

**EMOTIONAL MAPPING: UNDERSTANDING  
THE EMOTIONAL GEOGRAPHY OF EFL PRE-  
SERVICE TEACHERS DURING TEACHING  
PRACTICUM**

**THESIS**

Submitted in Partial Fulfillment of the Requirements for  
Gaining the Degree of Bachelor of English Language  
Education



Organized by:  
Rifda Salsabila Putri Hanafi  
2103046192

**ENGLISH LANGUAGE EDUCATION  
DEPARTMENT  
EDUCATION AND TEACHER TRAINING  
FACULTY  
UNIVERSITAS ISLAM NEGERI WALISONGO  
SEMARANG  
2025**

## **THESIS STATEMENT**

I am a student with the following identify:

Name : Rifda Salsabila Putri Hanafi  
Student Number : 2103046192  
Department : English Education Department

Certify that the thesis entitled:

### **EMOTIONAL MAPPING: UNDERSTANDING THE EMOTIONAL GEOGRAPHY OF EFL PRE- SERVICE TEACHERS DURING TEACHING PRACTICUM**

Is definitely my own work. I am completely responsible for the content of the thesis. The writer's other opinions or findings included in the thesis are quoted or cited accordance with ethical standards.

Semarang, 10<sup>th</sup> March 2025

Sincerely,



Rifda Salsabila Putri Hanafi  
NIM: 2103046192

# RATIFICATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

## RATIFICATION

Thesis with the following identity:

Title : Emotional Mapping: Understanding The Emotional Geography of Efl  
Pre-Service Teachers During Teaching Practicum

Name of Student : Rifda Salsabila Putri Hanafi

Student Number : 2103046192

Department : English Education

Had been ratified by the board of examiners of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirements for gaining a Bachelor's Degree in English Education.

Semarang, 17 April 2025

## THE BOARD OF EXAMINERS

Chairperson,

Awwalia Fitrotin Izza, M.Pd.  
NIP. 199303012020122005

Secretary,

Nadiah Ma'mun, M. Pd.  
NIP. 197811032007012016

Examiner I,

Lulut Widyaningrum, M. Pd.  
NIP. 198008032009012010

Examiner II,



Vina Darisurayya, M. App Ling  
NIP. 199303012020122005

Advisor,

Agus Mutohar MA., Ph.D.  
NIP. 198408012019031007

## ADVISOR NOTE



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Prof. Dr. Hamka Kampus II Ngaliyan Semarang 50156  
Telp. 024-7601295 Fax. 024-7615387 Website: [www.walisongo.ac.id](http://www.walisongo.ac.id)

### ADVISOR NOTE

To:

The Dean of Education and Teacher Training Faculty  
Walisoongo State Islamic University  
Semarang

*Assalamu'alaikum Wr. Wb*

I inform you that I have give guidance, briefing, and correction in whatever extent necessary  
for the following thesis:

Title : EMOTIONAL MAPPING: UNDERSTANDING THE  
EMOTIONAL GEOGRAPHY OF EFL PRE-SERVICE TEACHERS  
DURING TEACHING PRACTICUM  
Name of student : Rifda Salsabila Putri Hanafi  
Student Number : 2103046192  
Department : English Education

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty  
of UIN Walisoongo Semarang to be examined at the Munaqosyah session.

*Wassalamu'alaikum Wr. Wb*

Semarang, 18<sup>th</sup> March 2025  
Advisor,



Agus Mutohan, MA., Ph.D.  
NIP. 198408012019031007

# THESIS GUIDANCE SCORE



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UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Prof. Dr. Hamka Kampus II Ngaliyan Semarang 50185  
Telp. 024-7601295 Fax. 024-7615387 Website: [www.walisongo.ac.id](http://www.walisongo.ac.id)

## NILAI PEMBIMBING SKRIPSI

Hal : Nilai Bimbingan Skripsi

Kepada Yth.  
Dekan Fakultas Ilmu Tarbiyah dan Keguruan  
UIN Walisongo Semarang

*Assalamu'alaikum Wr. Wb.*

Dengan Hormat,  
Kami memberitahukan bahwa setelah kami selesaikan membimbing skripsi saudara:

Nama : Rifda Salsabila Putri Hanafi  
NIM : 2103046192  
Prodi : Pendidikan Bahasa Inggris  
Judul : **EMOTIONAL MAPPING: UNDERSTANDING THE EMOTIONAL  
GEOGRAPHY OF EFL PRE-SERVICE TEACHERS DURING TEACHING  
PRACTICUM**

Maka nilai bimbingan skripsinya adalah (3,5....)

Catatan khusus pembimbing:

Demikian, untuk dapat dipergunakan sebagaimana mestinya.

*Wassalamu'alaikum Wr. Wb.*

Semarang, 18<sup>th</sup> March 2025  
Advisor,

**Agus Mutohar, MA., Ph.D.**  
NIP. 198408012019031007

## DEDICATION

First and foremost, I want to use this wonderful opportunity to thank my God, Allah SWT. I am able to do my last assignment because of the one and only God, who never fails to show us his mercy, blessings, love, and compassion. My dear Prophet Muhammad SAW, the epitome of human virtue, may always receive peace and greetings.

Having undergone several procedures, I am now able to complete my thesis, which is titled "Emotional Mapping: Understanding the Emotional Geography of Efl Pre-Service Teachers During Teaching Practicum." This thesis was sent in as a partial fulfillment of the criteria needed to graduate from Walisongo Islamic State University's undergraduate English Education Department.

The author realizes that this thesis would not be completed without any help, advice, support, and guidance from other parties or people around the author. Therefore, the author would like to express her deepest gratitude and appreciation to:

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The researcher concludes by admitting that the composition and substance of this thesis are far from flawless. The researcher is open to helpful criticism, nonetheless, in order to enhance and polish this study even further. The researcher really hopes that future scholars in particular will find value and inspiration in the results of this thesis.

Semarang, 10<sup>th</sup> of March 2025  
The Researcher

A handwritten signature in black ink, appearing to read "Rifda Salsabila Putri Hanafi".

Rifda Salsabila Putri Hanafi  
NIM: 2103046192

## ABSTRACT

Title : Emotional Mapping: Understanding the Emotional Geography of Efl Pre-Service Teachers During Teaching Practicum

Name : Rifda Salsabila Putri Hanafi

Student ID : 2103046192

The purpose of this study is to outline the differences and similarities in the emotional geography of international and national teaching internships, specifically focusing on preservice teachers during their probationary teaching experiences in Semarang and Malaysia. Utilizing a qualitative methodology, the study involved two EFL student teachers who completed both national and international internships through purposive sampling. Data were collected using semi-structured interviews and thematically analyzed through a systematic process that included identifying data, creating initial codes, and evaluating themes. The findings reveal that the emotional experiences of these preservice teachers can be positive, negative, or mixed, significantly impacting their teaching performance, classroom interactions, and overall internship experience. Factors such as support from colleagues, student interactions, school environment, and management expectations play crucial roles in shaping these emotional experiences. The study highlights the importance of emotional support in professional development, as both national and international preservice teachers face distinct challenges influenced by

their cultural contexts and education systems. Ultimately, this research contributes to a deeper understanding of the emotional dynamics that affect teachers' ability to adapt to challenges, develop professional skills, and navigate cross-cultural teaching environments, emphasizing the need for targeted emotional support during internships.

Keywords : *emotional geography; EFL pre-service teacher; teaching practicum*

## **MOTTO**

*“It is obligatory upon you to fight, even though you hate it. You may hate something, but it is good for you, and you may love something, but it is bad for you. Allah knows, but you do not know.”*

**(Al-Baqarah:216)**

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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the background and rationale of the study. It outlines the research problems, objectives, and significance of the study, along with the scope and limitations. Additionally, this chapter includes the definitions of key terms used throughout the research. These elements provide a comprehensive foundation for understanding the purpose and direction of the study.

#### **A. Background of the Research**

Teaching is a profession that demands pedagogical knowledge, adaptability, and effective classroom management. For prospective teachers in the English as a Foreign Language (EFL) curriculum, teaching practice is a crucial phase to apply theory to the real classroom environment. At this stage, they must design lessons, engage students, and respond to diverse classroom dynamics. However, this transition is not always smooth, as prospective teachers need to develop their teaching strategies,

communication skills, and professional identity. Success at this stage is key to building the confidence and competence needed in the teaching profession.

Unlike other subject areas, EFL preservice teachers face additional challenges such as language barriers, cultural expectations, and student motivation issues (Junhong et al., 2024). These factors can intensify emotional responses and require specific strategies to manage effectively. This highlights the real challenges faced by preservice teachers, reinforcing the need for better emotional support mechanisms.

In addition to being a place to apply theory, teaching practice also plays a role in shaping the professional identity of prospective teachers. Although teacher education programs aim to provide them with a strong foundation, teaching practice often presents complex challenges. The transition from theory to practice requires them to adapt to new physical, psychological, and social demands. Many prospective teachers experience

difficulties in classroom management, the effectiveness of teaching strategies, and how to respond to unexpected situations. This uncertainty can trigger anxiety and self-doubt, highlighting the importance of adequate support mechanisms during this process.

In facing the challenges of teaching practice, prospective teachers not only deal with technical and instructional aspects, but also with their emotional responses. Emotions play an important role in the teaching process and can have both positive and negative impacts on the teaching experience. According to Méndez-López & Aguilar (2013), some prospective teachers can channel their emotions to improve their teaching strategies and gain motivation from student interactions, mentor feedback, and institutional expectations. On the other hand, there are also those who experience frustration and self-doubt when facing difficulties, which can potentially hinder their teaching effectiveness. If not managed properly, these negative emotions can cause stress

and impact the professional development of prospective teachers.

