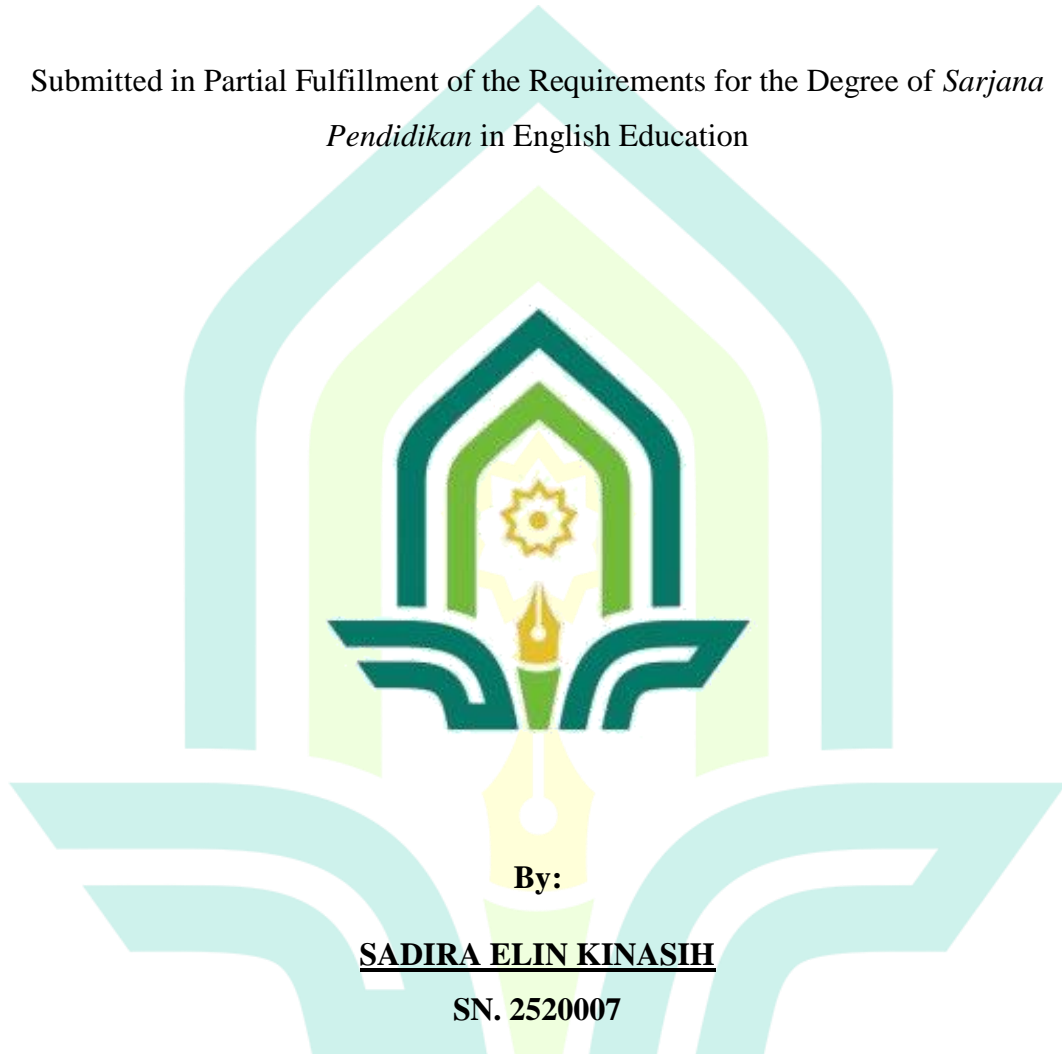


**AN EXPLORATION OF THE EMOTIONAL GEOGRAPHY
EXPERIENCED BY STUDENT TEACHERS DURING
TEACHING PRACTICUM**

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of *Sarjana*
Pendidikan in English Education

