

CHAPTER II

REVIEW OF THE LITERATURE

This chapter deals with the theoretical studies and previous studies that related to the present study. Theoretical studies discuss related theories to this present study, while previous study discuss the issues related to this study.

2.1 Theoretical Framework

2.1.1 Concept of Emotion

Emotion has a different definition or perspective in each discipline such as physiological, philosophical, historical, sociological, feminist, organizational, anthropological and psychological. So it is difficult to define conceptually. Izard (2010) has argued that defining emotion is still challenging, although there are some agreement about the structure and function of emotion.

Although different terminology is used depending on theoretical perspective, most scientists refer to some components. For example, the education psychologists Sutton and Wheatley (2003) refer to components of emotion as appraisal, subjective experience, physiological change, emotion expressions and action tendencies. Izard (2010) a clinical psychologist, while referring to similar components, used the terms neural systems, response systems, feelings or a feeling state, expressive behaviour, antecedent cognitive appraisal and cognitive interpretation. Sutton and Wheatley (2003) said the fact that the components influence each other but are partly independent, and Izard (2010) argued the

components be viewed as socially constructed rather than as purely individual and psychological.

John Marshall Reeve (as cited in MacIntyre & Gregersen, 2012) defines emotion:

“Emotions are short-lived, feeling-arousal-purposive-expressive phenomena that help us adapt to the opportunities and challenges we face during important life events.” (MacIntyre & Gregersen, 2012, p. 194)

Consequently, emotions are portrayed as ‘ways of being’, and as ‘holistic episodes that include physiological, psychological, and behavioral aspects (DeCuir-Gunby et al., 2009). The experience of an emotion is related to situations which are of importance for the individual. In the teaching process, the teacher experiences two types of emotions. They are positive emotions and negative emotions.

Positive emotions include feelings such as these: confident, curious, engaged, enjoyment, enthusiastic, interested, amused, glad, grateful, happy, joyful, passionate, pleased, proud, satisfaction, love, empathy, caring, and pride. Negative emotions include: angry, annoyed, anxious, bored, concerned, depressed, disgusted, dissatisfied, exhausted, frustrated, jealous, mad, nervous, sad, stressed, tense, uneasy, worried, and shame, these emotions are the result of teachers' interactions with the school environment such as students, co-workers, classroom activities, teaching contexts, including their feelings towards themselves (Richards, 2020).

Hargreaves (2001) showed that good teaching is the result of positive emotions, and showing enthusiasm in teaching will arouse student interest. The same thing was said by Sutton and Wheatley (2003) that a teacher who has a lot of

positive emotions will produce more ideas and teaching strategies, on the contrary negative emotions will reduce teacher motivation so that learning outcomes also not optimal. Hargreaves (2000) states that when teachers have their own reasons for emotional labor and actually feel successful doing it, it can benefit the teachers.

2.1.2 Emotional Geography

A close relationship between teachers and members of the community can bring understanding and misunderstanding of different aspects of schooling (Hargreaves, 2005). These understandings and misunderstandings can create different emotions, both positive and negative, and constitute what Hargreaves calls the 'emotional geographies' of teaching (Hargreaves, 2001).

The geography of emotions is defined by Hargreaves (2001) as:

“The spatial experiential patterns of closeness and/or distance in human interactions and relationships that help create, configure and colour the feelings and emotions we experience about ourselves, our world and each other.” (Hargreaves, 2001, p. 1061)

Hargreaves (2001) revealed that there are five important aspects in the geography of emotions: moral, socio cultural, professional, physical and political.

2.1.2.1 Moral Geography

Moral geography refers to the closeness and/or distance created by different purposes and senses of accomplishment in professional practice. They refer to whether or not there is harmony between teachers' and other educational agents' purposes. When there is a mismatch between what teachers aim and what they are expected to accomplish, this might require extra emotional work from teachers “Negative emotion can occur when there is a great moral distance

between teachers and others, when teachers feel their purposes are being threatened or have been lost” (Hargreaves, 2001)

2.1.2.2 Socio cultural Geography

Sociocultural geography refers to the closeness and/or distance created by the differences of gender, race, ethnicity, language and culture. These geographies refer to the possibly different social and cultural personalities of teachers and other agents of education like students, administrators, or parents. The distinctiveness can easily be magnified in their interaction with students, teachers, administrators and parents, and can produce different emotional connections or disconnections (Liu, 2016). This sociocultural distance often leads teachers to stereotype and to be stereotyped by the communities they served (Hargreaves 2001).

