

## Appendix I

### ARTICLE REVIEW REFERENCES

- A1.** Rahmawati, E., Miftakh, F., & Al-Baekani, A. K. (2021). A pre-service English teacher's emotional experiences within teaching practicum during COVID-19 pandemic. *INTERACTION: Jurnal Pendidikan Bahasa*, 8(2), 277–290. <https://doi.org/10.36232/jurnalpendidikanbahasa.v8i2.1360>
- A2.** Astutik, N. T., & Hapsari, A. (2022). Emotional geography of a pre-service English teacher in online teaching practicum during Covid-19 pandemic. *Academic Journal Perspective : Education, Language, and Literature*, 10(1), 13-25. <https://doi.org/10.33603/perspective.v10i1.6842>
- A3.** Rahayu, F. E. S., & Asanti, C. (2021). Emotional geographies of teaching online classes during COVID-19 pandemic: A case study of Indonesian first-grade elementary school teachers. *Education 3-13*, 51(5), 793-805. <https://doi.org/10.1080/03004279.2021.2014925>
- A4.** Santihastuti, A., Widiati, U., Basthomi, Y., & Astuti, U. P. (2022). “It’s frustrating”: EFL novice teachers’ emotional experiences in online teaching during the COVID-19 pandemic. *LEARN Journal: Language Education and Acquisition Research Network*, 15(2), 214–236.
- A5.** Gu, H., Mao, Y., & Wang, Q. (2022). Exploring EFL teachers’ emotions and the impact on their sustainable professional development in livestream teaching: A Chinese case study. *Sustainability (Switzerland)*, 14(14), 8264-8283. <https://doi.org/10.3390/su14148264>
- A6.** Cam, N. T. (2021). EFL teachers’ emotion regulation in response to online-teaching at Van Lang University. *Advances in Social Science, Education and Humanities Research*, 533(AsiaCALL), 80–87.
- A7.** Kemaglou, N. (2022). *EFL instructors’ emotion and emotional labor strategies during the Covid-19 pandemic In Turkey*. Master’s Thesis, Middle East Technical University)
- A8.** Lee, S. N., & Ogawa, C. (2021). Online teaching self-efficacy – How English teachers feel during the Covid-19 pandemic. *Indonesian TESOL Journal (itj)*, 3(1), 1–17.

- A9.** Aguilar-cruz, P. J., & Medina, D. L. (2021). Pre- service English teachers' perceptions of their online teaching practice during pandemic times. *Propósitos y representaciones*, 9(1), 85- 95.



NO	Title	Author/year	Context	Participant/ Instrument/ Research Design/ Data Analysis	Aims	Research Question and Findings
1	A Pre-service English Teacher's Emotional Experiences within Teaching Practicum during COVID-19 Pandemic	Egi Rahmawati, Fauzi Miftakh, Abdul Kodir Al-Baekani/ 2021	Indonesia	a male EFL pre-service teacher, the data were derived from interviews and diary entries, using qualitative design and analyzed thematically	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	How emotions experienced by pre-service English teachers in context online practicum during the COVID-19 pandemic? 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.
2	Emotional Geography of a Pre-Service English Teacher in Online Teaching Practicum during Covid-19 Pandemic	Ninik Tri Astutik, Astri Hapsari/ 2022	Indonesia	A pre-service teacher, The data were gathered from diary journals and interviews, used qualitative design and analyzed using a thematic analysis	To investigate a pre-service teacher's emotion during her online teaching practicum by using Hargreaves's (2001) concept of emotional geography	What aspect of emotional geography in a pre-service English teacher when doing online teaching practicum during the Covid-19 pandemic? The pre-service English teacher experienced a variety a positive and negative emotions because of understanding and misunderstanding in school, and that these emotion gradually changed her perception of her teaching practice.