If not addressed, persistent emotional struggles during teaching practice can lead to long-term professional consequences. According to Klassen et al. (2016), unresolved stress and self-doubt in preservice teachers can result in burnout, decreased job satisfaction, and even early career attrition. Furthermore, studies have shown that teachers' emotional well-being directly affects student outcomes (Jennings & Greenberg, 2009). Teachers who experience high levels of emotional distress are less effective in classroom engagement and instructional delivery, which can negatively impact student learning experiences.

Research also shows that preservice teachers experience a variety of emotions during teaching practice, both positive such as enthusiasm and happiness, and negative such as anxiety and frustration (Fan & Xu, 2020). Beliefs also play an important role in their emotional experiences, as they can affect the way they teach

(Anders & Evans, 2019). In some cases, preservice teachers experience conflict between personal beliefs and teaching practices required by the institution, which can cause anxiety and stress.

Although extensive research has been conducted on teacher emotions, there is still a gap in understanding how EFL preservice teachers' emotional experiences are shaped, especially in the context of differences between those teaching at home and abroad. The concept of emotional geography, as defined by Hargreaves (2001), highlights how teachers' emotions are influenced by social, cultural, moral, professional, physical, and political factors. However, most studies have focused on experienced teachers, while preservice teachers' emotional experiences have been under-explored (Benesch, 2017). Therefore, this study aims to understand how emotional geography influences EFL preservice teachers' teaching practice experiences, by comparing the experiences of those teaching in domestic and international settings.

An important aspect of emotional geography is understanding the emotional triggers that affect preservice teachers. These triggers can come from a variety of sources, such as classroom disruptions, conflict with students, lessons that don't go as planned, or feedback from mentors. By identifying and understanding these triggers, preservice teachers can develop better strategies for managing their emotions, while educational institutions can develop more effective policies to support them.

Emotional geography of EFL preservice teachers during teaching practice is a dynamic process influenced by a variety of institutional, interpersonal, and personal factors. During this time of practice, pre-service teachers experience emotional ups and downs that can lead to self-transformation, deep reflection, and the discovery of their professional identity. If moment that supports empathy, resilience, and emotional well-being in teacher education can be an important

step in building a more emotionally prepared generation of educators.

Furthermore, emotional geography provides insight into how emotions are embedded in the learning and teaching process. By mapping the emotional landscape of preservice teachers during their teaching practice, this study can help understand the complex interactions between emotions, thoughts, and behaviors that influence their professional development. Through this perspective, emotional triggers, and transformative moments that impact preservice teachers' emotional well-being can be identified.

This study aims to explore the emotional geography of EFL preservice teachers during their teaching practicum, focusing on their domestic and international experiences. By mapping their emotional triggers, and transformative experiences, this study is expected to provide in-depth insights into how emotions influence teaching effectiveness and professional development. This understanding is expected to

help teacher education programs provide better support for preservice teachers during their practicum.

Based on the description above, the researcher is interested in conducting a study entitled "Emotional Mapping: Understanding the Emotional Geography of Prospective English as a Foreign Language Teachers during Teaching Practice." The results of this study are expected to contribute to the development of teacher education approaches and support prospective teachers in facing emotional challenges during teaching practice.

## **B. Question of the Research**

Based on the background study mentioned above, the problem of this research is formulated into these questions:

1. How do similarities and differences between national and international internship experiences influence emotional geography during the teaching process?

2. How does emotional geography influence the teaching process for EFL pre-service teachers?

### **C. Objectives of the Research**

Based on the research questions mentioned above, the objectives of this research are:

1. To explain how differences between national and international internship experiences influence emotional geography in teaching, as well as identifying emotional factors that are influenced by differences in internship contexts.
2. To explain how emotional challenges influence the teaching practicum process for EFL (English as a Foreign Language) instructor candidates, including how these challenges influence their teaching performance, classroom management, and professional growth.

### **D. Significance of the Research**

Research on the emotional geography of EFL pre-service teachers during classroom teaching holds significant implications for the

field of teacher education and the cultivation of emotional intelligence. A nuanced understanding of their emotional experiences can offer valuable insights into emotional awareness, regulation, and the development of professional identity, thereby contributing to the enhancement of emotional competence essential for effective pedagogy and sustained professional development.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURES**

This chapter presents a review of theories and previous studies relevant to the topic of this research. It includes key concepts, theoretical frameworks, and findings from earlier research that support and strengthen the foundation of this study. The literature reviewed in this chapter helps to establish the context and justify the need for conducting the present research.

#### **A. Previous Research**

This chapter compiles theoretical reviews from several research publications to serve as a point of departure between current and previous research. Inspired by well-known publications, it dives into fundamental theoretical frameworks relevant to the research. These theories provide insights necessary for addressing concerns about previous research and literature evaluation. In compiling this research, the author examines

numerous relevant past studies to support this research, which are:

1. R. Ulya, M. Srisudarso (2023) conducted research Female EFL Pre-service Teacher's Emotional Geography in Teaching Practicum during Limited Face to Face Learning.

This research investigates the emotional experiences of female English teacher candidates in limited face-to-face learning settings. The study used a narrative approach and semi-structured interviews to gather data on the emotional geography of these candidates. The results reveal a range of emotions, including tension, fear, anxiety, surprise, confusion, stress, fatigue, helplessness, empathy, relaxation, calm, happiness, pleasure, and gratitude. The emotional geography of these teachers is influenced by interactions and distance between teachers and students.

2. N. Astutik, A. Hapsari (2022) conducted research entitled Emotional Geography of a Pre-Service English Teacher in Online Teaching Practicum During Covid-19 Pandemic.

The study examines the emotions of a pre-service English teacher during online teaching at a high school during the COVID-19 pandemic. It uses Hargreaves' emotional geography concept and data from daily journals and interviews. The study found that the teacher experienced both positive and negative emotions due to her understanding and lack of understanding at school. The teacher also adapted to online teaching using WhatsApp Groups and Google Classroom, demonstrating emotional resilience and communication skills as key factors in navigating this new environment.

3. Misdi, dkk, (2021) conducted research entitled The Emotional Geography of A Female EFL Pre-service Teacher in Teaching Practicum: Voice from Initial Teacher Education.

This research explores the emotional experiences of a female teacher student in Indonesian teacher education, focusing on her emotional geography. The study uses a narrative inquiry approach and Hargreaves' emotional geography framework. Findings reveal positive and negative emotions, such as dealing with scary people, bilingualism, adapting to learning media, and feeling good. Policy makers and teachers should consider these emotional aspects for effective teaching.

4. E. Rahmawati, F. Miftakh, A. Al-Baekani (2021) conducted research entitled A Pre-service English Teacher's Emotional Experiences within Teaching Practicum during COVID-19 Pandemic.

The study investigates the emotions of male English language teacher candidates during COVID-19 teaching in Indonesia, focusing on physical, moral, socio-cultural, professional, and political dimensions. Results show negative feelings like nervousness and helplessness, while positive feelings like compassion and happiness were experienced. The research aims to provide insights for English teachers and prospective teachers, helping them develop strategies to overcome emotional challenges during teaching practices.

5. Y. Heryatun, T. Septiana (2020) conducted research entitled Pre-service teachers' emotion in teaching practicum. The study examines the emotional experiences of two prospective teachers during two months of teaching practicum. The emotions ranged from anxiety to self-confidence and good relationships with

the school community. Professionally, the teachers faced challenges in adopting theory, interpreting feedback, and managing classes. The study also found the influence of culture, particularly the Indonesian culture of respecting seniors, on their personal and professional development.

## **B. Literature Review**

### **1. Teaching Practicum**

Teaching "practice and/or practicum" involves working with partners from universities and schools to place students in real-world learning environments (Jones & Ryan, 2014). The teaching practicum, sometimes referred to as "practice teaching, field experience, apprenticeship, practical experience, and internship," is a crucial component of the teacher education curriculum (Gebhard, 2006).

Karlström & Hamza (2018) emphasize the three main components of microteaching in

teacher education programs: preparation, instruction, and reflection. During preparation, pre-service teachers choose topics, draft lesson plans, teach students in a real school setting, and review their teaching abilities in the third reflection phase. This process helps them improve their teaching abilities.

According to Marais & Meier, 2004 the phrase "teaching practice" refers to the variety of experiences that pre-service teachers have while working in classrooms and educational institutions. Before pre-service teachers apply what they have learned in the classroom to the actual world of work, teaching practice is a crucial part of their preparation (Goh et al., 2009).

In addition to developing pedagogical skills, teaching practicum also influences pre-service teachers' emotional and psychological resilience. Studies suggest that teaching practicum can be both a rewarding and challenging experience, often triggering

anxiety and self-doubt among pre-service teachers (Pham et al., 2024). However, with adequate support systems, including mentorship and peer collaboration, pre-service teachers can overcome these challenges and enhance their confidence in teaching.

## 2. Pre-Service Teacher

Pre-service teacher education plays a crucial role in preparing future educators for the realities of the teaching profession. Teaching practicum is an essential component of teacher training, designed to provide hands-on experience in real classroom settings. However, pre-service teachers often face various challenges in adapting to classroom dynamics and meeting the diverse needs of students. This literature review examines the challenges encountered by pre-service teachers and the effectiveness of teacher education programs in preparing them for the profession.

