CHAPTER III

METHODOLOGY

This chapter consists of research design, setting and context, participants, instrument of the study, technique of data collection and technique of data analysis.

3.1 Research Design

This research used a document study qualitative research method with the aims to explain the phenomenon about the challenges EFL teachers' emotional experiences in teaching during pandemic. A qualitative approach is a study that intends to understand the phenomenon about what is experienced by research subjects such as experience, behavior, perception, motivation, action and so on (Meriam, 2009). Therefore, this qualitative research is used to explain teachers' emotion through in-depth study data collection. By using reference to the theoretical basis put forward by Hargreaves about emotional geography with the research questions "What emotions are teachers experiencing when teaching English in online platform during pandemic".

3.2 Object of the Study

This study focused on EFL teachers' emotion in teaching English during the covid. Criteria for selecting the objects are as follows: The article must be in the context of a pandemic, one of the focus of the research is on the emotions of teachers, pre-service teachers and novice teachers, research sites at schools and

universities. After selecting the relevant articles, the researcher finally found nine articles to analyze.

3.3 Data Collection

In collecting data, the researcher used narrative review as the main instrument of the study which extensively scan reports published on the subject to find the answers to a clearly defined research question. Narrative review is a type of qualitative research synthesis describing the results of quantitative studies that have used diverse methodologies or theoretical conceptualizations without a focus on the statistical significance of the findings (Pautasso, 2019). A narrative review used to identify and summarize published article to avoid duplication of research. First, the researcher collects data in library sources or journal databases. Second, articles are entered into the matrix for review (Siddaway et al., 2019).
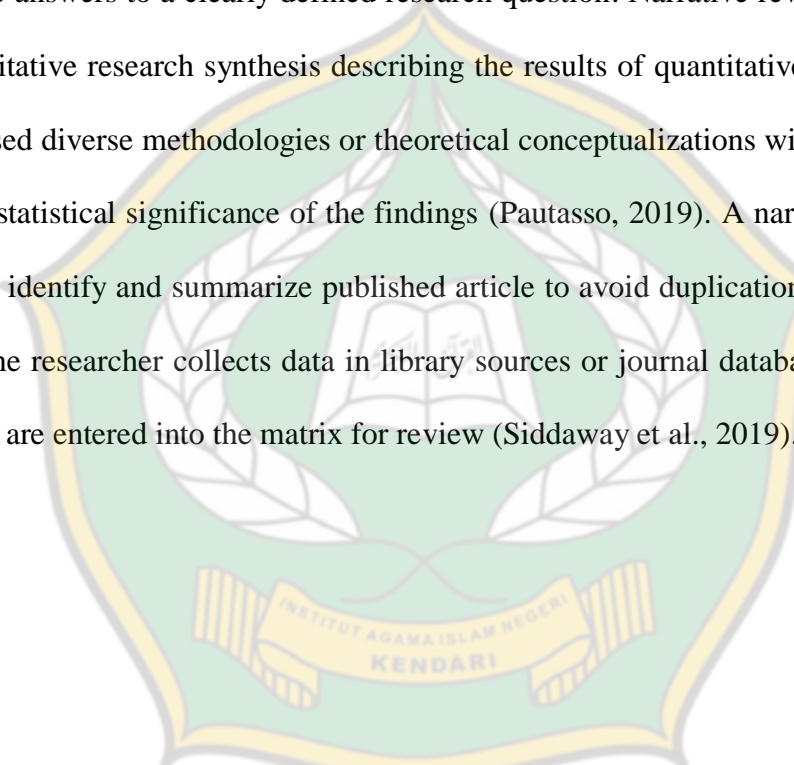
Table 3.1
The overview of included studies.

Researcher(s)	Year	Title	Focus/Objective	Findings
Egi Rahmawati, Fauzi Miftakh, Abdul Kodir Al-Baekani	2021	A Pre-service English Teacher's Emotional Experiences within Teaching Practicum during COVID-19 Pandemic	To explore the emotions of a male EFL pre-service teacher when undergoing English teaching practicum during COVID-19 outbreak in Indonesian academic settings and the strategies used to cope with such emotional challenges	During teaching practicum activities affected by COVID-19, the participant experienced such negative feelings such as nervousness, fear, anxiety, shock, confusion, clueless, stress, overwhelmed Ness, and powerless. However, the pre-service teacher also felt positive feelings such as compassion, happiness, relaxedness, calmness, gratitude and enjoyment after building close bonds with the community members.
Ninik Tri Astutik, Astri Hapsari	2022	Emotional Geography of a Pre-Service English Teacher in Online Teaching Practicum during Covid-19 Pandemic	To investigate a pre-service teacher's emotion during her online teaching practicum by using Hargreaves's (2001) concept of emotional geography	The pre-service English teacher experienced a variety a positive and negative emotions because of understanding and misunderstanding in school, and that theese emotion gradually changed her perception of her teaching practice.