2.1.2.3 Professional geography

Professional geography is a proximity and/or gaps in the existence of different understandings of professional norms and professional practices. This refers to differences between what teachers, institutions and the public understand from ‘being a professional teacher’ may create professional geographies. The norms of professionalism are how teachers advance their schools that they have mutually agreed to. This agreement must be carried out and respected by teachers when approved (Baldanza, 2016).

Hargreaves (2001) explained that a teacher must maintain professionalism in dealing with student parents. It makes the teacher must limit their interaction and keep a distance from students’ parents. That is why professional norms often make teachers lose opportunities for more meaningful interactions with parents,

especially in secondary school which are compounded by physical distance difficulties in the interaction among teachers and parents. Sometimes teachers want to be closer to students' parent (to be loved) but on the other hand sometimes teachers feel must be professional (to be feared) when the relationship among teacher and students' parent is too close, it will affect teachers' professionalism.

There are individual variations in displaying their emotional experiences. Display rules are norms about the emotions that can be displayed in certain situations (Ekman et al., 1969). Some teachers report that they regulate their emotions because it is part of the teacher's role, or being a professional (Sutton, 2004). Feeling rules are norms about appropriate emotional experiences. For example, teachers may believe that it is unacceptable for them to feel angry towards a child who is severely disabled. The majority of teachers surveyed in the United States said that the goal of their emotion regulation was to avoid interpersonally disruptive emotions such as anger and disgust and to promote prosocial emotions such as happiness and love. In one survey, 80% of teachers said they always or almost always try to increase positive emotions such as happiness, and 65% said they always or almost always try to reduce negative emotions such as anger or frustration (Sutton et al., 2009).

2.1.2.4 Physical Geography

Physical geography refers to the closeness and/or distance created by time and space. Teaching is one of a busy job, and there is little time for teachers' collaboration. These geographies are the consequences of the factors related to the space and time of teachers' interactions with others, like students, colleagues, or

parents. How frequent, intense, formal, and informal these interactions are has an effect on teachers' emotional relationships. Space and time means an opportunity for emotional understanding (Denzin, 1984). But if the opportunity is less, it will cause misunderstanding on various aspects of teaching and learning (Liu, 2016).

2.1.2.5 Political Geography

Political geography is the closeness and/or gap that is formed because of differences in understanding or perspective on power or other people who have certain positions. These geographies refer to the emotional effects of power relationship between teachers and people around them (Hargreaves, 2001). Professional communities are premised on a power structure that determines the order of interaction and practice. Misunderstanding or breaking these rules could lead to various negative emotions such as guilt, shame and embarrassment, from self and others. A workplace that prioritizes professionalism usually has several castes/levels/positions in each position. That is, there is a power structure that regulates how an interaction/practice should work. Of course, a teacher must understand well and behave correctly with each status and role of his coworkers (Liu, 2016).

According to the emotional geographies of teaching, how large the distances between teachers, students, colleagues, administrators, or parents are in terms of sociocultural, moral, professional, political, and physical aspects affects teachers' positive and negative emotions (Hargreaves, 2000). Research on emotional geographies particularly in EFL background, however, is still limited on certain subject. Cowie (2011) investigated emotions of EFL teachers in Japan. These teachers did not come from Japan. To survive teaching, there, they

encountered some emotional misunderstandings and should manage them well. This study emphasized on different sociocultural background as the main source of teacher emotions. The other research is from Liu (2016) who reported a narrative study of immigrant teacher in England. The researcher took a participant from China and due to some circumstances should teach English in England. The emotional understandings and misunderstandings encountered by participant related to the teacher professional community in there are presented comprehensively. Both researchers tried to find out emotions experienced by teachers who should teach in foreign country meaning that they were challenged emotionally by different culture and working condition.

As suggested by Cowie (2011) that emotions may be especially prominent for language teachers living in a foreign country since they engage varied emotional challenges because of some changes in their work environment. These changes are mostly caused by different culture of two nations. Yet the challenge also comes from local context. It arises when EFL teachers in Indonesia should teach in rural areas in this country. Although it is in local context, the teachers still experience different culture as there are a lot of tribes with their culture living in Indonesia. They should deal with students, parents, and colleagues having different culture. Moreover, physical geography of these areas also gives some burdens for the teachers. They are in remote areas which have limited facilities and rough terrain.

2.1.3 Emotion in English Foreign Language

In EFL, the study of emotion is referred to as affect. The term affect refers essentially to the area of emotions, feelings, beliefs, moods and attitudes, which can condition behavior and influence language learning (Arnold, 2009). Bown and White (2010) defined affect as the emotional interpretation of L2 experience and contexts and posited that this interpretation can influence the dynamic process of language learning. Affect deals with many aspects which relate to language learning and teaching, and it includes not only individual factors but also relational aspects (Arnold, 2019). It can be seen that students' progress in language learning and the communicative use of the language can be strongly influenced by affective aspects.