Pre-service teachers are the individuals for whom a practicum is designed, giving them firsthand knowledge of the challenges of teaching in a classroom. Even yet, pre-service teachers may not be initially fully aware of the challenges they may encounter while working in classrooms (Beeth & Adadan, 2006). Pre-service English teachers are students who adhere to instructional strategies that are grounded in institutional theory and experience. Pre-service teacher education programs are designed to make sure graduates are ready to enter the teaching profession with the skills and knowledge necessary to meet the ever-increasing demands of the field (Darling-Hammond, 2006).

Pre-service instructors, however, frequently lack the necessary training to work with a wide range of learners' needs and skill levels. First, there is a dearth of coaching expertise due to a lack of school background; second, pre-service teacher education programs provide little time for coaching; and third, there are increasing demands placed on classroom teachers to successfully involve all children (Hemmings & Woodcock, 2011).

### 3. Emotional Geography

Emotions play a fundamental role in educational settings, influencing teacher-student interactions, classroom dynamics, and overall learning experiences. The concept of emotional geographies, introduced by Hargreaves (Hargreaves, 2005), provides a valuable framework for understanding how spatial, social, and professional proximities shape emotions in education. By examining emotional geographies, researchers and educators can gain insights into the factors that foster or hinder emotional understanding within the classroom. This literature review explores the role of emotional geographies in education, the categories proposed by Hargreaves, and the expanding scope of this concept in contemporary research.

Emotional geographies are the source of both emotional understanding and misunderstanding in the classroom. These include the spatially experienced patterns of proximity and/or distance in interpersonal interactions and relationships, which contribute to the formation, configuration, and coloring of the sentiments and emotions we experience about our environment, one another, and ourselves (Hargreaves, 2005).

Emotional geographies are a notion that aids in identifying the factors that contribute to and undermine the fundamental emotional connections and educational understandings that result from different degrees of proximity and intimacy in social encounters. Numerous emotional closeness and distance behaviors that can jeopardize emotional understanding among educators, students, coworkers, and parents are shown by data analysis from the Emotions Project (Hargreaves, 2001c).

In order to analyze the emergence of emotions, Hargreaves (2001a) distinguished categories of emotional geography: personal, political, sociocultural, physical, moral, and professional. Physical geography is the closeness and distance determined by space and time; professional geography is the closeness and distance determined by differences in professions; sociocultural geography is the closeness and distance determined by differences in backgrounds; moral geography is the distance determined by circumstances surrounding professional practice; and political geography is impacted by the perception of power.

### **C. Conceptual Framework**

The Emotional Geography conceptual framework was chosen because it is able to provide an in-depth understanding of how pre-service teachers' emotions are influenced by the social, cultural, and organizational contexts during teaching practicum. This framework, introduced

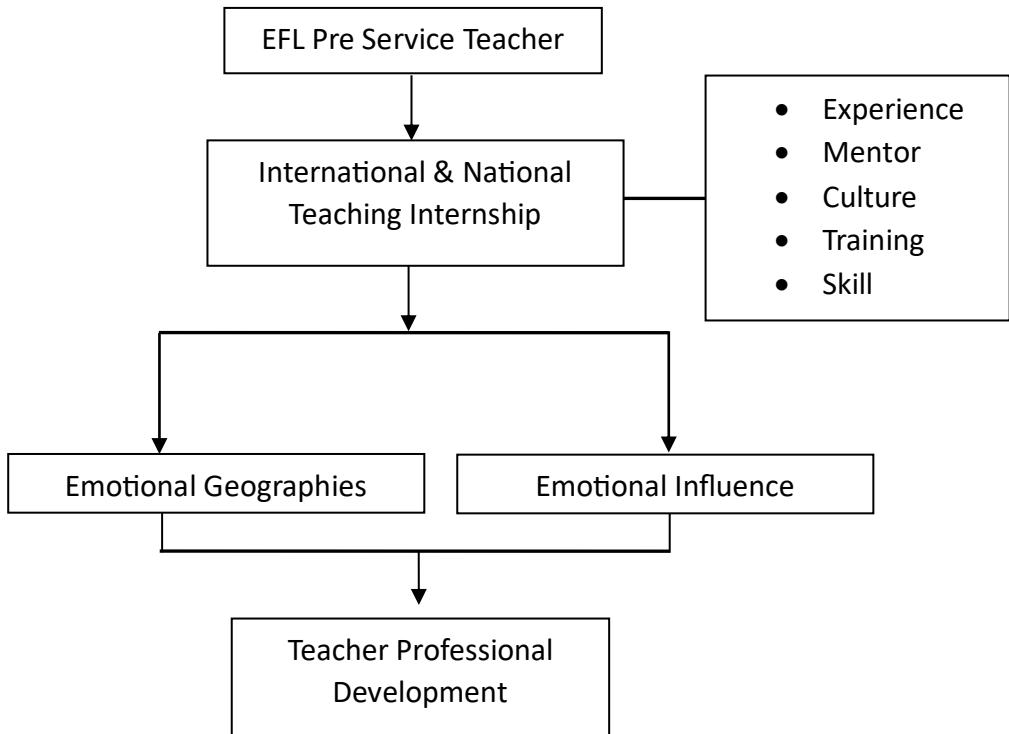
by (Hargreaves, 2001a), highlights how emotional closeness or distance in interpersonal relationships affects the dynamics of teaching and learning. In the context of teaching internships, especially in international settings, emotions become an important element that shapes interactions with students, colleagues, and mentors, and influences adaptation to new cultural norms and expectations. This approach is also relevant to analyzing how positive, negative, and mixed emotions emerge and are managed, thus supporting pre-service teachers' professional readiness in facing complex emotional challenges in the future.

The social constructionist approach analyzes teachers' emotions, influenced by social interactions and organizational contexts. Emotions vary across cultures and professions, with appropriateness varying across contexts. Hargreaves' concept of emotional geography explains how emotional understandings and misunderstandings are formed in human

relationships, particularly in the school environment. This framework helps identify factors that reinforce and pose a danger to fundamental emotional ties and conceptions of education due to different degrees of proximity and intimacy in interpersonal encounters. The feelings project's data analysis reveals a range of emotional proximity and distance that may jeopardize parents, teachers, students, and coworkers' ability to comprehend one another emotionally (Hargreaves, 2001b). Included these are:

- *Personal geographies* show that indicate the degree of proximity or separation between individuals in the intimate sphere of their interactions;
- *Cultural geographies* in which distinctions based on ethnicity, culture, gender, and disability, including variations in how one experiences and expresses emotion, can cause a rift between individuals and result in stereotypical treatment;

- *Moral geographies* in which people work toward shared goals and experience a feeling of success as a group, or in which people disagree or are protective about the goals of others;
- *Professional geographies* in which professional standards and definitions either separate professionals from their clients and colleagues or allow them to collaborate on the exploration of professional challenges;
- *Politically geographies* where disparities in position and power can skew interpersonal interactions or be exploited to empower others rather than further one's own goals;
- *Physical geographies* temporal and spatial that have the power to establish and maintain connections by bringing individuals together over extended periods of time or by reducing these ties to a series of sporadic encounters.



*Table 2.1 Theoretical Framework of the Emotional Influence on EFL Pre-Service Teachers*

## **CHAPTER III**

### **METHOD OF RESEARCH**

This chapter describes the research method employed in conducting the study. It includes the research design, participants, instruments, procedures of data collection, and techniques of data analysis. These components are presented to ensure the transparency, validity, and reliability of the research process.

#### **A. Research Design**

This study uses an interpretive qualitative approach, based on the assumption that reality is socially constructed and knowledge emerges through interaction between researchers and participants. Thematic analysis, a flexible method, was used to analyze in-depth interviews, revealing patterns of meaning and emotional dimensions. This approach allows for rich, detailed, and complex data accounts, while also providing meaningful theoretical insights into pre-service teachers' experiences.

Braun and Clarke (Braun & Clarke, 2008) conceptualize thematic analysis as more than a mere tool; rather, it is a foundational method for qualitative research that provides a coherent and accessible process for examining how participants make sense of their experiences. Their six-phase framework: 1) familiarization with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report—was rigorously followed in this study to ensure transparency, consistency, and depth of analysis.

## **B. Research Setting and Participant**

This research was conducted in two internship sites with geographical, cultural, and linguistic differences, namely an international internship in Malaysia and a national internship in Indonesia. The international internship lasted for 21 days at Maahad Tahfiz Al-Quran Darul Falah, Sungai Besar, Selangor, which has a community with cultural and linguistic diversity, where many students use English as the main

language because English is the second language in Malaysia. While the national internship was conducted for two months at SMP Negeri 23 Semarang, where the majority of students use colloquial Javanese as the main language of communication. These differences create different challenges in teaching English as a Foreign Language (EFL), where in Malaysia teachers have to adjust to a multicultural environment and the use of English, whereas in Indonesia, teachers face the challenge of using local languages and adapting teaching to the local cultural context. This diversity not only affects teaching strategies, but can also affect teachers' emotions, both in dealing with communication differences and in responding to diverse classroom dynamics, which is an important part of pre-service teacher development.