Researcher(s)	Year	Title	Focus/Objective	Findings
Famala Eka Sanhadi Rahayu & Chris Asanti	2021	Emotional geographies of teaching online classes during COVID-19 pandemic: a case study of Indonesian first-grade elementary school teachers	To examine Indonesian first-grade teachers' emotions when teaching online during the pandemic.	Teachers mostly feel negative feelings during online teaching associated with issues such as uncooperative parents, excessive working hours, limited resources, teacher–students alienation, learning loss, school-rule demands and colleagues disagreement.
Asih Santihastuti, Utami Widiatib, Yazid Basthomi, Utari Praba Astuti	2022	"It's Frustrating": EFL Novice Teachers' Emotional Experiences in Online Teaching during the COVID-19 Pandemic	To explore how teachers have been emotionally affected and have regulated their emotions during online teaching	Students' misbehaviors, unequal distribution of resources, and time management, largely attributed to The teachers' emotional labor. These experiences made teachers feel frustrated, angry, and sometimes anxious that they needed to control their emotions in the best interests of their students, classes, and well-being.
Haibo Gu, Yuting Mao and Qian Wang	2022	Exploring EFL Teachers' Emotions and the Impact on Their Sustainable Professional Development in Livestream Teaching: A Chinese Case Study	To explore the emotional experiences of five Chinese English as a foreign language (EFL) teachers in livestream teaching.	EFL teachers' emotions were produced through the interaction between teachers' goals and the environment, which involved students' performance, features of livestream teaching, and the institutional livestream teaching requirements.
Ngo Thi Cam	2021	EFL Teachers' Emotion Regulation in Response to Online-Teaching at Van Lang University	To understand how EFL teachers in a private university perceive and experience their emotions, both negative and positive, as they	Five emotions linked to online teaching were identified: feeling restricted, stressed, devalued, validated, and rejuvenated. To

Researcher(s)	Year	Title	Focus/Objective	Findings
			transitioned to online teaching and what strategies they employ to manage the negative ones.	manage negative emotions or any unexpected challenge aroused during the teaching process, EFL teachers of OLEs are believed to apply reappraisal to breed positive consequences instead of suppression which can result in negative consequences.
Nazlinur Kemaglou	2022	EFL Instructors' Emotion and Emotional Labor Strategies during The Covid-19 Pandemic In Turkey	To investigate English language instructors' emotions that they demonstrated and emotional labor strategies that they employed during the interaction with their students in the duration of the COVID-19 pandemic in the Turkish higher education context.	Teachers demonstrated positive emotions significantly more than negative ones. Even though the beginning of the emergency remote teaching period involved more negative emotions, teachers overcame these negative emotions and turned them into positive ones as they gained more experience in online teaching and saw that they Actually succeeded. Teachers used expressing genuine emotions strategy more often than surface acting and deep acting. Years of experience had a significant effect on teachers' negative emotions since beginning teachers demonstrated significantly more negative emotions than the experienced teachers.

3.4 Data Analysis

The data analysis is carried out according to the data that has been collected and review. This data collection was carried out in accordance with the data required by the researcher. The data from journal review studied by taking qualitative data using synthesis matrix. Bandara et al., (2011) describes a structured, predefined and tool-supported method to identify primary studies within a feasible scope, extract relevant content from identified articles, synthesize and analyze the findings, and effectively write and present the results of the literature review.

Repeating patterns in the data are then coded on certain words/phrases/sentences that form certain categories or topics that refer to the geographic theory of emotions. The coding is intended to be done so that the process of identifying relevant themes according to the discussion can be easily found. After having a final list of themes, the researcher defined and named each theme to help writing up the analysis of data. The way presented the data, the researchers referred to Hargreaves's (2001) emotional geography theory.

