

**EFL Teachers' Emotional Experiences in Teaching English in
Online Platform during Covid-19 Pandemic: A Narrative Review**



RESEARCH PAPER

submitted in partial fulfillment of the requirements for the degree of
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by

WA ODE CINTHYA SANDA
NIM: 16010106032

FACULTY OF EDUCATION AND TEACHER TRAINING

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APPROVAL SHEET

Title : EFL Teachers' Emotional Experiences in Teaching English in
Online Platform during Covid-19 pandemic: A Narrative Review

Name : Wa Ode Cinthya Sanda

SID : 16010106032

This research result draft has been approved by the supervisors on 26th October,
2022 for further research seminar.



First supervisor,

Second supervisor,



Dr. Sitti Nurfaidah, M.Ed.
NIP. 197704172009012004



Dewi Atikah, M.A. TESOL
NIP. 1991 04172019032015



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI KENDARI
TARBIYAH DAN ILMU KEGURUAN**

Jalan Sultan Qaimuddin No. 17 Kelurahan Baruga, Kendari Sulawesi Tenggara
Telp/Fax. (0401) 3193710/ 3193710

Email : iainkendari@yahoo.co.id website : <http://iainkendari.ac.id>


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()

: Sarjaniah Zur S.Pd., M.Pd.

()

Approved by,

Dean of the Faculty of Education and Teaching Training



Dr. Masdin, M.Pd.

NIP. 196712311999031065

*Visi Program Studi Tadris Bahasa Inggris (TBI):
"Vision of Department of English Language Education
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I am Wa Ode Cinthya Sanda, SID. 16010106032, hereby certify that my research result entitled “EFL Teachers’ Emotional Experiences in Teaching English in Online Platform during Covid-19 Pandemic: A Narrative Review” under the supervision of Dr. Sitti Nurfaidah, S.Pd., M.Ed. and Dewi Atikah, M.A, TESOL. has been obtained and presented in accordance with academic rules and ethical conduct of IAIN Kendari. It is written and published as requirement for the degree of English Education Program, Tarbiyah and Teacher Training Faculty at IAIN Kendari. For this reason, I am responsible for the research paper, if there any objection of claim from others.

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SID. 16010102032

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NIM : 16010106032

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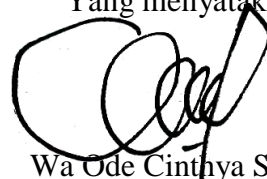
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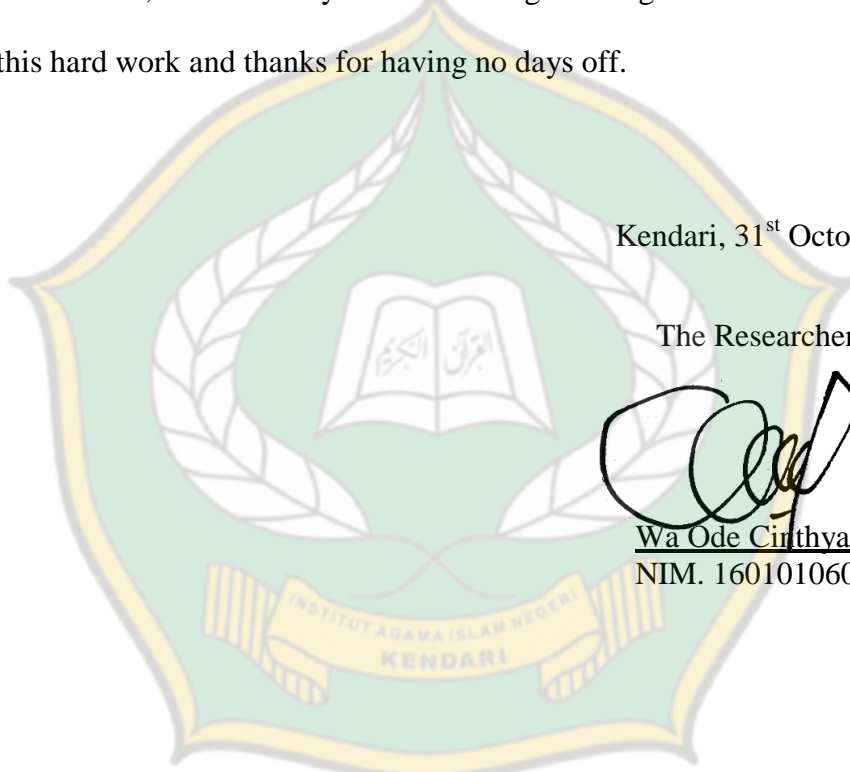
Last but not least, thanks to myself for trusting me to get this done. Thanks for doing this hard work and thanks for having no days off.