The selection of data sources is an important part of the research process because it gives readers confidence in the researcher's ability to conduct meaningful investigations and

provide accurate findings. The participants of this study were seventh-semester students of the English teacher education study program at a state university in Semarang, Central Java who had completed microteaching and teaching practice. The recruited participants had experienced teaching practice for 21 days to 2 months in a junior high school and a senior high school. Two prospective teachers participated in this study, namely Alice (pseudonym, female) and Alvin (pseudonym, male). The reasons for choosing this location were because of ease of access and meeting the requirements in this study. The determination of prospective teachers who were interviewed in this study was carried out using purposive sampling. The researcher selected based on certain criteria that were in accordance with the research topic, especially because their practical experiences varied in terms of duration and the level of education they taught. This variation provided a richer context

for understanding their emotional challenges and successes.

Pseudonyms	Gender	School level	Location	Teaching Experience
Alvin	Male	Junior high school	SMPN 23 Semarang	First experience
Alice	Female	Senior high school	Maahad Tahfiz Al-Quran Darul Falah Sungai Besar Selangor, Malaysia	First experience

*Table 3.1 The demographic information of research participants*

### **C. Methods of Collecting Data**

An open-ended semi-structured interview employs flexible yet guided questions, enabling participants to provide detailed and in-depth responses. These interviews are characterized by a

dynamic interaction where certain types of questions work better at different stages or with different individuals, fostering a conducive environment for respondents to express their thoughts openly (Vuori, 2017).

The researcher interviewed the respondent using both experience and feelings questions (Fraenkel et al., 2011). Experience questions focus on the respondent's previous actions, while feelings questions focus on the respondent's feelings about the items. The goal of this type of questioning is to obtain "descriptions of experience, behaviors, or activities that could have been observed but (for reasons such as the researcher's absence) were not." The researcher employs a method that combines both types of questions to gain a comprehensive understanding of the respondent's lived experiences and emotional responses, thereby enhancing the data's depth and richness, offering valuable insights.

Two semi-structured interviews were conducted with Alice and Alvin during their

teaching practicum to enhance narrative data analysis. We used informal interviews and conversations to encourage participants to feel comfortable and open to sharing their emotional experiences. All interviews were conducted in Indonesian. Alvin and Alice were asked to share their experiences during their teaching practicum in interviews. Asking about their overall experience during their teaching practice is how I start the interview. Next, he was confronted with several targeted questions intended to illuminate the narratives he had encountered in the past month.

#### **D. Research Instruments**

The instrument used in this study was developed based on Hargreaves' (2001) emotional geography construct, and the researcher used semi-structured interviews as a data collection technique to explore students' feelings and opinions during the international teaching internship. For flexibility and participant comfort,

the researcher used multiple multimedia platforms, including Zoom and WhatsApp chat, to facilitate direct face-to-face meetings and collect data. The interviews lasted 35-40 minutes and were conducted in Indonesian to make participants feel more at ease and easier to understand.

This interview involved questions about the participants' experiences and feelings during the teaching practice, including their first experiences, challenges faced, and the teaching methods most often used. Participants were also asked to describe successful teaching moments and their impact on students. With interviews conducted in a relaxed conversational atmosphere, researchers were able to collect more comprehensive information about the participants' emotional experiences during the internship, even though it was not carried out directly in the field.

Dimensions (Hargreaves, 2001b)	Indicators	General Question	Specific Question
<b>Personal Geographies</b>	<ul style="list-style-type: none"> <li>- Level of trust and openness between individuals</li> <li>- Emotional availability and empathy</li> <li>- Quality of personal communication (e.g., intimacy, caring)</li> <li>- Perceived social and emotional support</li> </ul>	<ul style="list-style-type: none"> <li>- Have you ever given material or presentation in front of the class before this teaching practice?</li> <li>- Do you have other experiences in guiding or teaching, for example through tutoring or tutoring activities before this teaching practice?</li> </ul>	<ul style="list-style-type: none"> <li>- How do you feel before and during teaching, especially regarding the fear that students may know more or not understand the material being taught?</li> <li>- How was your experience in establishing relationships with students, mentor teachers, and fellow PLPs during</li> </ul>

			<p>teaching practice?</p> <p>- How was the role of mentor teachers in helping and guiding you and how did the feedback given affect your development in terms of teaching skills?</p>
<b>Cultural Geographies</b>	<ul style="list-style-type: none"> <li>- Differences in values, beliefs, and cultural norms</li> <li>- Response to cultural, racial, gender, and disability diversity</li> <li>- Stereotypes and prejudices in social interactions</li> <li>- Tolerance and inclusive</li> </ul>	<p>Where are you from, and is the culture where you teach different from yours?</p>	<p>- How has your experience of teaching in an environment where you are ethnically, racially and culturally different?</p> <p>- Have you ever seen</p>

	attitudes toward other cultures		students treated differently because of their ethnicity, gender or disability?
<b>Moral Geographies</b>	<ul style="list-style-type: none"> <li>- Alignment or conflict in common goals</li> <li>- Commitment to professional values and ethics</li> <li>- Attitude of concern for collective or individual achievement</li> <li>- Response to moral responsibility in social interactions</li> </ul>	Do you often see students who misbehave or get low grades when in class or outside of class?	What do you do when you see students getting low scores in assessments?

<b>Professional Geographies</b>	<ul style="list-style-type: none"> <li>- Shared understanding of professional norms and standards</li> <li>- Willingness to collaborate on professional issues</li> <li>- Mutually respectful and supportive working relationships</li> <li>- Professional identity recognized by colleagues' peers</li> </ul>	What motivates you in teaching?	How did you feel when you first started teaching, and what were the biggest challenges you faced?
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<b>Politically Geographies</b>	<ul style="list-style-type: none"> <li>- Distribution of power and status in social interactions</li> <li>- Official use to support or oppress others</li> <li>- Fairness in decision-making and resource distribution</li> <li>- Hierarchical or equal communication patterns</li> </ul>	<p>Do you feel there is a difference in treatment between senior teachers and pre-service teachers?</p>	<p>How do your different roles as a prospective teacher and a senior teacher affect the way you interact with students and co-teachers?</p>
<b>Physical Geographies</b>	<ul style="list-style-type: none"> <li>- Physical proximity and frequency of interactions</li> <li>- Duration of relationships established</li> <li>- Accessibility of spaces for interaction (e.g. classrooms, meeting rooms)</li> <li>- Intensity of involvement in shared activities</li> </ul>	<p>Do you often meet students outside of class hours? If so, how do you interact with them outside of class?</p>	<p>Do infrequent meetings with students during class time make it more difficult to build a good relationship?</p>

*Table 3.2 Research question of this study*

## **E. Methods of Analysing Data**

The data in this study were described using thematic analysis (Braun & Clarke, 2008). The analysis process began by reading the interview transcripts to identify key themes related to the emotional experiences of EFL teacher trainers. Then, the data were analyzed by coding words or phrases that described the participants' feelings and experiences. Each emerging theme was further explored to gain a deeper understanding.

After the interviews were completed, the transcripts were transformed into narrative form using Hargreaves' (2001a) Emotional Geography theoretical framework. This process involved listening to the recordings, reading the transcripts, and ensuring that the words chosen reflected the participants' emotional experiences. Next, coding was conducted to identify recurring patterns related to the concept of Emotional Geography. Finally, the data were re-examined to ensure

accuracy of transcription and proper interpretation.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the findings obtained from the research and discusses them in relation to the theories and previous studies reviewed in Chapter II. The data are analyzed and interpreted to answer the research questions. The discussion highlights significant patterns, themes, and insights that emerged from the study.

#### **A. Findings**

This study examined the emotional experiences and challenges of two participants during teaching practice in Malaysia and Semarang. They experience positive, negative, and mixed emotions, but face different adaptation challenges. International participants faced unfamiliar cultural barriers, while national participants focused more on professional development and confidence. This study highlights how socio-cultural and environmental

factors of teaching practice shape the emotional experience of prospective teachers, emphasizing the influence of emotional geography in their teaching practice. This study answers two main questions: (1) How does the difference between national and international internship experiences influence emotional geography during the teaching process? (2) How does emotional geography influence the teaching process for pre-service EFL teachers?

The aspects discussed include emotional support, adaptation, cultural awareness, social relationships, teaching strategies, and mentor guidance. The analysis was conducted based on main themes and sub-themes, such as recognition and fulfillment, support and guidance, classroom management, cooperation, politeness, inclusivity, obedience, and teacher-student relationships. The study highlights how emotional geography, which is influenced by social and cultural factors, shapes the emotional experience of prospective teachers and influences the process of their teaching

practice in a variety of contexts. The explanation that follows will be more thorough.

## **1. Similarities and Differences in Emotional Geography of International Internship and National Internship**

### **1.1 Emotional Support**

#### **Recognition and Fulfilment**

- *Similarities:* Both are proud to see the progress of the students and appreciate their enthusiasm for learning. Alvin and Alice both enjoy the moment when the students gain new knowledge, showing high dedication in creating a positive learning atmosphere and supporting the development of students.
- *Differences:* Alvin creates a relaxed learning atmosphere by positioning himself as a study buddy. He feels good about seeing students understand or have new knowledge, and this gives him the enthusiasm to continue teaching. Meanwhile, Alice initially feels anxious

and overwhelmed due to the excellent treatment of the students, making her feel like she has to meet their expectations. This pressure arises because he does not want to disappoint the student. In addition, Alice was also disappointed that the dean's visit plan did not materialize, even though the overall experience was still pleasant and full of exciting moments during the PLP.