Red: Moral Geography

Yellow: Sociocultural Geography

Green: Professional Geography

Blue: Physical Geography

Purple: Political Geography

Table 3.2 Result of the Data Analysis

Article Code	Tittle	Finding	Code
A#1	A Pre-service English Teacher's Emotional Experiences within Teaching Practicum during COVID-19 Pandemic	During teaching practice activities affected by COVID-19, the participant experienced such negative feelings such as nervousness, fear, anxiety, shock, confusion, cluelessness, stress, overwhelmed Ness, and powerlessness. However, the pre-service teacher also felt positive feelings such as compassion, happiness, relaxedness, calmness, gratitude and enjoyment after building close bonds with the community members. The collection of teachers' emotions emerged as a result of various events such as the adjustment with new environments, afraid to interact with students, feeling empathy to the students, mentor teachers suggested not to do synchronous learning too long, and collaborating teachers, preparation before teaching practice, Feeling overwhelmed powerless and guilty because the teaching practice process is carried out remotely where it causes not being able to reprimand or approach students who have problems in learning and time division between campus life and teaching practice.	**Moral Geography:** Feeling overwhelmed powerless and guilty because the teaching practice process is carried out remotely where it causes not being able to reprimand or approach students who have problems in learning **Sociocultural Geography:** feeling empathy to the students **Professional Geography:** preparation before teaching practice, time division between campus life and teaching practice. **Physical Geography:** adjustment with new environments, **Political Geography:** mentor teachers

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Article Code	Tittle	Finding	Code
			suggested not to do synchronous learning too long,
A#2	Emotional Geography of a Pre-Service English Teacher in Online Teaching Practicum during Covid-19 Pandemic	The pre-service English teacher experienced a variety of negative emotions such as feeling nervous, anxiety, exhaustion, shock, fear of doing something wrong and being ashamed, confusion in teaching technically, worried about students' response related to the teaching style, confused when it comes to choosing the suitable learning methods and she struggles with preparing teaching media, materials and so on. Also positive emotions such as pride, relaxation, and happiness right after dealing with students. The interaction among teachers and students gain a close bond to each other. Malika uses positive emotions as a foundation to keep her teaching practice balanced. These various emotions arise due to understanding and misunderstanding in school, and these emotions gradually changed her perception of her teaching practice.	**Moral Geography:** fear of doing something wrong and being ashamed, worried about students' response related to the teaching style **Professional Geography:** uses positive emotions as a foundation to keep her teaching practice balanced. **Physical Geography:** The interaction among teachers and students gain a close bond to each other. **Political Geography:** confused when it comes to choosing the suitable learning methods and she struggles with preparing teaching media, materials and so on.
A#3	Emotional geographies of teaching online classes during COVID-19 pandemic: a case study of Indonesian first-grade elementary school	Teachers mostly feel negative feelings during online teaching associated with issues such as: uncooperative parents; Teachers experience a sociocultural distance in which they are irritated, unhappy and angry with parents, parents criticize teachers' way of teaching. This phenomenon explained how teachers dealt with moral and professional distance from parents in an environment where teachers felt threatened by parents' critics. The professional and moral distance have resulted in a political distance in which teachers feel powerless in the face of parent critics.	**Moral Geography: Excessive working hours : 'I sacrifice my children for my students', Learning loss : 'I feel like I didn't teach' It's unsatisfactory. cannot be maximal in teaching students. Sociocultural Geography: uncooperative parents Physical Geography: Limited resources Teacher–students alienation**

| Article Code	Tittle	Finding	Code
	teachers	**Excessive working hours : 'I sacrifice my children for my students'** **Limited resources 'His parents do not even have a smartphone'** and terrible Internet connections **Teacher–students alienation: 'My students are alien and so am I'** feeling sadness at the inability to meet their students in person **Learning loss : 'I feel like I didn't teach'** It's unsatisfactory. cannot be maximal in teaching students. **School-rule demands: 'I feel powerless'** **Colleagues' disagreement.** Teachers also feel a positive emotion such as happiness. Cooperative parents and supportive school principals are factors that contribute to the teacher's positive emotions. These factors are admitted to be reasons for the teachers to stay motivated and positive in handling challenges in their online teaching.	**Political Geography: School-rule demands:**