Some authors said that self-esteem, learners' belief (Aragão, 2011) and motivation (Lopez & Aguilar, 2013) have a significant influences on the learning process. Also on teacher confirmation (Ellis, 2004), this research shows the impact of the teacher's role in generating positive confidence in students, which will lead learners to participate more actively and thus to better learning for them. Teacher confirmation in this study is the process by which teachers communicate to students that they are valuable and significant individuals. Positive affect can provide invaluable support for learning just as negative affect can close down the mind and prevent learning from occurring altogether (Arnold, 2011).

Much humanistic thought in ELT has developed within the specific context of the teaching methods that came into prominence in the 1970s such as Suggestopedia, Silent Way, Community Language Learning and Total Physical

Response. Arnold (2011) shows that even though these methods are different in theory and practice, all methods provide affect-sensitive principles such as following:

- Language learning should be carried out in a minimally anxious atmosphere.
- Students' self-confidence should be built into classroom activities
- The learner should be considered holistically: cognitive, emotional and physical aspects.
- Language learning should involve personally meaningful experience.

It can be seen that attention to affect in language learning could be considered a diachronic process that in a sense began centuries ago.

Furthermore, affect is also related to cognition. Pessoa (2008) shows that affect has a direct influence on cognition, on how people think. Also the amygdala, the part of limbic system that is responsible for emotions and behavior has a strong effect on the frontal lobes, which are in control of thinking processes. Many studies from the neurosciences that deal with learning show that a positive affective environment puts the brain in the optimal state for learning: low stress and high interest in the learning process (Arnold, 2011).

One of the findings in the SLA literature is that higher levels of language anxiety are associated with lower levels of language achievement (Dewaele, 2007). Language anxiety is a term that encompasses the feelings of worry and negative, fear-related emotions associated with learning or using a language that is not an individual's mother tongue (MacIntyre & Gregersen, 2012). Students who are more anxious tend to get lower course grades (Elkhafaifi, 2005) and more

likely to want to drop out of their language course (Dewaele, 2007). Contributing to the negative effects of anxiety on language achievement is the tendency for anxiety to interfere with cognitive processing at the input stage (taking in new information), processing stage (incorporating new information into long-term memory) and the output stage (verbal production) (MacIntyre & Gregersen, 2012).

2.1.4 Extent and Significance of Emotion of Teachers in Teaching Online

Emotions are always present in every part of human life, whatever we do in life we always involve emotions (Hargreaves, 2001). Similarly, the teaching process is also an activity that always brings up the teachers' emotions. This is in line with what Nias (1996) argues that teaching is extremely charged with feelings and it is not only a technical effort but also closely related to the teachers' personal life. Teaching is essentially a complex social, personal and cognitive process that depends on effective communication and relationships between teachers and students, and as such it is an emotional experience for both of them (Day, 2008). More specifically, emotions are known to influence teachers' well-being, job satisfaction, burnout risk and retention, and their emotion bonding with students also influence their decisions about teaching strategies, curriculum selection and lesson planning (Bennett, 2014).

Positive emotions emerged from intrinsic factors, such as successful students' learning (passion, enthusiasm), students' engagement and achievements, ability to build positive relationships (satisfaction, surprise, pride) (Hagenauer & Volet, 2014). Gilmore and Warren (2007) concluded that emotions had the

potential to engage students in more creative, complex and critical thinking, Bennett (2014) found that teachers used strategies for managing their emotions, such as being highly prepared by knowing the content and being skilled in both the technology and pedagogy.

Negative emotions were associated with disempowerment, isolation, vulnerability, shame and frustration. Teachers found themselves technologically challenged by their lack of familiarity with software and system programmes. They faced pedagogical challenges to construct effective learning outcomes and experiences that ensured students' participation and engagement, and in providing effective assessment and feedback online (Naylor & Nyanjom, 2021).

The emotions of teachers and students are interrelated. Research on instructional communication demonstrates that the way teachers communicate affects students emotionally (Richards, 2020). Therefore, it is necessary to support and develop the emotions of teachers because this involves considerable emotions. A classroom filled with negative emotions will create learning and teaching and provide negative development and achievement as well (Frenzel et al, 2009).