**Alvin:** *"Actually, while teaching, I always feel happy and excited. I feel really happy if they know more or have additional knowledge. I try to position myself as a study buddy, who can exchange ideas and ideas."*

**Alice:** *"At first there was a sense of shock and anxiety, especially because their treatment of us was very good. So, there is pressure to balance and fear that their*

*expectations are too high. In addition, I was also disappointed because there should have been a visit from the dean in the middle of the PLP, but it turned out to be canceled. Even so, the whole thing is still cool, there are a lot of exciting moments, and I just enjoy it."*

## 1.2 Teaching Strategies

### **Teaching English as a Second Language (TESL)**

- *Similarities:* Alvin and Alice are both focused on creating an interactive and collaborative learning atmosphere. They also realize the importance of adaptation in learning to achieve better results. Both prepare the material well so that students can be actively involved, albeit with different approaches.
- *Differences:* Alvin prepares the material carefully to avoid fear if students know

better, so that learning can be more interactive. Meanwhile, Alice found that although the students in her class seemed like beginners, they were already using English in their daily lives and had more experience. Alice also saw the enthusiasm of students who remained active even with more traditional methods and often code-switching to help each other understand the material.

**Alvin:** "I did prepare the material carefully, so there was no fear if the students knew better. This makes the learning atmosphere more interactive and collaborative, not just one-way."

**Alice:** *"We thought they were beginners in English, but it turned out they were already using it every day without always realizing that the terms they were using came from English, such as saying*

*'select' for 'choose and choose.'*

*When Thai students had difficulty understanding Malay material, Indonesian students often helped by translating or providing synonyms. They often code-switched, creating an atmosphere of mutual help and openness."*

### **Classroom Management and Organization (CMO)**

- *Similarities:* Alvin and Alice both emphasize classroom management that is responsive to student needs, by providing clear direction and creating a supportive learning structure. Both try to arrange the teaching approach according to the comfort of students and maintain order in the classroom. Both also understand the importance of providing clear directions to maintain class order and help students understand the lesson better.

- *Differences:* Alvin faces challenges in managing a large number of classes because he shares a schedule with his peers. This makes him have to adjust so that each class gets the same attention. On the other hand, Alice focuses more on one group of students at the international education level with a formal approach, although she also tries to encourage interaction and discussion in the classroom.

**Alvin:** "Because from my campus majoring in English Education there are only 2, I changed with my friend. There are 8 classes, so I hold 4 classes. I try to understand, where they are struggling. If there is material that they do not understand, I explain again to use a simpler way or a different approach so that they can grasp it

better. I usually give input right away"

**Alice:** "Although I try to use more interactive methods, they are still more comfortable in a more formal and direct way. They appreciate clear directions from teachers, although sometimes I also invite them to have more active discussions."

### **1.3 Mentor Support and Collaboration**

#### **Support and Guidance**

- *Similarities:* Both Alvin and Alice's mentors have a similar role in supporting their professional development, especially in improving the quality of teaching. They provide guidance through reflection, feedback, and suggestions related to teaching methodologies and classroom management. The main focus of both mentors is to help their mentees grow

personally and professionally in the world of education.

- *Differences:* Alice's mentors provide more emotional support, such as being a parent figure who provides a sense of security, builds confidence, and provides encouragement when Alice faces challenges. In contrast, Alvin's mentors focus more on professional development by providing practical advice on teaching strategies and pedagogical skills, as well as guiding them in achieving their career goals.

**Alvin:** *"The teacher gives directions before I teach and gives input afterwards. They also help me create teaching modules, are ready to answer questions, and give constructive reflections after I teach."*

**Alice:** *"The teachers there are like parents to me, always supportive. I*

*call them "Umi." When I'm stressed, they give me motivation, so I feel supported."*

## **Collaboration and Cooperation**

- *Similarities:* Alvin and Alice are both focused on building good relationships with the people around them, both students, teachers, and fellow PLPs. They believe that effective communication is the key to creating a comfortable and supportive environment in the teaching and learning process.
- *Differences:* Alvin emphasized the importance of maintaining formal communication and staying connected with all parties to ensure comfort in learning. He often discusses with students, teachers, and PLP friends to maintain understanding. Alice, while maintaining formal relationships in the classroom, interacts more casually outside the classroom. She spends time

with PLP friends, chatting casually, and sharing stories to strengthen relationships outside of learning activities.

**Alvin:** *"I try to establish good relationships with students, teachers, and PLP friends by maintaining effective communication and equalizing frequencies. The senior teachers there even consider us pre-service teachers as teachers as well. I keep communicating and often discussing, so that we support each other and create a comfortable learning environment."*

**Alice:** *"My relationship with fellow PLPs is also close, we often eat together or play outside of study hours. In the classroom, I and them are formal, where I am the teacher and they are the students. However, outside of the classroom, we are*

*more relaxed, chatting, and sharing stories."*

## **1.4 Cultural Awareness and Adaptation**

### **Compliance and Adaption**

- *Similarities:* Alvin and Alice both face challenges in terms of language and cultural differences, but both see this as an opportunity to learn and adapt. They see that these differences can actually be a bridge to create a more interesting and collaborative teaching experience.
- *Differences:* Alvin focuses on his efforts to understand the Javanese context even though he does not fully master it, so his experience becomes like learning a new language. On the other hand, Alice found that language differences were not only a challenge but also provided interesting cultural learning moments, such as misunderstandings of certain words that had different meanings elsewhere.

**Alvin:** *"Hmm, if I'm the one, it's a language difference. Right, here a lot of people talk Javanese, while I don't really understand. I tried really hard to understand the context. So, even though I didn't understand everything, I tried to learn and adapt. It's exciting, it's like learning a new language too.*

**Alice:** *"That's right! Despite the challenges in terms of language and culture, they are very open and adaptable, which makes me find it easier to teach. Interestingly, the difference is a kind of bridge. There are also funny moments that are also learning, such as when I say, 'It's okay, it's easy' when giving assignments. In Indonesia, it means 'easy,' but there 'easy' means 'illegitimate child,' so some are*

*silent, some laugh because the meaning is different."*

## **Politeness and Respect**

- *Similarities:* Alvin and Alice both observed that the environment in which they taught showed a culture of mutual respect, both between teachers and students. Both felt an open attitude towards the presence of young teachers or cultural differences, which created a positive atmosphere.
- *Differences:* Alvin focuses more on professional relationships with senior teachers who respect him as a junior teacher even though he feels reluctant. While Alice highlighted the respect in the students' traditions, such as the knee salute and casual interactions that reflect an appreciation for cultural diversity.

**Alvin:** *"No, Senior teachers there always consider us pre-service teachers as teachers as well. Yes,*

*but sometimes I am still a bit reluctant to talk to senior teachers."*

**Alice:** *"They are open to new things but still respect teachers. During the commemoration of Malaysia's Independence Day, students from various countries showed enthusiasm with their traditional clothes. There are also mischievous moments, such as calling a friend from Thailand while imitating his language, which seems to be just a joke. Then there is also the tradition of kneeling salutes to show their respect."*

## **1.5 Adaptability and Inclusivity**

### **Inclusivity and Equity**

- *Similarities:* Alvin and Alice both create an atmosphere that is supportive and respectful of students. Alvin strives to

ensure that no student feels left out of the learning process, while Alice builds close relationships through activities outside of the classroom, reinforcing students' sense of community and enthusiasm for learning.

- *Differences:* Alvin places more emphasis on inclusivity in the classroom, seeking to make students of different ethnic, gender, or disability backgrounds feel welcome. He uses a dialogical approach to encourage collaboration and mutual support among students. On the other hand, Alice shows attention through activities outside the classroom such as play, sports, and learning new skills from students, strengthening personal relationships while building students' enthusiasm for learning.

**Alvin:** *"I sometimes see students being treated differently because of their ethnicity, gender, or*

*disability. I try to create an inclusive classroom atmosphere, so that they feel welcome. I often invite them to discussions or group work so that they support each other and no one feels ignored."*

**Alice:** *"We often play together with students, such as walking around the village, playing sports, or learning new things such as archery from them. Even though they sometimes know a little bit of the material being taught, they are still enthusiastic about taking notes on new things, actively asking questions, and listening diligently."*

## 1.6 Social Relations

### **Teacher-Student Relationship**

- *Similarities:* Alvin and Alice both build positive relationships with students, creating a comfortable and supportive learning atmosphere.

- *Differences:* Alvin faces time constraints because lessons only last once a week, but he still tries to establish a good relationship. Meanwhile, Alice has more opportunities to interact because apart from formal activities, she is also often involved in informal activities such as playing sports with students.

**Alvin:** “... Moreover, English lessons are only once a week. So, the time to interact with them is also very limited. I still try to make the most of the time in class to build a positive relationship with them.”

**Alice:** “Even with the students, the interaction is relaxed, like playing afternoon sports with them.”

## **2. The Influence of Emotional Geography on The Teaching Process for EFL Pre-Service Teachers**

Emotional geography plays a crucial role in shaping the teaching experiences of EFL pre-service teachers, as evidenced in this study of Alvin and Alice. The emotional dynamics they encountered were deeply influenced by their social and cultural environments during their teaching practicums in Semarang and Malaysia.

### **2.1 Emotional Support and Professional Development**

Social and professional support emerged as critical factors influencing the emotional geography of both participants. Alvin benefited from peer collaboration and structured mentor guidance, which helped him refine his teaching strategies and maintain a positive classroom environment. His mentor provided targeted feedback on lesson delivery, student engagement, and classroom

management, ensuring his professional growth.