Kendari, 31st October, 2022

The Researcher,



Wa Ode Cirthya Sanda
NIM. 16010106032



ABSTRACT

Wa Ode Cinthya Sanda SID 16010106032. “EFL Teachers’ Emotional Experiences in Teaching English in Online Platform during Covid-19 Pandemic: A Narrative Review”. Supervised by: Dr. Sitti Nurfaidah, S.Pd., M.Ed., and Dewi Atikah, M.A. TESOL

The major purpose of this narrative study is to investigate the emotional experiences of teachers while teaching English during Covid-19 pandemic. The data in this study were drawn from empirical research document dealing with emotional experience of pre-service and novice teachers when they teach English during the pandemic. The data were analyzed in each journals findings related to the teachers’ emotion. The findings were categorized using Hargreaves' (2000) frameworks of geography of emotions that limit questions to physical, socio-cultural, moral, professional and political elements. The findings revealed that all pre-service and novice teachers felt emotions related to moral geography, sociocultural geography, professional geography, physical geography and political geography. However, teachers experienced more negative emotions than positive emotions when they teach during the pandemic.

Keywords: EFL teacher, geography of emotion, narrative review, teachers’ emotion

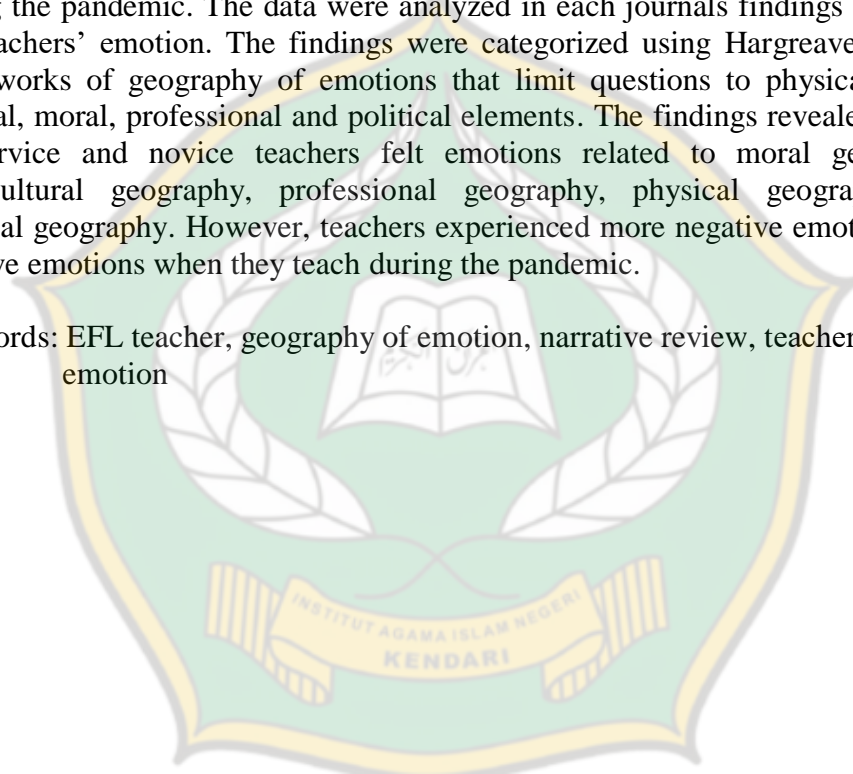


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