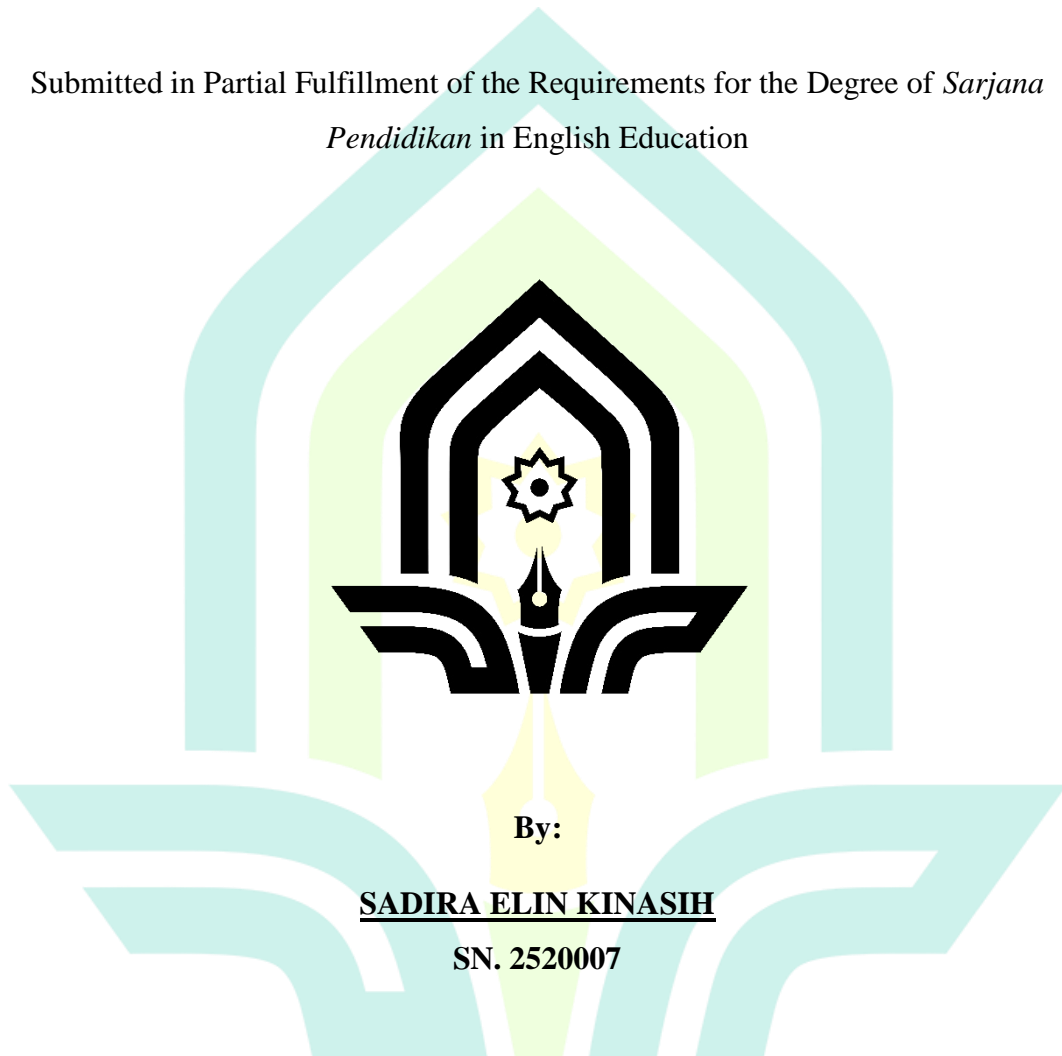


**ENGLISH EDUCATION DEPARTMENT
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K.H. ABDURRAHMAN WAHID PEKALONGAN
2024**

LEMBAR PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan di bawah ini:

Nama : Sadira Elin Kinasih

NIM : 2520007

Program Studi : Tadris Bahasa Inggris

Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul “**AN EXPLORATION OF THE EMOTIONAL GEOGRAPHY EXPERIENCED BY STUDENT TEACHERS DURING TEACHING PRACTICUM**” adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

Demikian Pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 20 Oktober 2024

Yang membuat pernyataan,



SADIRA ELIN KINASIH
NIM. 2520007

NOTA PEMBIMBING

Kepada
Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
UIN K.H. Abdurrahman Wahid Pekalongan
c/q. Ketua Program Studi Tadris Bahasa Inggris
di Pekalongan

Assalamu 'alaikum Wr.Wb.

Setelah melakukan penelitian, bimbingan dan koreksi naskah skripsi saudara:

Nama : Sadira Elin Kinasih
NIM : 2520007
Program Studi : Tadris Bahasa Inggris
Judul : **An Exploration of The Emotional Geography Experienced by Student Teachers During Teaching Practicum**

Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diajukan dalam sidang munaqasyah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terima kasih.

Wassalamu 'alaikum Wr.Wb.

Pekalongan, 20 Oktober 2024

Pembimbing



Dewi Puspitasari, M.Pd.
NIP. 19790221 2007122001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Pahlawan Km. 5 Rowolaku, Kajen, Kabupaten Pekalongan 51161
Website: ftik.uingsdur.ac.id | email: ftik@uingsdur.ac.id

APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

Name : **SADIRA ELIN KINASIH**
SN : **2520007**
Title : **AN EXPLORATION OF THE EMOTIONAL GEOGRAPHY EXPERIENCED BY STUDENT TEACHERS DURING TEACHING PRACTICUM**

Has been examined and approved by the panel of examiners on Tuesday, 29th October 2024 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

Examiner I

Mutammam, M.Ed.
NIP. 196516 199903 1 003

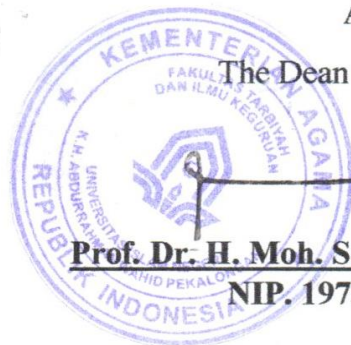
Examiner II

Dr. M. Ali Ghufron, M.Pd.
NIP. 19870723 202012 1 004

Pekalongan, 30th October 2024

Assigned by

The Dean of FTIK Pekalongan



Prof. Dr. H. Moh. Sugeng Solehuddin, M. Ag.
NIP. 19730112 200003 1 001

MOTTO

“Never give up for every step brings us closer to our goal.”