Alice, on the other hand, relied heavily on the emotional encouragement of her mentor and the interpersonal relationships she built with students and fellow teachers. Her mentor not only provided feedback on her teaching performance but also served as a source of emotional reassurance, helping her manage stress and self-doubt. This emotional bond played a crucial role in boosting her confidence and overall effectiveness as a teacher.

## **2.2 Cultural and Emotional Adaptation**

Alvin, who conducted his practicum in Semarang, felt a strong sense of comfort and confidence due to his familiarity with the local culture. This supportive environment enabled him to focus on fostering inclusivity in the classroom and building positive relationships with students. His approach emphasized collaborative learning and ensuring that all

students felt engaged and valued, particularly those from diverse backgrounds. His confidence in teaching was reinforced by structured mentor support, which provided constructive feedback and guidance on pedagogical skills.

In contrast, Alice initially faced greater emotional challenges in Malaysia, where cultural differences and high student expectations made her feel anxious and overwhelmed. However, as she adapted to the new cultural context, she developed a greater appreciation for diversity and intercultural learning. She navigated these challenges by actively engaging with students both inside and outside the classroom, fostering an inclusive and supportive learning environment. Her emotional journey was significantly shaped by the strong mentor support she received, with her mentor acting as a parental figure who provided reassurance and motivation. The close-knit nature of the

boarding school setting further strengthened her emotional resilience, allowing her to gradually gain confidence in her teaching abilities.

### **2.3 Influence on Classroom Management and Student Engagement**

The emotional geography of teaching influenced how Alvin and Alice approached classroom management and student engagement. Alvin, who was more at ease in a familiar cultural environment, focused on ensuring inclusivity in his classroom. He actively encouraged students from different backgrounds to participate and promoted a collaborative learning atmosphere. His ability to connect with students on a cultural level allowed him to create a welcoming and dynamic classroom environment.

Alice, despite initial struggles with cultural adaptation, discovered that students responded positively to structured lessons and clear instructions. She gradually adapted her

teaching strategies to align with student preferences while maintaining an engaging and interactive approach. Outside the classroom, she strengthened relationships through informal interactions such as playing sports with students, which enhanced their learning experience and deepened their engagement.

## **2.4 The Role of Emotional Geography in Teaching Effectiveness**

Ultimately, the findings highlight how the emotional geography of teaching practice is shaped by socio-cultural and environmental factors. Alvin and Alice's experiences illustrate that cultural adaptation, emotional support, and professional mentorship are essential components in helping pre-service teachers navigate the complexities of teaching in different contexts. This study underscores the importance of fostering emotional resilience and cross-cultural awareness in teacher education programs to better prepare

future educators for diverse teaching environments.

By understanding the emotional dimensions of teaching, institutions can design more comprehensive teacher training programs that address not only pedagogical skills but also the emotional well-being of pre-service teachers. Creating supportive environments, providing structured mentorship, and encouraging cultural adaptability are key factors in ensuring a positive and effective teaching practicum experience.

## **B. Discussion**

After analyzing the results of the interview, the researcher will elaborate in detail on the emotional landscape experienced by prospective English teacher students as second language speakers (EFL). In addition, this study will also discuss the impact of emotional geography in teaching practicum, both in national and international internship programs.

## **1. Similarities and Differences in Emotional Geography of International Internship and National Internship**

This study uses the Hargreaves emotional geography framework, which stresses the relevance of social and emotional components in teaching preparation, to investigate potential EFL teachers' emotional experiences during national and international internships. According to Hargreaves (Hargreaves, 2001b), teaching is a deeply emotional activity that includes not just cognitive and technical components, but also social connection and emotional adaptation. In this context, the study focuses on how the physical, social, cultural, moral, professional, and political environments impact the emotional responses of potential EFL instructors during national and foreign internships. This experience gives them insight into how they adjust to numerous external elements that affect their teaching experiences. The adaption and social

interaction processes have a substantial impact on prospective EFL instructors' teaching experiences and efficacy.

One of the important findings in this study is the influence of cultural and social differences in international internships. Cowie (2011) found that language teachers living abroad often feel deeper emotions because they are perceived differently in cultural, linguistic, and social aspects compared to other individuals. This discovery is reflected in Alice's experience teaching in Malaysia, where she faced greater emotional challenges due to significant cultural differences and high expectations, especially at the beginning of her internship. This contributes to the social and emotional adaptation process that affects the way Alice interacts with her teaching environment. Unlike Alvin who teaches in Semarang, who feels more comfortable with the local culture and more structured social support, Alice has to work harder to adjust.

Their emotional response is influenced by factors such as social support and cultural adaptation. Alvin, who is comfortable with the support system in Semarang, developed a relaxed approach to teaching, seeing himself as a learning companion for students. Instead, Alice initially felt more pressure due to high expectations and cultural challenges. However, after adapting to the support from her mentors and students, Alice began to feel more comfortable and confident in her new role. Both feel pride in the progress their students have made, as well as enthusiasm for sharing knowledge, but their approaches to learning and social interaction differ due to different environmental factors.

Support from mentors is also an important factor in their teaching journey. Alvin gets feedback and guidance that helps him refine his approach, while Alice builds a strong emotional connection with her mentor, who provides not only professional but also

emotional support. This makes it easier for him to transition in teaching in an unfamiliar environment. Cultural adaptation enriched their emotional experiences, with Alvin facing local language barriers such as Javanese, but seeing it as an opportunity to learn more. On the other hand, Alice faces a funny but challenging language misunderstanding, which also enriches her perspective on cross-cultural learning.

Lastly, social relationships with students and colleagues play an important role in their emotional well-being. Alvin maintains professional but supportive interactions, building effective collaborations with colleagues, students, and mentors. Meanwhile, Alice balances formal and informal involvement, building close relationships with fellow teachers and students, which helps her face challenges and feel more connected to the school community. These different social experiences also influence their teaching and

adaptation to the environment, while shaping their identity as aspiring EFL teachers who are more flexible and prepared to face the challenges of cross-cultural education.

## **2. The Influence of Emotional Geography on The Teaching Process for EFL Pre-Service Teachers**

Emotional geography has a significant influence on Alvin and Alice's teaching internship experience. Alvin, who is more familiar with the local environment, such as Semarang, can more easily implement structured and inclusive classroom management. In contrast, Alice who interns abroad must quickly adapt to the new culture and education system, which makes her more flexible and resilient in the face of teaching challenges.

Social support also affected both participants. Alvin relies on support from a familiar environment, allowing him to focus on teaching techniques and student

engagement. Alice, on the other hand, needs encouragement from her mentors and peers to cope with stress and build confidence.

Different classroom dynamics also affect their experience. Alvin with careful preparation can create a fun learning environment, while Alice has to adjust her method because the students' English skills are higher than expected, encouraging her to focus more on collaborative learning.

Guidance from mentors plays an important role. Alvin receives guidance from senior teachers who improve his teaching skills, while Alice has emotional support that makes him feel more confident in a foreign environment. This strengthens their ability to face challenges in the classroom.

Cultural awareness also shapes the way they teach. Alvin adapts her techniques to local nuances, while Alice learns a lot about educational expectations abroad, enriching her understanding of the diversity of classes.

Overall, emotional geography greatly influences their adaptation in managing classroom challenges, interacting with students, and growing as educators. In the context of EFL's teacher training programs, an understanding of emotional geography is important for improving teaching effectiveness and well-being during teaching practice.

## **CHAPTER V**

### **CONCLUSIONS AND**

### **SUGGESTIONS**

In this chapter, the study's conclusion is provided. Based on the data described in Chapter IV, certain inferences have been drawn. Furthermore, the researcher offers some recommendations as a roadmap for additional study on the same subject.

#### **A. Conclusions**

After conducting research on the emotional geography of prospective English (EFL) teacher students during teaching practice, the researcher will provide some conclusions from this study. This study focuses on two research questions. The first research question is how the differences between national and international internship experiences affect emotional geography during the teaching process. The researcher found that international interns faced challenges in cultural and language adaptation, while national interns focused more on professional development and self-confidence.

The second research question is how emotional geography affects the teaching process for prospective English (EFL) teacher students. The researcher obtained data that social, cultural, and environmental factors play an important role in shaping teacher interactions with students and teaching strategies. Mentor support and the school environment contribute to emotional resilience and teaching effectiveness. Thus, effective management of emotional challenges during teaching practice is key to creating meaningful learning experiences and preparing prospective teachers as competent educators in the future.

## **B. Suggestions**

Based on the findings, conversations, and conclusions, the researcher has made the following recommendations:

1. For EFL pre-service teacher

Prospective EFL teachers need to understand the different actions that can trigger emotional responses, both positive and negative, in the learning context. With this understanding, they can be more aware of the patterns of

emotions that emerge during their teaching practice and how these emotions affect their classroom experiences. Recognizing these emotional dynamics is important for prospective teachers to understand the factors that shape their teaching experiences and their impact on interactions with students and teaching effectiveness. As such, an exploration of the emotional geographies of teaching practice can provide deeper insights into the challenges and experiences of emotions.

## 2. For supervisor lecturers

Supervisors should help EFL pre-service teachers by communicating and addressing issues during internships. Furthermore, DPLs must give constructive and compassionate feedback, as well as arrange structured guiding sessions to examine the emotional issues that teachers confront during their work.

## 3. For further researchers

This study provides an opportunity for further exploration of the factors that influence pre-service teachers' emotions in a broader context. It is recommended for future researchers to investigate variables such as cultural background, previous educational experiences, and teaching methods used, and how these variables interact with emotional experiences during teaching practice. In addition, studies involving different educational institutions and teaching contexts may enrich the understanding of emotional dynamics in English as a foreign language (EFL) education more comprehensively.