Article Code	Tittle	Finding	Code
A#4	"It's Frustrating": EFL Novice Teachers' Emotional Experiences in Online Teaching during the COVID-19 Pandemic	Teachers in this study have identified some emotional experiences during their online teaching, which seem to be dominated by negative emotions such as feeling anxious, overwhelmed and angry to see the students cheat.and made teachers dissatisfied and suspicious while grading the students' work. frustration at the same time, teachers could not do much about that. Other causes are the lack of access to technology and internet connection The only positive experience that the teachers reported was the flexibility of online teaching, which also resulted in negative consequences. The teachers employed three strategies of surface acting, deep acting, and genuine expression strategy to regulate their emotions in the best interests of their students, classes, and well-being. largely attributed to the teachers' emotional labor.	**Sociocultural Geography: Student misbehavior** **Physical Geography:** lack of access to technology and internet connection
A#5	Exploring EFL Teachers' Emotions and the Impact on Their Sustainable Professional Development in Livestream Teaching: A Chinese Case Study	Teachers experienced more negative emotions than positive emotions. Positive emotion involves happiness and pride. Negative emotion includes sadness, anxiety, anger, and helplessness. EFL teachers' emotions were produced through the interaction between teachers' goals and the environment, which involved students' performance, features of livestream teaching, and the institutional livestream teaching requirements. Positive emotions: students' cooperation and support, students' willingness for sharing, convenience in formative assessment, institutional support Negative emotions: students' refusal of cooperation, : high frequency of technological problems, difficulty in conducting interactions, rigid institutional management, strict livestream teaching requirements	**Moral Geography:** students' cooperation and support, students' willingness for sharing, institutional support **Physical Geography:** features of livestream teaching, high frequency of technological problems, **Political Geography:** rigid institutional management, strict livestream teaching requirements

Article Code	Tittle	Finding	Code
A#6	EFL Teachers' Emotion Regulation in Response to Online-Teaching at Van Lang University	Five emotions linked to online teaching were identified: feeling restricted (anxious, confused, frustrated), to stress, and then devalued (exhausted), validated, and rejuvenated. There was a lack of control. To manage negative emotions or any unexpected challenge aroused during the teaching process, EFL teachers of OLEs are believed to apply reappraisal to breed positive consequences instead of suppression, which can result in negative consequences. The six EFL teachers in the study gained happiness and satisfaction when they received supportive and collaborative from the institutions and their colleagues. . Another positive emotion that teachers often felt was pride when they could manage to work well with the online-teaching system with fewer obstacles. Finally, they all felt proud when they achieved work related goals.	**Moral Geography:** supportive and collaborative from the institutions and their colleagues, manage to work well with the online-teaching system with fewer obstacles, achieved work related goals. **Physical Geography:** There was a lack of control.
A#7	EFL Instructors' Emotion and Emotional Labor Strategies during The Covid-19 Pandemic In Turkey	Teachers demonstrated positive emotions significantly more such as feeling proud when they saw the students make academic progress. enjoying adopting innovative ideas and trying new methods in teaching, glad that the students enjoyed the teaching, motivated by support from the colleagues and administrators. Negative emotions such as worries about how to improve student engagement and achievement, feeling pressured about imbalance of work and life, felt pressured from heavy workload, felt disappointed when coordinators/ administrators ignored teachers' efforts and contributions, frustrated because of strict policies about online teaching in institution, felt nervous that the students could not accept new teaching style and nervous about using English to express	**Moral Geography:** the students make academic progress, students enjoy the teaching, motivated by support from the colleagues and administrators, students could not accept new teaching style **Professional Geography:** enjoying adopting innovative ideas and trying new methods in teaching, feeling pressured about the imbalance of work and life, nervous about using English to express feelings during teaching. **Political Geography:** strict policies

