVERSITAS SILIWANGI  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Siliwangi Nomor 24 Tlp. (0265) 323532 Fax. 323532 Tasikmalaya - 46115  
E-mail : fkip\_unsil@unsil.ac.id Web Site : fkip.unsil.ac.id

## KARTU BIMBINGAN

|         |                         |               |                         |
|---------|-------------------------|---------------|-------------------------|
| Nama    | : Ghelma Fauzyah Taufik | Pembimbing I  | : Merry Agustine, M.Pd. |
| NPM     | : 162122006             | NIDN          | : 4300 87601            |
| Jurusan | : Pend. Bahasa Inggris  | Pembimbing II | : Agis Andriani, M.Hum. |
| Prodi   | :                       | NIDN          | : 411 088 302           |

## JUDUL

The Emotional Geography of An Indonesian Pre-service Teacher:  
A Narrative Case Study in EFL International Teaching  
Practicum in Thailand.

## PEMBIMBING I

|                  |   |
|------------------|---|
| Hari/Tanggal     | : 25/10/2019  |
| Materi Bimbingan | : acc guide, review membuat draft proposal up   |
|                  | Paraf <i>[Signature]</i>  |
| Hari/Tanggal     | : 2/12/2019   |
| Materi Bimbingan | : Parbatin grammar, parallelism, Kemandia penerapan Konten DL background & literature review to most lang model |
|                  | Paraf <i>[Signature]</i>  |
| Hari/Tanggal     | : 14/01/2020  |
| Materi Bimbingan | : Sebca, 14/01/2020 Background Kaji diri - Narrative case study par - Blue print -> interview guide             |
|                  | Paraf <i>[Signature]</i>  |
| Hari/Tanggal     | : 08/02/2020  |
| Materi Bimbingan | : Riset dengan sumber ke Case Study Data yang interview   |
|                  | Paraf <i>[Signature]</i>  |
| Hari/Tanggal     | : 14/02/2020  |
| Materi Bimbingan | : Pelembu masalah sedikit & begini review desain & setting/participant  |
|                  | Paraf <i>[Signature]</i>  |
| Hari/Tanggal     | : 15/02/2020  |
| Materi Bimbingan | : acc proposal, siap up   |
|                  | Paraf <i>[Signature]</i>  |

## PEMBIMBING II

|                  |   |
|------------------|---|
| Hari/Tanggal     | : Sabtu, 02/11/19   |
| Materi Bimbingan | : Main idea of the paragraph related to emotional geography   |
|                  | Paraf <i>[Signature]</i>  |
| Hari/Tanggal     | : 23/11/19  |
| Materi Bimbingan | : Struktur introduction, Literature review research design  |
|                  | Paraf <i>[Signature]</i>  |
| Hari/Tanggal     | : 20/12/19  |
| Materi Bimbingan | : Koreksi proposal tulisan parbatin untuk kekeluargaan  |
|                  | Paraf <i>[Signature]</i>  |
| Hari/Tanggal     | : 20/1/20   |
| Materi Bimbingan | : Review ke review keparagrafan kaji diri -> kluang terkait evolusi bidikshol   |
|                  | Paraf <i>[Signature]</i>  |
| Hari/Tanggal     | : 28/1/20   |
| Materi Bimbingan | : alur permasalahan untuk background  |
|                  | Paraf <i>[Signature]</i>  |
| Hari/Tanggal     | : 06/02/20  |
| Materi Bimbingan | : Telausi lagi telaus analisis Data sesuai apa yg akan ada pada seminar dan telaus penyusunan data yang tidak dihapus |
|                  | Paraf <i>[Signature]</i>  |





KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
UNIVERSITAS SILIWANGI  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Siliwangi Nomor 24 Tlp. (0265) 323532 Fax. 323532 Tasikmalaya - 46115  
E-mail : fkip\_unsil@unsil.ac.id Web Site : fkip.unsil.ac.id

## KARTU BIMBINGAN

|         |                         |               |                           |
|---------|-------------------------|---------------|---------------------------|
| Nama    | : Shelma Fauzyah Taufik | Pembimbing I  | : Metty A. Primary, M.Pd. |
| NPM     | : 162122006             | NIDN          | : 0430087601              |
| Jurusan | : Pend. Bahasa Inggris  | Pembimbing II | : Agis Andriani, M.Hum.   |
| Prodi   | :                       | NIDN          | : 0411088302              |

## JUDUL

The Emotional Geography of an Indonesian pre-service teacher:  
A narrative case study in the EFL International Teaching  
Practicum in Thailand