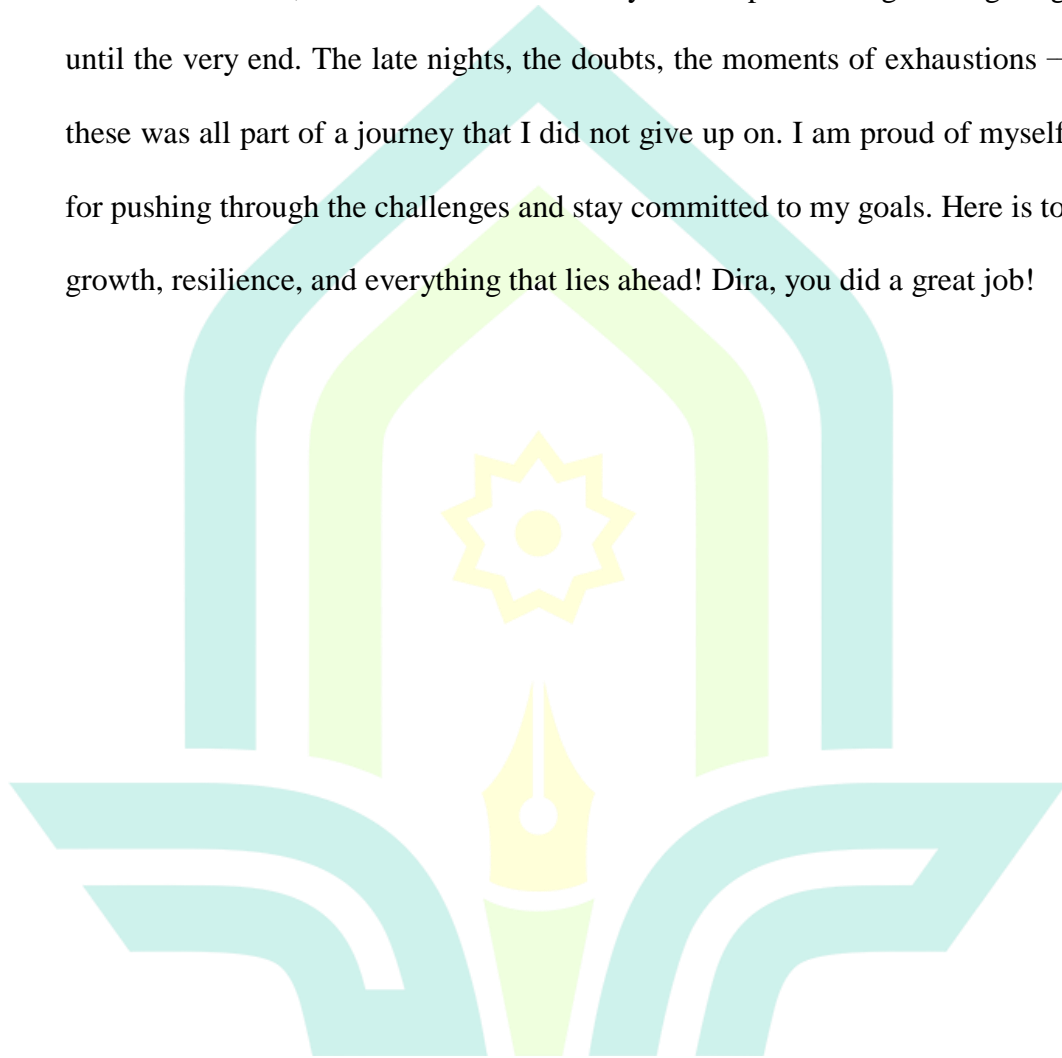


ACKNOWLEDGMENTS

Praises and gratefulness are sent to Allah SWT, the Cherisher and Sustainer of the worlds, for His countless blessings and guidance, my thesis becomes reality. With tremendous supports and encouragement from many individuals, I owe my deepest gratitude to:

