

CHAPTER V

CONCLUSION

This chapter is aimed to provide the point of this study including the conclusion, limitation of this study and pedagogical implication.

5.1 Conclusion

This study set out to investigate EFL teachers' emotional experiences in teaching English in online platforms during covid-19 pandemic. The conclusion is drawn based on the findings of data analysis. The results of this investigation have shown that teachers' emotions are created by several factors, they are moral geography, socio cultural geography, professional geography, physical geography and political geography. Moreover, teachers mostly feel negative emotion in teaching than positive emotion.

The first theme of moral geography describes differences or similarities in understanding between teachers and members of the community towards the goals and sense of achievement in teaching. The second theme is socio-cultural geography describes the similarities or distances created by differences in gender, race, ethnicity, language and culture. The third is professional geography describes the similarities or gaps in the existence of different understandings of professional norms and professional practice in teaching. The next theme is Physical geography describes the proximity or distance between teachers and members of the community created by space and time. And the last the is Political geography describes the closeness or gap that is formed due to differences in

understanding or perspective on power or other people who have certain positions, such as administrators, institutions, parents, principals.

Therefore, the collaboration between every party such as schools, parents and also government are essentially needed to prevent a greater learning loss as the cause of online teaching. On the other hand, teachers also encounter factors that can make them feel positive they are having cooperative parents and supportive school principals. These factors are admitted to be reasons for the teachers to stay motivated and positive in handling challenges in their online teaching.

5.2 Limitation

A number of important limitations need to be considered. There are the scope of this study was limited in terms of pandemic only and lack of analyzed articles. Therefore, research with broader context and participants is needed to be conducted.

5.3 Pedagogical Implication

The research findings showed that teachers experience more negative than positive emotions when they teach English during the pandemic. This study can help prospective teachers and novice teacher to become aware of their own emotional vulnerability, and of how emotions affect teaching and learning and assist them to develop the capacity to self-regulate those emotions. On the other hand, emotional competence could help practicing teachers to manage their

personal and professional life better and help prospective teachers to get prepared for their future lives.

5.4 Recommendations for Further Studies

In further expectation, the researcher hopes that there will be some benefits of this research for educational institution, lecturer, teacher and students. Based on the result of previous discussions that teachers experience more negative emotions than positive emotions. This shows that pre-service teachers or novice teachers must be more mentally prepared and must have emotional intelligence. Then further research is needed to determine the efficacy of emotional intelligence for teachers or the need for emotional intelligence for teachers in preparing online-based teaching so that the learning process takes place optimally and learning objectives can be achieved.