### **C. Limitations**

This study is subject to several limitations that may influence the interpretation and generalizability of the findings. The research focuses on two participants who participated in a national and international internship, limiting its generalizability. The participants' individual

variables, such as gender, personality, institutional setting, and school level, may have influenced their emotional responses and adaptation processes. The study also adds complexity to the teaching context, including student demographics, mentor roles, and school culture. The reliance on self-reported data may be subject to recall bias or selective memory, especially in describing emotional experiences. Future research should expand the participant pool, diversify practicum settings, and include other influencing variables to better understand emotional geography in EFL teacher education.

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## **APPENDICES**

### **Appendix I Informed Consent Form of Participants**

#### **INFORMED CONSENT (LEMBAR PERSETUJUAN)**

Yang bertanda tangan di bawah ini:

Nama : Abyan Nauvall

Umur : 21

Jenis Kelamin : Laki-laki

Pekerjaan : Mahasiswa

Menyatakan kesediaan untuk menjadi Informan dalam Penelitian yang berjudul “Emotional Mapping: Understanding the Emotional Geography of Efl Pre-Service Teachers During Teaching Practicum” dan bersedia untuk:

1. Diwawancara terkait dengan topik penelitian
2. Dihubungi lebih lanjut apabila ada data yang perlu ditanyakan kembali

Semua nama akan dijaga kerahasiaannya, serta informasi hanya digunakan untuk keperluan penelitian saja.

Demikian pernyataan ini saya buat dengan sebenar benarnya tanpa paksaan dari pihak manapun.

Peneliti

A handwritten signature in black ink, appearing to read 'Rifda Salsabila Putri Hanafi'.

Rifda Salsabila Putri Hanafi

Partisipan

A handwritten signature in black ink, appearing to read 'Abyan Nauvall'.

Abyan Nauvall

## **INFORMED CONSENT (LEMBAR PERSETUJUAN)**

Yang bertanda tangan di bawah ini:

Nama : Khodijah Asshofia

Umur : 22

Jenis Kelamin : Perempuan

Pekerjaan : Mahasiswi

Menyatakan kesediaan untuk menjadi Informan dalam Penelitian yang berjudul “Emotional Mapping: Understanding the Emotional Geography of Efl Pre-Service Teachers During Teaching Practicum” dan bersedia untuk:

1. Diwawancara terkait dengan topik penelitian
2. Dihubungi lebih lanjut apabila ada data yang perlu ditanyakan kembali

Semua nama akan dijaga kerahasiaannya, serta informasi hanya digunakan untuk keperluan penelitian saja. Demikian pernyataan ini saya buat dengan sebenar benarnya tanpa paksaan dari pihak manapun.

Peneliti

A handwritten signature in black ink, appearing to read "Rifda Salsabila Putri Hanafi".

Rifda Salsabila Putri Hanafi

Partisipan

A handwritten signature in black ink, appearing to read "Khodijah Asshofia".

Khodijah Asshofia

## Appendix II Coding Process

### Participant I (Alvin)

Interviewer : Rifda Salsabila  
Participant : Abyan (Alvin)  
Time : Friday, October 25, 2024  
Place : SMPN 23 Semarang  
Length of Interview : 35 Minutes (09.00 – 09.35)

### Participant II (Alice)

Interviewer : Rifda Salsabila  
Participant : Khodijah (Alice)  
Time : Wednesday, November 13, 2024  
Place : Zoom meeting  
Length of Interview : 30 Minutes (21.30 – 22.00)

NO	THEME	SUB THEMES	DEFINITION
1.	Emotional Support	Recognition and Fulfillment (RF)	Feeling proud and satisfied when personal achievements are acknowledged by others.
2.	Teaching Strategy	Teaching English as a Second Language (TESL)	Teaching English to students who speak a different first language,

			which can bring feelings of frustration, joy, or success.
		Classroom Management and Organization (CMO)	Handling classroom activities, managing student behaviour, and organizing lessons, which may create stress, satisfaction, or frustration.
3.	Mentor Support Collaboration	Support and Guidance (SG)	Receiving help and advice from students or teachers, leading to feelings of confidence, encouragement, or reliance.
		Collaboration and Cooperation (CC)	Working together between student teachers and mentors, leading to

			feelings of support, frustration, or happiness depending on how well they work as a team.
4.	Cultural Awareness and Adaptation	Compliance and Adaptation (CA)	Adjusting to rules or teaching expectations and adapting to new situations, which may cause anxiety, relief, or empowerment.
		Politeness and Respect (PR)	Different ways people show politeness and respect across cultures, which may cause feelings of admiration, discomfort, or disagreement.
5.	Adaptability and Inclusivity	Inclusivity and Equity (IE)	Creating fair learning spaces where all students feel welcome and

			receive the support they need to succeed.
6.	Social Relations	Teacher-Student Relationship (TSR)	Building positive connections with students to create a comfortable and productive classroom environment.

NO	DATA	CODE	SUB-THEME	THEME
1.	<p><b>Alvin:</b> Actually, while teaching, I always feel happy and excited.</p> <p>I feel really happy if they know more or have additional knowledge.</p> <p>I try to position myself as a study buddy, who can exchange ideas and thoughts.</p> <p><b>Alice:</b> If for the fear of anxiety was there at first, but it has been resolved with the conditions mentioned earlier.</p>	<ul style="list-style-type: none"> <li>• I always feel happy and excited</li> <li>• I feel really happy when they know more or have additional knowledge.</li> <li>• I try to position myself as a study buddy, who can exchange ideas and thoughts.</li> <li>• The fear of anxiety was there at first</li> <li>• The feeling of shock also felt a bit burdened feel like I have to balance it out. Afraid their</li> </ul>	RF	Emotional Support

<p>Actually, there is shock yeah, continue also feel a bit burdened. The thing is, their treatment of us was really good, so we...feel like I have to balance it out. Afraid their expectations are too high. But yeah, overall, I just enjoy it,</p> <p>Impressions during PLP There's a lot of fun, but there's also pressure, even so, there was still a lot of fun, in 21 days, getting moments like that was really cool</p> <p>There was also disappointment because in the</p>	<p>expectations are too high.</p> <ul style="list-style-type: none"> <li>• There's a lot of fun, but there's also pressure.</li> <li>• There was also disappointment because in the middle of the PLP we should have been visited by the Dean who happened to be on duty in Thailand and Malaysia, but it turned out that it didn't happen because of something.</li> </ul>		
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	<p>middle of the PLP we should have been visited by the Dean who happened to be on duty in Thailand and Malaysia, but it turned out that it didn't happen because of something. that's really disappointing</p>			
2.	<p><b>Alvin:</b> I am indeed preparing the material carefully, so there is no fear that students know more. This makes the learning atmosphere becomes more interactive and collaborative, not just one-way.</p> <p><b>Alice:</b> We thought they</p>	<ul style="list-style-type: none"> <li>• Prepare the material thoroughly, so there is no fear that students know more.</li> <li>• The learning atmosphere becomes more interactive and collaborative, not just one-way.</li> <li>• We thought they were still</li> </ul>	TESL	Teaching Strategy

	<p>were still beginners in English, but it turns out they already use it every day.</p> <p>Although they are not always aware that the terms they use actually come from English.</p> <p>For example, they say "select" when they mean "choosy."</p> <p>Yes, they are very enthusiastic and respect the teachers. Even though the learning tends to be traditional, they remain active and easily directed to the student-centered method.</p> <p>For example, if a student from Thailand has difficulty</p>	<p>beginners in English, but it turns out they already use it every day.</p> <ul style="list-style-type: none"> <li>• For example, they say "select" when they mean "choosy."</li> <li>• Even though they are not always aware that the terms they use actually come from English.</li> <li>• Even though the learning tends to be traditional, they remain active and easily directed to the student-centered method.</li> </ul>		
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	<p>understanding Malay language material, usually...students from Indonesia help translate or provide synonyms in Malay. They often do code-switching, so help each other and be open with each other.</p>	<ul style="list-style-type: none"> <li>Students from Indonesia help translate or provide synonyms in Malay.</li> <li>They often do code-switching</li> </ul>		
3.	<p><b>Alvin:</b> I tried really hard to make establish good relationships with students, mentor teachers, and fellow PLP friends.</p> <p>The way, I always maintain effective communication and try to be on the same frequency with them.</p>	<ul style="list-style-type: none"> <li>Establish good relationships with students, mentor teachers, and fellow PLP friends</li> <li>Maintain effective communication and try to be on the same wavelength with them.</li> </ul>	CC	Mentor support and collaboration