1. First and foremost, I would like to express my deepest gratitude to my beloved parents. Mr. Eling Prasetyo and Mrs. Lina Fitriani for their unwavering love, prayers, and support. Their encouragement has been a constant source of strength and motivation for me to persevere in difficult times. Thank you, *Bapak and Ibu*.
2. Second, I would like to express my heartfelt thanks to all Lectures of the English Education Department and Teachers' Training Faculty of UIN KH. Abdurrahman Wahid Pekalongan. Especially Mrs. Dewi Puspitasari, M.Pd. as my thesis supervisor, thank you for her invaluable guidance, insightful feedback, and continuous encouragement throughout the writing process. Without her expertise and patience, this thesis would not have been possible.
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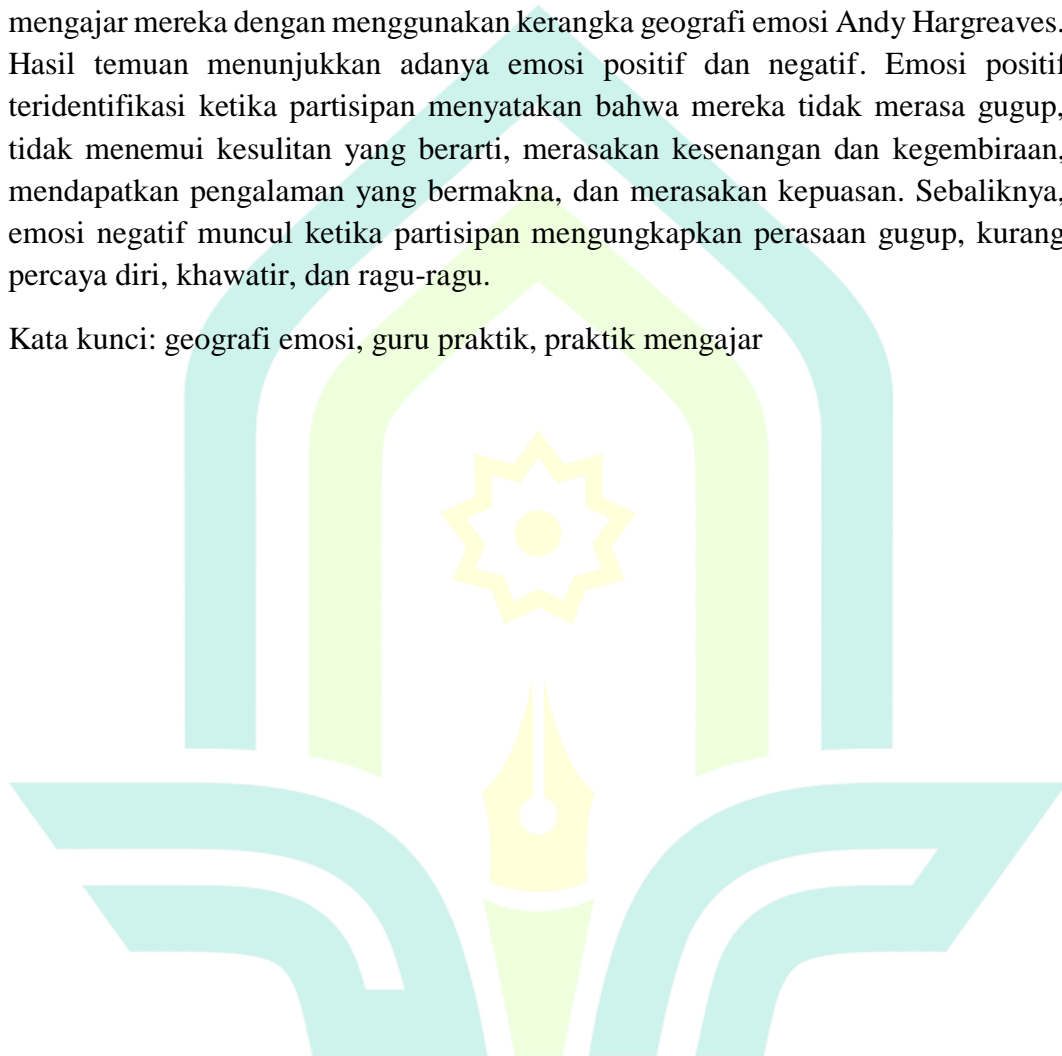
4. Fourth, to everyone who has contributed to this journey, whether directly or indirectly, I am truly grateful. Your support, in all its forms, has played a vital role in making this thesis a reality. I apologize for not mentioning it individually. May Allah SWT reward you all with His endless blessings.
5. Last but not least, I would like to thank myself for persevering and fighting until the very end. The late nights, the doubts, the moments of exhaustions – these was all part of a journey that I did not give up on. I am proud of myself for pushing through the challenges and stay committed to my goals. Here is to growth, resilience, and everything that lies ahead! Dira, you did a great job!



ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi geografi emosi yang dialami oleh mahasiswa guru selama praktik mengajar. Studi ini melibatkan lima mahasiswa yang telah menyelesaikan praktik mengajar mereka. Pendekatan narasi digunakan untuk mengumpulkan cerita pengalaman mereka, dan data dianalisis melalui analisis tematik. Penelitian ini menyelidiki emosi mahasiswa guru selama praktik mengajar mereka dengan menggunakan kerangka geografi emosi Andy Hargreaves. Hasil temuan menunjukkan adanya emosi positif dan negatif. Emosi positif teridentifikasi ketika partisipan menyatakan bahwa mereka tidak merasa gugup, tidak menemui kesulitan yang berarti, merasakan kesenangan dan kegembiraan, mendapatkan pengalaman yang bermakna, dan merasakan kepuasan. Sebaliknya, emosi negatif muncul ketika partisipan mengungkapkan perasaan gugup, kurang percaya diri, khawatir, dan ragu-ragu.

Kata kunci: geografi emosi, guru praktik, praktik mengajar



ABSTRACT

This research aimed to explore the emotional geography experienced by student teachers during their teaching practicum. This study involved five university students who had previously completed their practicum. A narrative inquiry approach was used to gather their stories, and the data was analyzed through thematic analysis. This study investigated student teachers' emotions during their teaching practicum using Andy Hargreaves's emotional geography as a framework. The findings revealed both positive and negative emotions. Positive emotions were identified when participants shared that they did not feel nervous, encountered no major difficulties, felt enjoyment and excitement, gained meaningful experiences, and experienced a sense of satisfaction. On the other hand, negative emotions surfaced when participants expressed feelings of nervousness, a lack of confidence, worry, and doubt.