Another important source of teacher emotions is the expectation that they should be successful in classroom management and, at the same time, maintain a positive emotional atmosphere in the classroom. Therefore, the effort shown to deal with unwanted student behaviors in appropriate ways causes emotional burdens for teachers (Hoy, 2013). When they successfully carry out this responsibility, it can also be a source of positive emotions and self-efficacy. A few teachers also report that they believe in being real as a teacher, meaning that they

should communicate the range of emotions they experience and not try to modulate them in any way (Sutton, 2004).

The efficacy of emotion regulation refers to the belief individuals have that they can communicate their positive emotions and reduce their negative emotions (Bandura et al., 2003). It was found that nearly all of the teachers surveyed were very confident that they can communicate their positive emotions (such as enthusiasm or fun) to students, but they lack confidence that they can reduce their negative emotions (such as anger or stress) when in class. Teachers who lack self-confidence can also reduce their negative emotions reported that they were less likely to try to reduce their negative emotions, and that they were less likely to believe that reducing negative emotions would be effective (Sutton & Knight, 2006).

2.1.5 English Teacher Experiences in Teaching English during Pandemic

Pandemic make almost teacher disorder in the learning at school unexpectedly. It makes the teacher have to made strategy in teaching during pandemic, but the material still delivered to the students. Here, the research collected some experience of the teacher experience in teaching during pandemic.

2.1.5.1 Understanding on the Subject Materials

The first point in teaching during pandemic is how to make the students understand material which deliver. Efriana (2021) found that students understand the material based on their own interpretation or their point of view. This is evidenced by the number of students who then phone directly to the teacher to ask

for further explanation about the material that had been presented online. Therefore, teachers require specific competencies to promote and facilitate interaction during online language lessons such as using Google Forms and Kahoot to check their understanding of the target language (Cheung, 2021). Thus, more engaging and stimulating online activities are necessary, which entail creative developments in material, but should be carefully designed to harness critical-thinking skills among students (Tarrayo & Anudin, 2021).

Another problem in delivering material is response the student in accepting the material. Nartiningrum and Nugroho (2021) concluded that teachers' challenges in online learning are difficulties in delivering the lesson because of slow responses from students, and poor internet signals.

2.1.5.2 The Teacher's Ability to Use Technology in Online Learning

Teachers who are habit of teaching face-to-face may feel awkward and confused. Especially if coupled with the lack of teacher knowledge of technology media that can be used during the pandemic. Efriana (2021) stated that there are some teachers who are able to use computers, but in operating them to support teaching, their abilities are still limited. Rahayu and Wirza (2020) also said that some of teachers are still unable in accessing any further related to internet network, using various learning applications, and making media or own lesson videos. For the example the teacher did not know how to use the breakout room function in a Zoom, the setting that allows teachers to divide the class into small groups for discussion. This possibly contributed to the lack of student–student

interaction in her Zoom lessons (Cheung, 2021). Therefore, the teacher's knowledge of the use of technology is certainly very necessary.

2.1.5.3 The Limitation in the Learning Controlling

Teachers are limited in conducting the control during online learning. This is caused by the absence of a discussion forum menu in the application used (Efriana, 2021). Another thing that makes the experience of teaching online is the lack of how to control ongoing learning and monitor students' well-being and learning processes, causing students to disappear off the radar (van der Spoel et al., 2020).

2.1.6 Teaching English in E-learning

2.1.6.1 Using Technology in Teaching English

In the digital world, where everything is under internet control, it is difficult to ignore the existence and contribution of technology to English teaching. Ferri, Grifoni and Guzzo (2020) stated that this pandemic may accelerate some changes in educational models based on the pros and cons of the technology used for learning purposes. Media such as videos, podcasts, work sheets, e-learning, apps, and websites, and other technology tools are very helpful.

Koh et al. (2017) said that 21st century learning is characterized by students' ability in developing social skills for collaboration, conflict resolution, and multicultural communication, cognitive skills to engage in critical thinking for innovation and complex problem solving and technological skills to exploit ICT tools appropriately. Thus, teachers should be able to develop the ability to

creatively use technology to meet students' learning needs, because language learning should not only occur in the classroom, technological devices can be used by teachers and students to facilitate language learning (Cakrawati, 2017).

Teachers also face difficulties in switching the face-to-face pedagogy into online one due to lack of knowledge for online teaching. They did not have information and knowledge regarding online mastering during in-service training, in which, they lacked the necessary computer savvy (Gustiani, 2020).

2.1.6.2 Online English Learning

Chitra and Raj (2018) stated that as the letter “e” in e-learning stands for the word “electronic”, it would incorporate all educational activities that are carried out by individuals or groups working online or offline, and synchronously or asynchronously via networked or standalone computers and other electronic devices. E-learning can combine all educational activities carried out by individual or groups working online or offline, through networked or independent computers and other electronics.