Article Code	Tittle	Finding	Code
		feelings during teaching. Even though the beginning of the emergency remote teaching period involved more negative emotions, teachers overcame these negative emotions and turned them into positive ones as they gained more experience in online teaching and saw that they actually succeeded. Teachers used expressing genuine emotions strategy more often than surface acting and deep acting. Years of experience had a significant effect on teachers' negative emotions since beginning teachers demonstrated significantly more negative emotions than the experienced teachers.	about online teaching in institution
A#8	Online Teaching Self-Efficacy – How English Teachers Feel During the Covid-19 Pandemic	English teachers were highly self-efficacious toward teaching online. They were most self-efficacious toward the usage of technology, followed by pedagogy, communicative language teaching (CLT), and least efficacious toward self-management when teaching online. Teachers had high self-efficacy for using different online platforms, organizing group work activities, and conducting formative assessments for evaluation. On the other hand, teachers had lowest self-efficacy for maintaining the balance between research and teaching activities Teachers felt overwhelmed 'I feel I am working 24/7'.Teachers had the lowest self-efficacy toward self management.	**Professional Geography:** high self-efficacy for using different online platforms, conducting formative assessments for evaluation. **Political Geography:** Teachers felt overwhelmed 'I feel I am working 24/7' . Teachers had the lowest self-efficacy toward self management.
A#9	Pre-service English teachers' perceptions of their online teaching practice	**Pre-service English teachers' concerns about their online teaching practice during the pandemic:** Pre-service English teachers declared they were frightened, tense, anxious, nervous and stressed about their online teaching process 'I could feel my emotions	**Professional Geography:** stressed about online teaching process **Physical Geography:** Teachers feel overwhelmed and low motivation due to

Article Code	Tittle	Finding	Code
	during pandemic times	going up and down in any situation' . Some other pre-service teachers' concerns were related to students' attendance and commitment to the courses. **Pre-service English teachers' perceptions of the role of technology in online language learning and teaching:** Teachers feel overwhelmed and low motivation due to poor internet connection and find it difficult because of pandemic **Pre-service English teachers' reflections upon materials development and gamification for online teaching:** still they were capable of understanding and reflecting upon their role as teachers and used technology and gamified activities to overcome their concerns.	poor internet connection and find it difficult because of pandemic
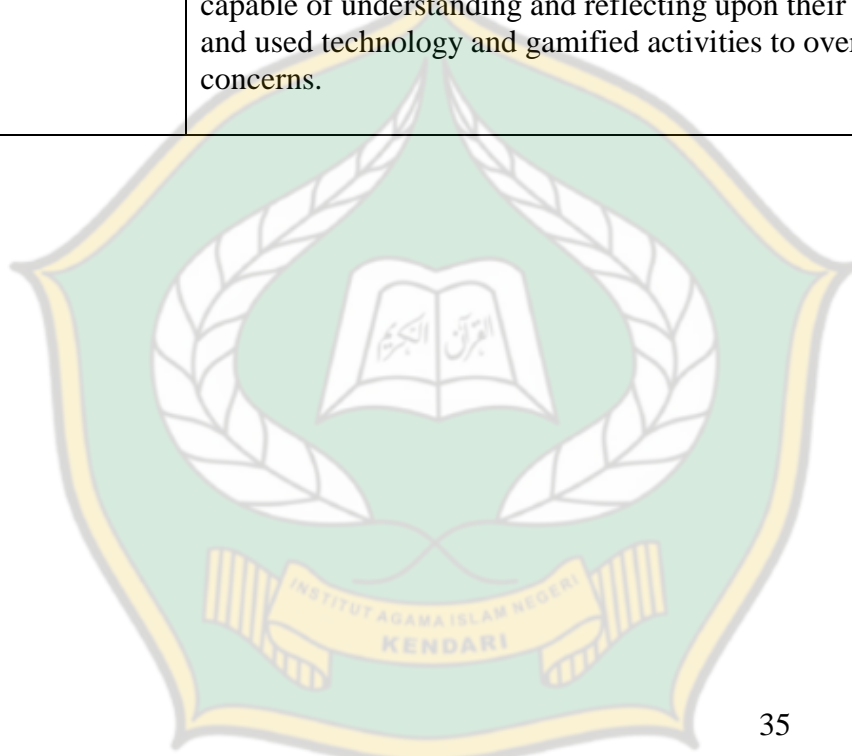
1. Moral Geography: A#1, A#2, A#3, A#5, A#6, A#7

Moral geography refers to the closeness and/or distance created by different purposes and senses of accomplishment in professional practice.

2. Socio cultural geography: A#1,A#3, A#4

Socio cultural geography refers to the closeness and/or distance created by the differences of gender, race, ethnicity, language and culture.

3. Professional geography: A#1, A#2, A#7, A#8, A#9

Professional geography refers to the proximity and/or gaps in the existence of different understandings of professional norms and professional practices.

4. Physical geography: A#1, A#2, A#3, A#4, A#5, A#9

Physical geography refers to the closeness and/or distance created by time and space.

5. Political geography: A#1, A#2, A#3, A#5, A#7, A#8,

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