Keywords: *emotional geography, student teacher, teaching practicum*



PREFACE

Praises and gratefulness are sent to Allah SWT, who has poured His grace and His gift and bestowed the writer with faith, health, and patience in the writing process of my thesis entitled **“An Exploration of The Emotional Geography Experienced by Student Teachers During Teaching Practicum.”** It is submitted to English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements for the Degree of *Sarjana Pendidikan*. This study can be accomplished because of tremendous supports from many people. Therefore, in this opportunity I would like to express my sincere gratitude to the following:

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2. Dean of the Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan, Prof. Dr. H. Moh. Sugeng Solehuddin, M.Ag.
3. The head of English Education Department and Teachers' Training Faculty of UIN K.H. Abdurrahman Wahid Pekalongan, Mr. Ahmad Burhanuddin, M.A., and Mrs. Eros Meilina Sofa, M.Pd., the secretary of the English Education Department and Teachers' Training Faculty of UIN K.H. Abdurrahman Wahid Pekalongan.
4. Mrs. Dewi Puspitasari, M.Pd., as my supervisor who has given me suggestions, guidance and time in writing this thesis.

5. All lecturers and staff of the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan.
6. My beloved parents who has given me endless support, prayer, advice and encouragement in writing this thesis.
7. My dearest friends who fought through the journey together since the very beginning.

