

# CHAPTER I

## INTRODUCTION

### 1.1 Background

This study is based on the emotional experience of the English trainer in language teaching process, especially in higher education. Since this study is about finding out the emotional geography of an English trainer at university level, therefore the researcher used Andy Hargreaves's emotional geography framework which focuses on the physical, moral, sociocultural, professional, and political geography. The emotional geographies of human interaction are not only about a physical phenomenon. We can feel distant from people who are right next to us, yet close to loved ones who are miles away (Hargreaves, 2001). Those emotional geographies concept helps 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), which can help us in identifying trainer's feelings while they were teaching, whether any significant difficulty due to the closeness with students and colleague, or the difficulty because of the differences in character. Therefore the concept of emotional geography was taken to examine this issue. Therefore, regarding those emotional geography concepts, the author feels interested in investigating the emotional geography of English trainer in higher educational levels.

Every human activity is always related to emotions, whatever we do in our life we always feel the emotions (Hargreaves, 2001). As well as the teaching process that always bring up the teachers' emotions, as quoted from Nias 1996, “an occupation teaching is highly charged with feeling”. The trainer's emotions that appears when they were teaching are closely related to their personal life. It is very important in identifying the needs to learn the emotional experience of the trainer. According to Nias 1996, “teaching is not only a technical effort but it is closely related to the trainer personal life”. Quoted from the results of research conducted at the National High Magnetic Field Laboratory (Magnet Lab) in Florida, the United States, shows that teachers' emotions and values about their experiences highly influence teachers learning about new knowledge and bring about the positive changes in teaching in their classrooms.

Furthermore emotional geography becomes an issue that is currently being discussed, as evidenced by the existence of several studies that are relevant to teacher emotions that have increased interest among educators for the role of emotions in teaching for example from (Liu, 2016). He has conducted the study to an immigrant English teacher that has background English as a second language teacher's, the study was find out the emotional experiences in a teacher professional community in England. The result of the study was demonstrated that the teacher had understandings and misunderstandings of different schooling aspects which bring about various emotions, both positive and negative. In order to survive from those

emotions, a wide range of strategies is needed to manage the emotions. The need to engage in emotional understanding of each other's work is really important. Other research about emotional geography was also conducted by (Nias 1996 and Schmidt, 2000). They have constructed accounts of teachers' negative and positive emotions and their role in teachers' professional and personal development. Related to the emotion role in teaching, evidently, emotion plays an important role in emphasizing the teacher's value and in the maintenance of the circumstance relationship (Zembylas, 2003). Those relationships and values are experienced every day by the trainers, therefore both are very important. When the trainer feels an emotions, then those emotions will bring up the action taken by the trainer and this action taken determines their teaching process.

The participant of this study is an English trainer in one of the universities in West Java, he was graduate from three different universities as follows; The University of Edinburgh, UK, Humboldt State University, USA, STBA Yapari-ABA, Indonesia. The author interest in choosing him as a participant because according to the author's experiences this trainer has an interesting background. According to the results of interviews conducted with several students, they feel that his teaching style can make them feel more excited about learning, and he also becomes an inspiration for his students in teaching. Therefore the author feels interested in portraying the trainer's emotion using the emotional geography framework. This study will use Andy Hargreaves' framework that consists of five points as follows: 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. This study is expected to be able to help and give the benefit to the novice English trainer who is just starting their careers as an English trainer, especially in higher education. Since this study wants to examine an English trainer's experiences through their story, therefore the author uses narrative inquiry as a research method. According to Webster and Mertova 2007, “narrative inquiry is set in human stories. It provides researchers with a rich framework through which they can investigate the ways humans experience the world depicted through their stories”.

## **1.2 Formulation of The Problem**

One research question is addressed in the study. I investigate, “What are the emotional geography can be revealed in the narratives of the English trainer's lived experience in the teaching process?”

### 1.3 Operational Definitions

To avoid misunderstanding, about the terms set out in this study, the author provides some definitions related to this study, as follows:

- 1.3.1 Emotional geography** : A framework within trainer's feelings dealing with his emotion in language teaching. In this study the author use Andy Hargraves' framework that consist five points of emotional geography perspectives; a) Sociocultural geography, b) Moral geography, c) Physical geography, d) Political geography and e) Professional geography (see Hargreaves 2001, p. 1062-1075).
- 1.3.2 English Trainer** : The participant who's his emotions will be portrayed in this study.
- 1.3.3 Narrative Inquiry** : The design that will be used to investigate participant personal story consisted in this study.

### 1.4 Aim of the Research

This study aims to know about the emotions represented by an English trainer that help him in his professional context.

## **1.5 Significance of the Study**

This study will contribute to three aspects of study:

- 1.5.1 Empirical Uses** : This study will provide the reader with the empirical information about trainer emotional geography in higher education.
- 1.5.2 Theoretical Uses** : This study will expand the emotional geographies theory in language teaching especially in higher education.
- 1.5.3 Practical Uses** : This study will reveal the emotional geography of English trainer during his lived experience in teaching English in higher education.