3	Emotional geographies of teaching online classes during COVID-19 pandemic: a case study of Indonesian first-grade elementary school teachers	Famala Eka Sanhadi Rahayu & Chris Asanti/2021	Indonesia	Eight first-grade elementary school teachers who teach in Samarinda, the data collected using interview, qualitative research and analyzed with the fundamental methodologies of fieldwork by Saldana, 2011.	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.
4	“It’s Frustrating”: EFL Novice Teachers’ Emotional Experiences in Online Teaching during the COVID-19 Pandemic	Asih Santihastuti, Utami Widiatib, Yazid Basthomi, Utari Praba Astuti/ 2022	Indonesia	Two EFL novice teachers participated in this study, reflective journals and in-depth interviews, used a case-study design and analyzed constructed interpretations to generate patterns using the social constructivist approach (Creswell, 2014).	To explore how teachers have been emotionally affected and have regulated their emotions during online teaching	RQ1:What emotional experiences did EFL novice teachers face during online teaching? RQ2:How did EFL novice teachers regulate their emotional labor? Students’ misbehaviors, unequal distribution ofresources, and time management, largely attributed to theteachers’ emotional labor. These experiences made teachersfeel frustrated, angry, and sometimes anxious that they needed to control their emotions in the best interests of their students, classes, and well-being.
5	Exploring EFL	Haibo Gu, Yuting	China	Five Chinese	To explore the	RQ1:What is the range of emotions

	Teachers' Emotions and the Impact on Their Sustainable Professional Development in Livestream Teaching: A Chinese Case Study	Mao and Qian Wang/ 2022		English as a foreign language (EFL) teachers in livestream teaching, data collected via interviews and case documents, The inductive approach was deployed in the qualitative data analysis, the researchers adopted member check and methodological triangulation in the study.	emotional experiences of five Chinese English as a foreign language (EFL) teachers in livestream teaching.	that EFL teachers feel during livestream teaching, and what are the causes of those emotions? RQ2:How do EFL teachers' emotions brought about from livestream teaching impact their professional development? EFLteachers' emotions were produced through the interaction between teachers' goals and theenvironment, which involved students' performance, features of livestream teaching, and the institutional livestream teaching requirements.
6	EFL Teachers' Emotion Regulation in Response to Online-Teaching at Van Lang University	Ngo Thi Cam/ 2021	Van Lang University, Vietnam	The participants were six EFL teachers, including four males and two females, and one of them was enrolled in a Ph.D. program in English Language Teaching, the data collected used semi	To understand how EFL teachers in a private university perceive and experience their emotions, both negative and positive, as they transitioned to online teaching and what strategies they employ to manage the	RQ1: What kinds of emotions that EFL teachers experience when applying full online-teaching during the 10-week semester at Van Lang university? RQ2: How do EFL teachers regulate their emotions in response to online-teaching at Van Lang university? Five emotions linked to online teaching were identified: feeling restricted, stressed, devalued, validated, and

				structure interview with qualitative approach.	negative ones.	rejuvenated. The researcher went insight into the ways EFL teachers reappraised their negative emotions to keep themselves on track with the digitalized trend for a more effective and productive survival in the covid-19 pandemic. 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.
7	EFL Instructors' Emotion and Emotional Labor Strategies during The Covid-19 Pandemic In Turkey	Nazlinur Kemaglou/ 2022	Ankara, Turkey	One hundred fifty six participants, data collected used an online questionnaire and a semi-structured follow-up interview with qualitative and quantitaive research, and analyzed using thematic analysis and IBM SPSS	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.	RQ1: What was the frequency of English language instructors' positive and negative emotions that they demonstrated during the COVID-19 pandemic? RQ2: What emotional labor strategies did English language instructors employ in online classes during the COVID-19 pandemic? RQ3: Is there a significant difference between the beginning and experienced English language instructors' emotions that they demonstrated during the COVID-19 pandemic? RQ4: Is there a significant difference between the beginning and experienced English language instructors' emotional