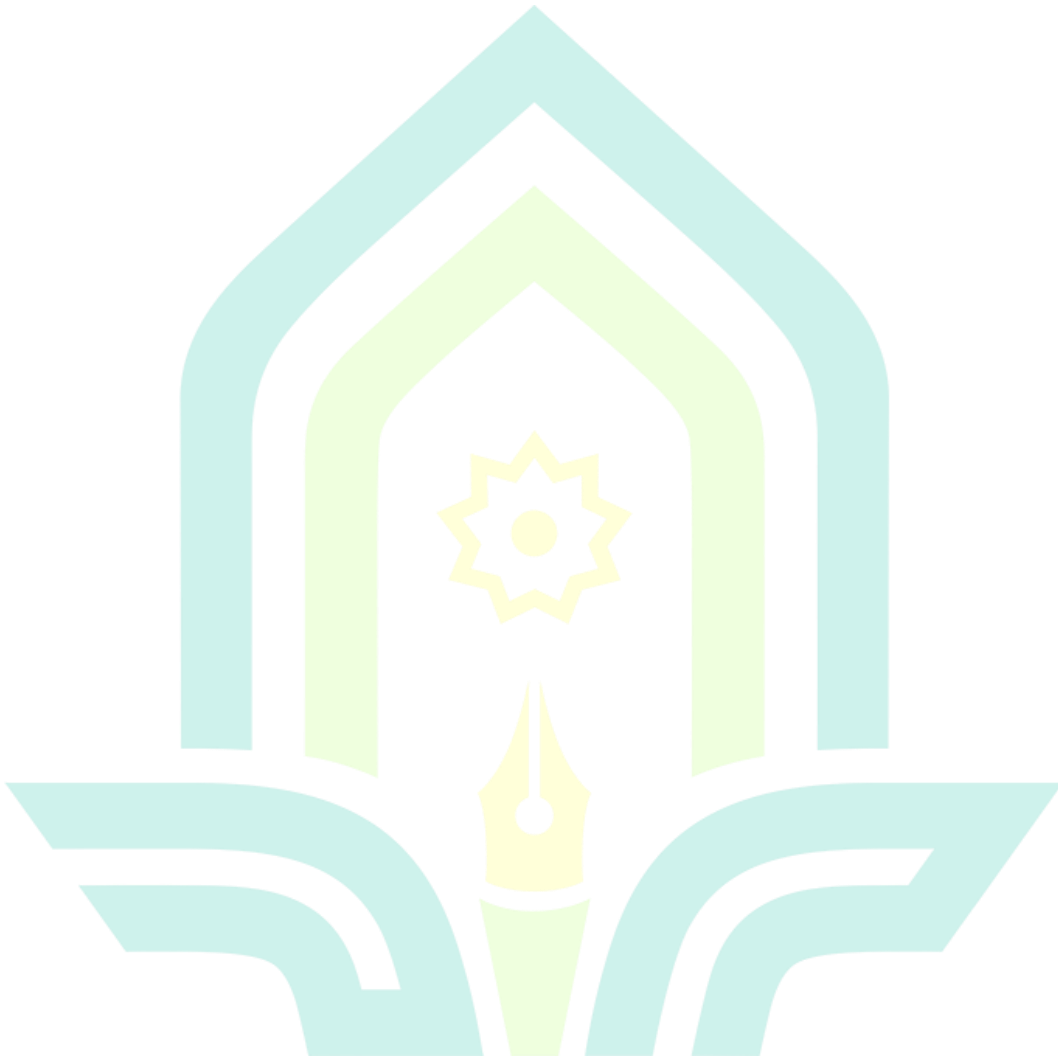


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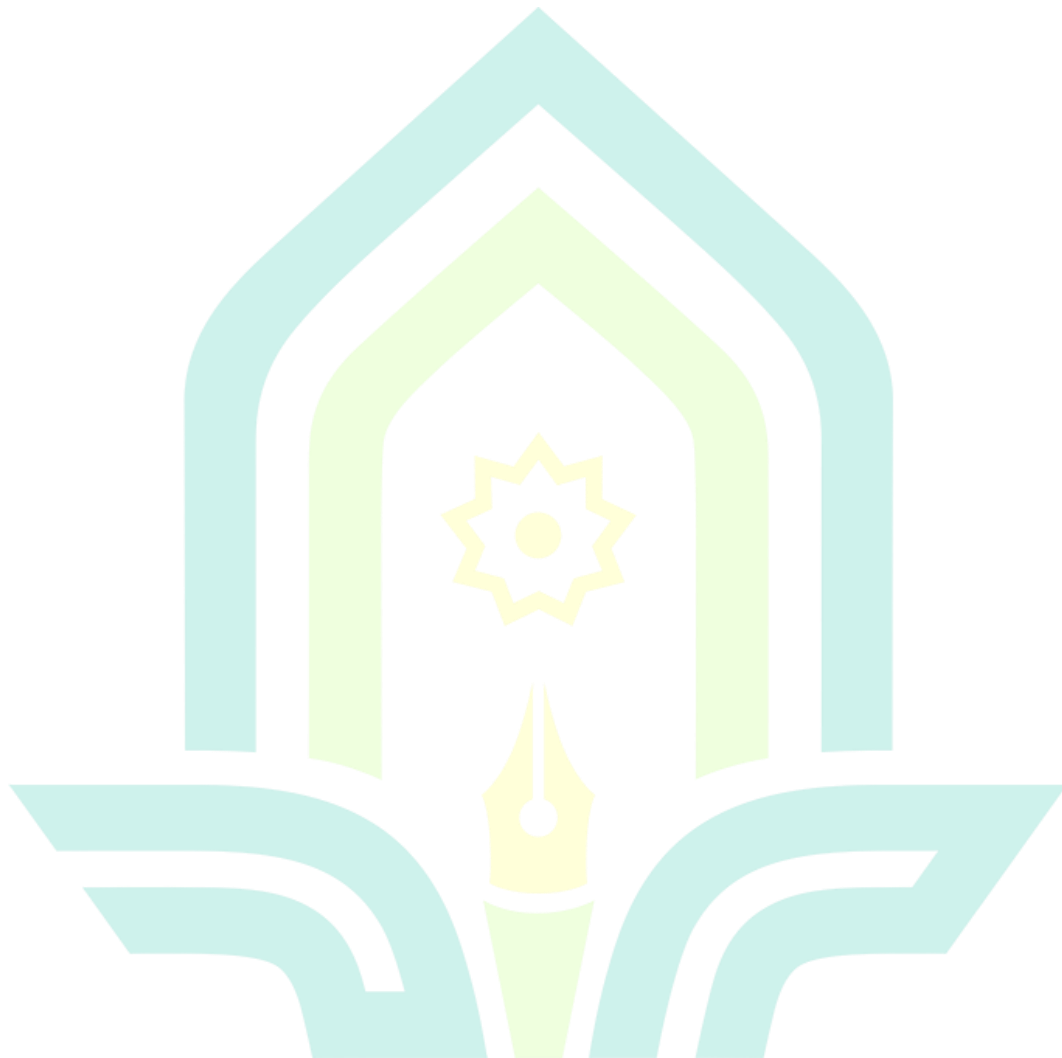
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CHAPTER I

INTRODUCTION

1.1 Background of Study

Teaching practicum is a crucial part for university students before they officially become a teacher in the future. During this period, they will practice their knowledge that was learned and gathered from theories and discussion during the classes in the previous semesters in a real classroom setting. Through this practicum, students will have a chance to try the art of teaching before actually stepping into the real world of teaching profession (Kiggundu & Nayimuli, 2009). Besides, as the part of education and teacher training faculty's students, teaching practicum become an obligatory task to do. They have to do this teaching practicum as one of the requirements to obtain a graduation degree.

For those who are participating in teaching practicum is called student teacher. They are university students who practiced their teaching skills under the supervision of a certified teacher for a limited period of time. As defined by the Collin Dictionary, a student teacher is a university student who teaches the students in a real classroom setting while being supervised by an experienced teacher as a requirement for a degree in education. They are also called as pre-service teachers or teacher candidates.

In the faculty of education and teacher training at UIN K.H. Abdurrahman Wahid Pekalongan, teaching practicum is called *Praktik*

Pengalaman Lapangan (PPL). It is usually conducted when the students are in the seventh semester. However, before they start teaching practicum, they have to complete a microteaching course. After that, students will be placed in partner schools and they will do teaching practice for a period of time. Generally, most of them will do teaching practicum within 6 to 8 weeks.

During their teaching practicum, they might encounter many issues. They will not only struggle with knowledge, cognitive ability, and their teaching skills, but they have to deal with emotional practices. During this period, they may experience dynamic emotions. They might feel many emotions which can lead them to experience positive or negative emotions. Nervousness, anxiety, anger, and many other emotions are examples of negative emotions. While joy, confidence, happiness, and caring are the examples of positive emotions. All of these emotions will be experienced by the student teacher during their teaching practicum. The concept by Hargreaves (2001) which is called emotional geography, is the right concept to explain this phenomenon of emotional conditions experienced by student teachers during their teaching practicum. This concept is studying a person's emotional experience when they are interacting with other people in their environment (Shofura, 2021). This concept is classified into five distinctive categories: physical geography, professional geography, sociocultural geography, moral geography, and political geography. All of these categories were proposed by Hargreaves (2001) as a tool for studying emotion emergence.