## PEMBIMBING I

|              |              |                  |   |       |  |
|--------------|--------------|------------------|---|-------|--|
| Hari/Tanggal | : 27/5/2020  | Materi Bimbingan | : <del>ace proposal</del><br>bimbingan proposal<br>pasca uf           | Paraf |  |
| Hari/Tanggal | : 8/7/2020   | Materi Bimbingan | : ace proposal<br>silaka tulis BAB 1-3                                | Paraf |  |
| Hari/Tanggal | : 8/7/2020   | Materi Bimbingan | : Silaka analisis<br>wawancara yg sudah ada                           | Paraf |  |
| Hari/Tanggal | : 15/9/2020  | Materi Bimbingan | : Analisis bab 1 online   | Paraf |  |
| Hari/Tanggal | : 29/9/2020  | Materi Bimbingan | : Bab 2 → teori<br>y/ contoh tiap<br>geografi                         | Paraf |  |
| Hari/Tanggal | : 20/10/2020 | Materi Bimbingan | : Menambahkan<br>dan perbaikan<br>menggunakan<br>simple past<br>tense | Paraf |  |

Diketahui,  
a.n. Dekan  
Pembantu Dekan I,

Dr. Hj. Iis Lisnawati, M.Pd.  
NIP 196106021985032002

## PEMBIMBING II

|              |                   |                  |   |       |  |
|--------------|-------------------|------------------|---|-------|--|
| Hari/Tanggal | : Jumat, 07/06/20 | Materi Bimbingan | : Rekomendasi<br>ace  | Paraf |  |
| Hari/Tanggal | : Rabu, 29/07/20  | Materi Bimbingan | : Proposal<br>seminar, proposal                                       | Paraf |  |
| Hari/Tanggal | : 10/8/2020       | Materi Bimbingan | : Bab I →<br>Bab II →<br>Bab III →                                    | Paraf |  |
| Hari/Tanggal | : Kamis, 27/08/20 | Materi Bimbingan | : Bimbingan<br>Background,<br>Perdalam<br>analisis dan<br>buat bab 4. | Paraf |  |
| Hari/Tanggal | : 12/10/2020      | Materi Bimbingan | : Bab IV<br>analisis<br>hasil<br>wawancara                            | Paraf |  |
| Hari/Tanggal | : 02/11/2020      | Materi Bimbingan | : Chapter 3,<br>Chapter 4 dan<br>Chapter 5.                           | Paraf |  |

Ketua Program Studi  
Pendidikan Bahasa Inggris,

Dr. Dian Kardijan, M.Pd.  
NIDN 0404077101



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
UNIVERSITAS SILIWANGI  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Siliwangi Nomor 24 Tlp. (0265) 323532 Fax. 323532 Tasikmalaya - 46115  
E-mail : fkip\_unsil@unsil.ac.id Web Site : fkip.unsil.ac.id

## KARTU BIMBINGAN

|         |                       |               |                         |
|---------|-----------------------|---------------|-------------------------|
| Nama    | Shelma Fauziah Taufik | Pembimbing I  | Metty A. Primary, M.Pd. |
| NPM     | 162122006             | NIDN          | 0430087601              |
| Jurusan | Pend. Bahasa Inggris  | Pembimbing II | Agis Andriani, M. Hum.  |
| Prodi   |                       | NIDN          | 0411088302              |

JUDUL  
The Emotional geography of an Indonesian pre-service teacher : A Single case study in the EFL International teaching pracheum

| PEMBIMBING I   | PEMBIMBING II   |
|--|---|
| Hari/Tanggal : 02/12/2020<br>Materi Bimbingan : Chapter 4, perbaikan theory<br>Paraf:  | Hari/Tanggal : 18/11/2020<br>Materi Bimbingan : Menambahkan tabel teori di chapter 4<br>menambah paragraf C.3<br>Paraf: |
| Hari/Tanggal : 22/12/20<br>Materi Bimbingan : Perbaikan grammar di Chapter 4<br>Paraf: | Hari/Tanggal : 01/12/2020<br>Materi Bimbingan : menambahkan paragraf di chapter 4.<br>mengenai tabel teori<br>Paraf:    |
| Hari/Tanggal : 30/12/20<br>Materi Bimbingan : ace, siap ujian<br>Tahap 1<br>Paraf:     | Hari/Tanggal :<br>Materi Bimbingan :<br>Paraf:  |
| Hari/Tanggal :<br>Materi Bimbingan :<br>Paraf:   | Hari/Tanggal :<br>Materi Bimbingan :<br>Paraf:  |
| Hari/Tanggal :<br>Materi Bimbingan :<br>Paraf:   | Hari/Tanggal :<br>Materi Bimbingan :<br>Paraf:  |
| Hari/Tanggal :<br>Materi Bimbingan :<br>Paraf:   | Hari/Tanggal :<br>Materi Bimbingan :<br>Paraf:  |

Diketahui,  
a.n. Dekan  
Pembantu Dekan I,

Dr. Hj. Iis Lismawati, M.Pd.  
NIP. 196106021985032002

Ketua Program Studi  
Pendidikan Bahasa Inggris,

Dr. Dian Kardijan, M.Pd.  
NIDN. 0404077101

## Enclosure 7

## Surat Keputusan



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN**  
**UNIVERSITAS SILIWANGI**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jalan Siliwangi No.24 Kota Tasikmalaya Kode Pos 46115 Kotak Pos 164  
 Telepon (0265) 330634 Faksimile (0265) 325812 e-mail :  
 Laman :

KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SILIWANGI  
 NOMOR : 0772/UN58.04/AK/2020

TENTANG  
 PEMBIMBING SKRIPSI/TUGAS AKHIR  
 MAHASISWA JURUSAN PENDIDIKAN BAHASA INGGRIS  
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SILIWANGI  
 DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SILIWANGI

- Menimbang** : a. Bahwa untuk kelancaran dalam penyusunan dan penulisan Skripsi/Tugas Akhir bagi mahasiswa Jurusan pendidikan bahasa inggris Fakultas Keguruan dan Ilmu pendidikan perlu penunjukan Dosen Pembimbing.  
 b. bahwa untuk kepentingan tersebut di atas, perlu mempertimbangkan Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Siliwangi;
- Mengingat** : 1. Undang-Undang Republik Indonesia :  
 a. Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional;  
 b. Nomor 14 tahun 2005 tentang Guru dan Dosen;  
 c. Nomor 12 tahun 2012 tentang Pendidikan Tinggi;  
 2. Peraturan Pemerintah Republik Indonesia :  
 a. Nomor 19 tahun 2005 tentang Standar Nasional  
 b. Nomor 13 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;  
 3. Peraturan Presiden Republik Indonesia Nomor 24 Tahun 2014 tentang Pendirian Universitas Siliwangi;  
 4. Keputusan Rektor Universitas Siliwangi Nomor 4928/UN58/KP/2018 tentang Pergantian Dekan Fakultas Teknik Universitas Siliwangi Periode Tahun 2018 - 2022.  
 5. Keputusan Rektor Universitas Siliwangi Nomor 5288/UN58/KP/2018 tentang Pengangkatan Dosen dengan tugas tambahan di lingkungan Universitas Siliwangi Periode Tahun 2018 - 2022.  
 6. Keputusan Rektor Universitas Siliwangi Nomor 938.SK/US-BU/SP.2.VIII/2012 tentang Penetapan Besarnya Biaya Kerja Praktek, Seminar dan Skripsi/Tugas Akhir bagi Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Siliwangi

**MEMUTUSKAN**

- Menetapkan** : Pembimbing Skripsi/Tugas Akhir Mahasiswa Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan Dan Ilmu Pendidikan Universitas Siliwangi
- KESATU** : Menunjuk kepada yang namanya tersebut dibawah ini :  
 1. Nama : **Metty Agustine Primary S.Pd., M.Pd. (Reviewer)**  
 NIDN : **0430087601**  
 2. Nama : **Agis Andriani S.Pd., M.Hum.**  
 NIDN : **0411088302**  
 Sebagai pembimbing dalam penyusunan Skripsi/Tugas Akhir, untuk mahasiswa tersebut dibawah ini :  
 N a m a : **SHELMA FAUZYAH TAUFIK**  
 N P M : **162122006**
- KEDUA** : Pelaksanaan bimbingan penyusunan Skripsi/Tugas Akhir dilaksanakan sesuai jadwal yang telah di tentukan.  
**KETIGA** : Dalam melaksanakan tugasnya Pembimbing bertanggung jawab kepada Dekan.  
**KEEMPAT** : Keputusan ini berlaku untuk jangka waktu 6 bulan, sejak tanggal 04 Februari 2020 s.d 04 Februari 2021 dan dapat diperpanjang paling lama untuk jangka waktu 4 bulan.  
**KELIMA** : Apabila terdapat kekeliruan dalam Keputusan ini akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di Tasikmalaya  
 Pada tanggal : 02 Juli 2020  
 D e k a n,

**Dr. H. Cucu Hidayat, Drs., M.Pd.**  
 NIP 196304091989111001

- Tembusan :**  
 1. Ketua Jurusan pendidikan bahasa inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Siliwangi  
 2. Bendahara Pengeluaran Pembantu Fakultas Keguruan dan Ilmu Pendidikan Universitas Siliwangi

## BIOGRAPHY



- Name : Shelma Fauzyah Taufik
- Place and Date of Birth : Ciamis, 26th of August 1997
- Sex : Female
- Hobbies : Watching movie, culinary, travelling, and playing games.
- Religion : Islam
- Nationality : Indonesian
- Address : *Dusun Cikaronjo RT/RW 07/ 01 Desa Bendasari, Kec. Sadananya, Kab. Ciamis (46256)*
- Education :
1. Kindergarten, graduated from *TK Kuntum Mekar* (2004)
  2. Elementary School, graduated from *SDN 1Bendasari* (2010)
  3. Junior High School, graduated from *SMPN 1 Ciamis* (2013)
  4. Senior High School, graduated from *SMAN 1 Ciamis* (2016)
  5. English Education Department, Faculty Of Educational Sciences and Teachers' Training, Siliwangi University (2021).