E-learning means using information and computer technologies and systems in order to build and design learning experiences (Coman et al., 2020). This shows that the means of e-learning are not only electronic media connected to computer networks. Therefore, learning using electronic media connected to the internet is referred to as online learning.

Ferri et al., (2020) said that online learning can be defined as instruction delivered on a digital device that is intended to support learning. The use of the internet allows everyone to communicate with other people. The online learning

platform is a learning tool that brings together lecturers student and parents, student, communication and information tools both inside and outside the classroom (Cakrawati, 2017). There are various platforms used in online learning including Zoom, WhatsApp Group, Quipper, YouTube, Edmodo, etc.

Many studies have been conducted by researchers related to the implementation of these online learning platforms. The study conducted by Kongchan (2008) in Thailand revealed that the teachers participated in the study perceived Edmodo as a wonderful and user-friendly social learning network that allow them as non-digital-native teachers to explore and utilize the site so they can run their online classes well. Moreover, a study conducted by Saptani (2017) involving three English teachers in Semarang Central Java revealed that Quipper provides abundant alternative materials that can be used in various learning activities.

The Covid-19 outbreak makes teachers and students have to limit social interaction to break the chain of its spread, including the teaching and learning process in classrooms. However, education must continue, one of which is by utilizing an online learning system. Currently, learning and teaching is carried out online using personal computers (PCs) or laptops and android phones that are able to connect to an internet network connection. Atmojo and Nugroho (2020, p. 57) stated:

“The teachers use several applications and platforms which can be categorized into eight types. They are as follows: (1) learning management system; (2) chat and message; (3) video conference; (4) content maker; (5) assessment; (6) video streaming and sharing; (7) online learning provider; and (8) additional resource. The teachers do not employ game, artificial intelligence, virtual reality, and augmented reality”.

2.1 Previous Studies

The first previous study is Wu and Chens's (2018) study which discussed teachers' emotional experience from Hong Kong primary schools. They made an analysis of the understand teacher emotions through interviewing 28 primary teachers in Hong Kong. The findings comprise three dimensions of teachers' emotional experience in Hong Kong primary schools, that is, student and learning, teacher and teaching, and contextual factors. 78 kinds of emotions described by 28 teachers, 40 were positive emotions (51.3%) and 38 were negative emotions (48.7%). Emotions relating to the dimension of student and learning (47, 60.3%) were the most frequent, followed by teacher and teaching (42, 53.8%) and contextual factors (23, 29.5%).

The second study was conducted by Pishghadam et al. (2016) which investigated whether language skills play any role in engendering emotions in EFL learners, or in other words, how language skills affect EFL learners' emotions. The findings show that listening and writing cause more negative emotions such as anger, shame, boredom, and hopeless. While positive emotions such as enjoyment and pride were more commonly found in speaking and reading. However, the most intense emotion evoked by these four language skills is anxiety.

The third study was conducted by Lopez and Aguilar (2013). This study explores the effect of Mexican students' emotional experiences in arousing their motivation to learn English. The result of this study is that both negative and positive emotions can increase and decrease their learning motivation. Another finding is that negative emotions are considered to be detrimental to foreign

language learning, on the contrary, this study shows that negative emotions can function as learning enhancers. Mexican language learners perceive negative emotions as positive for their language learning process.

The last study was conducted by Nugroho and Mbato (2021). This study investigated the most dominant emotions experienced by EFL teachers in the Indonesian context. Employing a quantitative descriptive method, this research involved participants of Bandung English Teachers. They were 72 EFL teachers who participated in the general scale of phase 1 and 68 EFL teachers who joined the specific scale questionnaire of phase 2. Three dimensions of emotions were explored in this research to know the level of emotions faced by teachers. The descriptive findings from two studies show that enjoyment is the most frequently experienced, and anger is the lowest dimension of emotion preferred by EFL teachers.

From all previous research, it was studied about the emotions of students and teachers, likewise, in this study researcher analyzed the emotions that occur to teachers when teaching online during a pandemic, especially when teaching English lessons. This study has similarity and differences with other studies. The similarity between this study and other researchs is that this study and other studies both examines emotion. Furthermore, the differences are some research focuses on the effect of emotional experiences in arousing students' motivation, how language skills affect EFL learners' emotions, teachers' emotional experience insights from Hong Kong primary schools and emotions experienced by EFL teachers in the Indonesian context. Meanwhile, this study focuses on EFL teachers' emotional experiences during pandemic context.