Based on the explanation above, the researcher is interested in exploring the emotions of student teachers who have done their teaching practicum. This research is expected to be able to answer the question about the emotional geography experienced by student teachers in the English Education Department, UIN KH Abdurrahman Wahid Pekalongan during their teaching practicum.

1.2 Research Question

This research is conducted to answer a question about:

How did student teachers experience emotional geography during their teaching practicum?

1.3 Operational Definition

To avoid participants misunderstanding the term in this study, the researcher provided some definitions related to the research as follows:

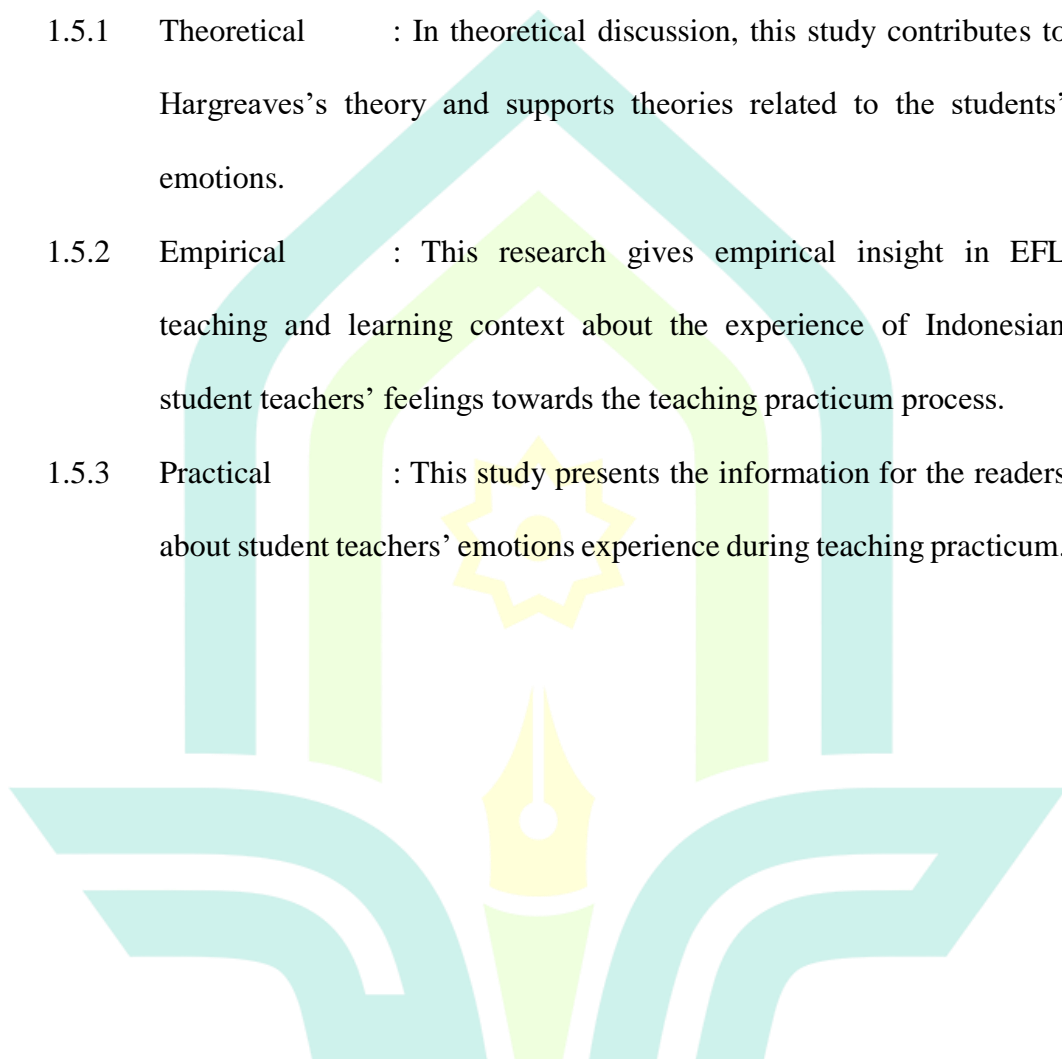
1. Emotional geography : this is a concept that explores human experience that causes closeness or distance in relationship with others (Susanto, Suparmi, & Rahayu, 2020).
2. Student teacher : this is a term used for students who are conducting teaching practicum at school (Rokhayani, 2016)
3. Teaching practicum : this is an important stage for university students from the faculty of education and teaching training to experience teaching in a real classroom situation while being supervised by an experienced teacher during a period of time (Mok & Staub, 2021)

1.4 Aims of The Study

This study aims to report the emotional geography that was experienced by student teachers during their teaching practicum.

1.5 Significances of The Research

- 1.5.1 Theoretical : In theoretical discussion, this study contributes to Hargreaves's theory and supports theories related to the students' emotions.
- 1.5.2 Empirical : This research gives empirical insight in EFL teaching and learning context about the experience of Indonesian student teachers' feelings towards the teaching practicum process.
- 1.5.3 Practical : This study presents the information for the readers about student teachers' emotions experience during teaching practicum.