<p>I'm still in the same communication with them, even often discussing also.</p> <p>That way, everything can be done support each other, and the environment around the teaching and learning process becomes more comfortable.</p> <p><b>Alice:</b> Relations with fellow PLPs are also close, often eat together or play outside of study hours.</p> <p>That's right. In class it's formal, we are the teacher, they are the students. But outside of class we are more relaxed, chatting</p>	<ul style="list-style-type: none"> <li>Always consider us pre-service teachers as teachers too.</li> <li>I still communicate with them, and even have discussions often.</li> <li>Support each other, and the environment around the teaching and learning process becomes more comfortable.</li> <li>Relations with fellow PLPs are also close</li> <li>Outside of class we are more relaxed, chatting and sharing stories.</li> </ul>		
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	and sharing stories.			
4.	<p><b>Alvin:</b> I happened to get a tutor who teaches in grade 8, because there are only 2 English Language Education majors in my campus, I take turns with my friend.</p> <p>There are 8 classes, because I take turns with my friends. I hold 4 classes.</p> <p>Then, I also had another experience during KKN. There, I became a tutor for elementary school children's study guidance. It was really fun, because teaching them is a</p>	<ul style="list-style-type: none"> <li>Because there are only 2 English Language Education majors in my campus, I take turns with my friend. I hold 4 classes</li> <li>Because teaching them is a different challenge than teaching peers.</li> <li>I usually give input right away.</li> <li>I try to understand where their difficulties lie.</li> <li>If there is material that they don't understand, I</li> </ul>	CMO	Teaching Strategy

	<p>different challenge than teaching peers. I usually give input directly. I try to understand where they are having difficulties. If there is material that they don't understand, I explain it again using a simpler method or a different approach so they can catch it better.</p> <p><b>Alice:</b> Even though I try using more interactive methods, they are still more comfortable with a more formal and direct approach. They appreciate clear directions</p>	<p>explain it again using a simpler method or a different approach.</p> <ul style="list-style-type: none"> <li>• Using more interactive methods</li> <li>• I also invited them to discuss to be more active.</li> </ul>		
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	from the teacher, although sometimes, I also invited them to discuss to be more active.			
5.	<p><b>Alvin:</b> No, really. The supervising teacher gave more directions before I entered the class, then gave input after I finished teaching.</p> <p>Very important. They helped me create teaching modules, were always available if I had questions, and provided constructive reflections after each teaching session.</p>	<ul style="list-style-type: none"> <li>• The supervising teacher gave more directions before I entered the class, then gave input after I finished teaching.</li> <li>• They helped me create teaching modules, were always available if I had questions, and provided constructive reflections after each teaching session.</li> <li>• The supervising teachers there were like</li> </ul>	SG	Mentor support and collaboration

	<p><b>Alice:</b> Very pleasant. The supervising teachers there were like parents to us, very supportive.</p> <p>They're like the old people at PLP. I call them "Umi." When I'm stressed, they give me motivation, so I feel supported.</p>	<p>parents to us, very supportive.</p> <ul style="list-style-type: none"> <li>When I'm stressed, they give me motivation, so I feel supported.</li> </ul>		
6.	<p><b>Alvin:</b> Hmm, as for me, language differences.</p> <p>Well, many people here speak Javanese, while I don't really understand it.</p> <p>I try really hard to understand the context. So, even though I don't understand</p>	<ul style="list-style-type: none"> <li><b>Language Differences</b></li> <li><b>I try really hard to understand the context. So, even though I don't understand everything, I try to learn and adapt.</b></li> </ul>	CA	Cultural Awareness and Adaptation

	<p>everything, I try to learn and adapt. It's fun, it's like learning a new language too.</p> <p>Alice: Right! And despite the challenges in terms of language and culture, they are very open and willing to adapt. That also makes it easier for me to teach.</p> <p>Interestingly, the differences actually become a kind of bridge. There are, of course, funny moments that are also learning experiences. For example, the word "gampang." In Indonesia it means 'easy,' but</p>	<ul style="list-style-type: none"> <li>• <b>Despite the challenges in terms of language and culture, they were very open and willing to adapt.</b></li> <li>• <b>The differences actually become a kind of bridge.</b></li> <li>• <b>For example, the word "gampang." In Indonesia it means 'easy,' but there it means 'illegitimate child.'</b></li> </ul>		
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	there it means 'illegitimate child.' So, when I give them an assignment and say, "It's okay, it's easy," some of them are silent, some of them laugh, because the meaning is different.			
7.	<p><b>Alvin:</b> There aren't any. The senior teacher there instead always consider us pre-service teachers as teachers too. Yes, but sometimes I'm still a bit reluctant towards senior teachers.</p> <p><b>Alice:</b> They are open to new things, although they remain</p>	<ul style="list-style-type: none"> <li>• The senior teachers there always considered us pre-service teachers as teachers too.</li> <li>• I'm still a bit reluctant towards senior teachers.</li> <li>• Respect teachers very well.</li> <li>• When there are events such as</li> </ul>	PR	Cultural Awareness

	<p>respect teachers very well.</p> <p>Rather, When there are events such as the commemoration of Malaysian Independence Day, they wear their own traditional clothes. Students from Thailand, Indonesia, and various regions in Malaysia showed high enthusiasm for these differences.</p> <p>So, for example, if someone is from Thailand, they like to mischievously call out 'oh Thailand!' and then add on as if imitating the language. I myself don't</p>	<p>the commemoration of Malaysian Independence Day, they wear their own traditional clothes.</p> <ul style="list-style-type: none"> <li>Students from Thailand, Indonesia, and various regions in Malaysia showed high enthusiasm for these differences.</li> <li>I myself don't really understand whether it was really a joke or there was something else. But so far, it seems more like a joke.</li> <li>We shook hands on our knees,</li> </ul>		and Adaptation
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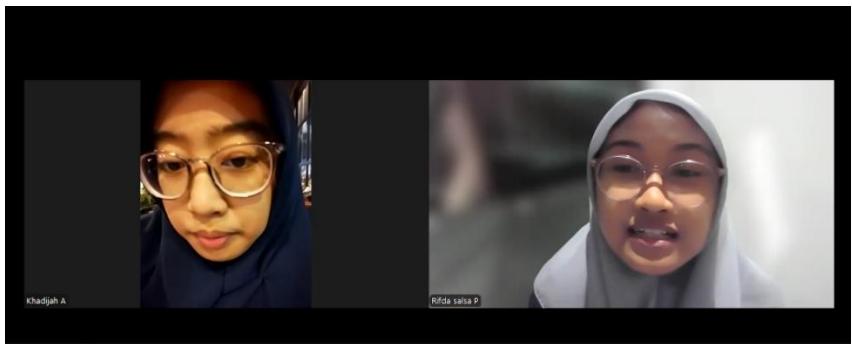
	<p>really understand whether it was really a joke or there was something else. But so far, it seems more like a joke. After that, We shook hands on our knees, like some kind of tradition.</p>	<p>like some kind of tradition.</p>		
8.	<p><b>Alvin:</b> Yes, there is. I sometimes see students being treated differently because of their ethnicity, gender, or disability.</p> <p>I try to make the atmosphere in the class more inclusive. I invite all students to</p>	<ul style="list-style-type: none"> <li>• I sometimes see students being treated differently because of their ethnicity, gender, or disability.</li> <li>• I try to make the atmosphere in the classroom more inclusive.</li> <li>• I invite all students to</li> </ul>		

	<p>support each other so that no one feels different or ignored.</p> <p><b>Alice:</b> We usually playing together with students, walking around the village, doing sports together, or they teach us new things like archery.</p> <p>Even though sometimes they already know a little about the material, they remain enthusiastic, continue to take notes on new things, and diligently listen.</p>	<p>support each other so that no one feels different or ignored.</p> <ul style="list-style-type: none"> <li>Playing together with the students, walking around the village, doing sports together, or they teach us new things like archery.</li> <li>Even though sometimes they already know a little about the material, they remain enthusiastic, continue to take notes on new things, and diligently listen.</li> </ul>	IE	Adaptability and Inclusivity
9.	<p><b>Alvin:</b> Yes, it's a bit difficult.</p>	<ul style="list-style-type: none"> <li>Time to interact with them is</li> </ul>		

	<p>Moreover, English lessons are only once a week. So, time to interact with them is also very limited.</p> <p>Yes, but I still try to make the most of my time in class to build positive relationships with them.</p> <p><b>Alice:</b> Even with students, the interaction is relaxed, like playing afternoon sports with them.</p> <p>Actually, it doesn't really feel like that. There we are welcomed well, even treated special.</p>	<p>also very limited</p> <ul style="list-style-type: none"> <li>• I still try to make the most of my time in class to build positive relationships with them.</li> <li>• Even with students, the interaction is relaxed,</li> <li>• There we are welcomed well, even treated special.</li> <li>• Our relationship with the students is very good.</li> </ul>	TSR	Social Relations
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	Hmm, if it's about that, thank God, our relationship with the students is very good. So, they are not just students, but are like my own younger siblings.			
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## Appendix III Documentation of Interview Session



## CURRICULUM VITAE

### **Personal Data**

Name : Rifda Salsabila Putri Hanafi

Place of Birth : Sidoarjo

Date of Birth : 25<sup>th</sup> of October 2002

Religion : Islam

Gender : Female

Address : Griya Permata Meri blok D4-36,  
Kelurahan Meri, Kecamatan Kranggan,

Kota Mojokerto, Jawa Timur

Email : [rifdasalsap@gmail.com](mailto:rifdasalsap@gmail.com)

Contact : +6282339903295

### **Formal Education**

1. Bachelor Degree of English Education  
Department, Faculty of Education and Teacher  
Training, Universitas Islam Negeri Walisongo  
Semarang
2. Madrasah Aliyah Negeri 3 Tambakberas  
Jombang
3. SMP Negeri 3 Peterongan Jombang

4. SDI Plus Al-Azhar Mojokerto

Semarang, 10<sup>th</sup> March 2025

The writer,

A handwritten signature in black ink, appearing to read "Rifda Salsabila Putri Hanafi". The signature is fluid and cursive, with the name "Rifda" being the most prominent part.

Rifda Salsabila Putri Hanafi