						<p>labor strategies that they employed in online classes during the COVID-19 pandemic?</p> <p>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.</p> <p>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.</p>
8	EFL instructors' emotion and emotional labor strategies during the Covid-19 pandemic	Shzh-chen Nancy Lee, Chie Ogawa/ 2021	Japan	138 EFL university teachers in Japan, the data collected using survey and interview, research analysis was conducted using WINSTEPS	To examine English teachers' self-efficacy toward online teaching	<p>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</p>

				version 3.64.2 (Linacre & Wright, 2007)		platforms, organizing groupwork 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
9	Pre- service English teachers' perceptions of their online teaching practice during pandemic times.	Paola Julie Aguilar-Cruz, Deicy Lorena Medina/ 2021	Amazonia University, Spanyol	Seven pre-service English teachers were participated, this research is considered within the qualitative research with narrative design, The data gathered from students' interviews and artifacts was recorded and analyzed as proposed by Creswell (2012) identifying themes or categories of information	To investigate pre-service English teachers' perceptions on their online teaching practice during pandemic times	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 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.
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## Appendix II

### CURRICULUM VITAE

#### PERSONAL DATA

Name : Wa Ode Cinthya Sanda  
Place/Date of Birth : Tapi Tapi, 3<sup>rd</sup> December 1998  
NIM : 16010106032  
Status : Student  
Religion : Islam  
Gender: : Female  
Address : Tapi tapi, Kec. Marobo, Kab. Muna  
Email : cinthyasanda@gmail.com  
Phone number : 081340461531



#### PARENTAL DATA

Name of Father : La Ode Hasan  
Name of Mother : Nasrida

#### EDUCATIONAL BACKGROUND

SD : SDN 20 PARIGI  
SMP : MTs Al-Amanah Bau-Bau  
SMA : MA Al-Amanah Bau-Bau



**PEMERINTAH PROVINSI SULAWESI TENGGARA  
BADAN PENELITIAN DAN PENGEMBANGAN**

*Jl. Mayjend S. Parman No. 03 Kendari 93121*

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Kendari, 29 Juni 2022

K e p a d a

Nomor : 070/2318/VI/2022  
Sifat : -  
Lampiran : -  
Perihal : IZIN PENELITIAN.

Yth. Rektor IAIN Kendari  
Di -  
KENDARI

Berdasarkan Surat Dekan FTIK IAIN Kendari Nomor: 2177/In.23/FT/TL.00/06/2022 tanggal, 28 Juni 2022 perihal tersebut diatas, Mahasiswa dibawah ini:

Nama : WA ODE CINTHYA SANDA  
Nomor Pokok : 16010106032  
Prog. Studi : TBI  
Pekerjaan : Mahasiswa  
Lokasi Penelitian : IAIN Kendari

Bermaksud untuk Melakukan Penelitian/Pengambilan Data di Daerah/Sesuai Lokasi diatas, dalam rangka penyusunan KTI/Skripsi/Tesis/Disertasi, dengan judul :

**"HIGH SCHOOL TEACHERS' EMOTIONAL EXPERIENCES IN TEACHING ENGLISH IN ONLINE PLATFORM THE COVID-19 PANDEMIC".**

Yang akan dilaksanakan dari tanggal : 29 Juni 2022 sampai selesai.

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan :

1. Senantiasa menjaga keamanan dan ketertiban serta mentaati perundang-undangan yang berlaku
2. Tidak mengadakan kegiatan lain yang bertentangan dengan rencana semula.
3. Dalam setiap kegiatan dilapangan agar pihak Peneliti senantiasa koordinasi dengan Pemerintah setempat.
4. Wajib menghormati adat Istiadat yang berlaku di daerah setempat.
5. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Gubernur Sulawesi Tenggara Cq, Kepala Badan Penelitian dan Pengembangan Provinsi Sulawesi Tenggara.
6. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut diatas.

Demikian surat Izin Penelitian diberikan untuk digunakan sebagaimana mestinya.

an. GUBERNUR SULAWESI TENGGARA  
KEPALA BADAN PENELITIAN & PENGEMBANGAN  
PROV. SULAWESI TENGGARA



**Dra. Hj. ISMA, M.Si**

Pembina Utama Madya, Gol. IV/d  
Nip. 19560306-198603 2 016

T e m b u a n :

1. Gubernur Sulawesi Tenggara (sebagai laporan) di Kendari;
2. Dekan FTIK IAIN Kendari di Kendari;
3. Ketua Prodi TBI FTIK IAIN Kendari di Kendari;
4. Mahasiswa yang bersangkutan.