CHAPTER V

CONCLUSION

5.1 Conclusion

This research aimed to explore the student teachers' emotions during their participation based on the emotional geography theory. The concept of emotional geography allowed participants to build their professional skills in becoming an English teacher in a real classroom situation. During their practicum, they had to adapt to a new environment with different norms, cultures, social and educational backgrounds. Meanwhile, the challenges they encountered during that time were lessened by the support from their group members and the guidance provided by the supervised teacher. In addition, during their practicum, the participants encountered a variety of obstacles, yet these challenges eventually proved beneficial. As newcomers in the professional teaching environment, student teachers were able to develop their teaching skills by learning from their personal experiences. These experiences, in turn, influenced their emotions as they faced various issues related to teaching and learning.

5.2 Suggestion

1. For undergraduate students

Undergraduate students who will experience teaching practicum need to prepare themselves and try to adapt into a new environment that has various

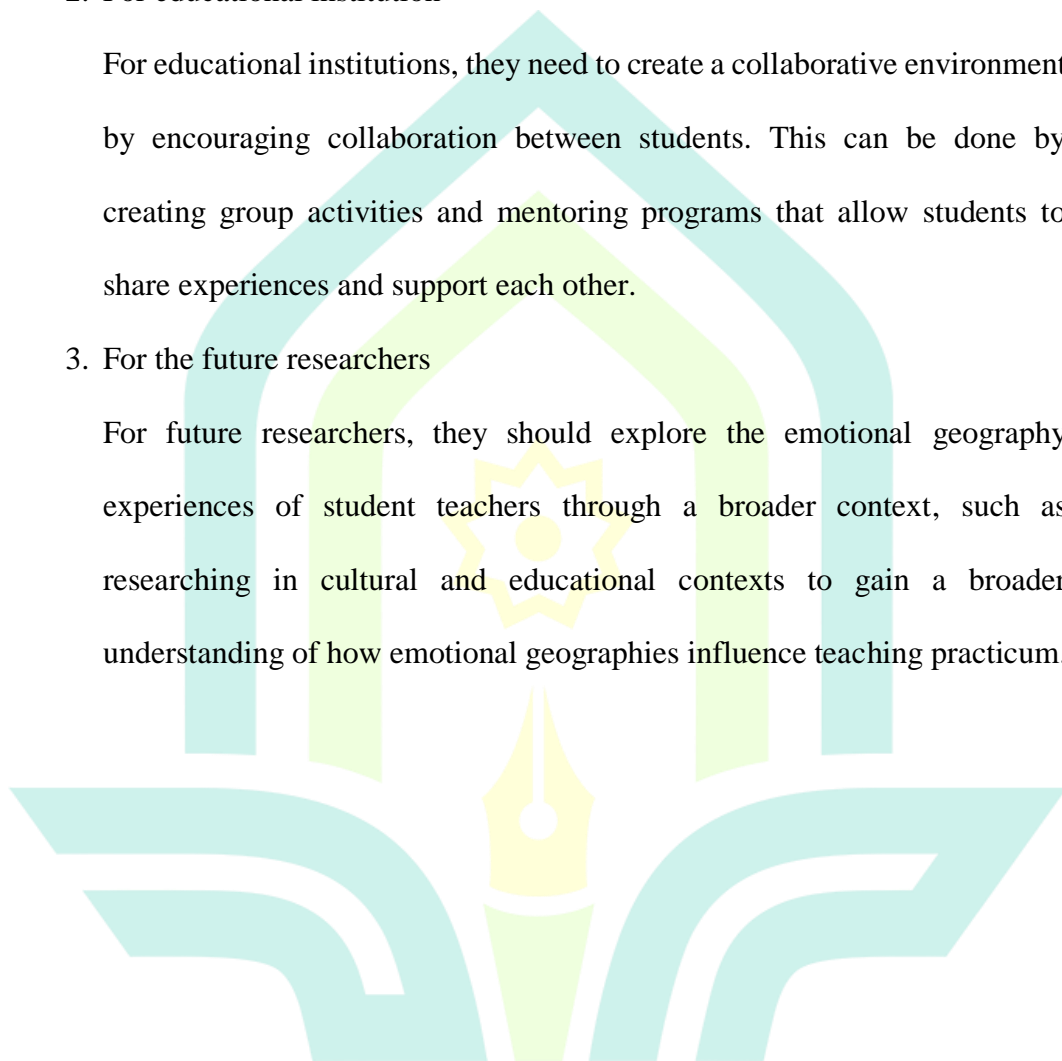
norms, cultures, social and educational backgrounds. Those students need to build good relationships with group members and. In order to lessen the challenges that may be encountered during practicum those students can share with their group members or their supervised teacher.

2. For educational institution

For educational institutions, they need to create a collaborative environment by encouraging collaboration between students. This can be done by creating group activities and mentoring programs that allow students to share experiences and support each other.

3. For the future researchers

For future researchers, they should explore the emotional geography experiences of student teachers through a broader context, such as researching in cultural and educational contexts to gain a broader understanding of how emotional geographies influence teaching practicum.



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