



EMOTIONAL GEOGRAPHY OF A PRE-SERVICE ENGLISH TEACHER IN ONLINE TEACHING PRACTICUM DURING COVID-19 PANDEMIC

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Abstract

Due to COVID-19 pandemic, online learning has now become a bridge to facilitate teaching practice. Emotion has received little attention in online learning and online teaching practice for a senior high school, particularly for pre-service teachers. The study attempted to investigate a pre-service teacher's emotion during her online teaching practicum by using Hargreaves's (2001) concept of emotional geography. The data were gathered from diary journals and interviews conducted over the course of a month of teaching practice in a senior high school. The narratives were analysed using a descriptive qualitative approach combined with thematic analysis. The findings show that the pre-service English teacher experienced a variety of positive and negative emotions because of understanding and misunderstanding in schools, and that these emotions gradually changed her perceptions of her teaching practice. This research offers a novelty in terms of describing how a pre-service English teacher adapted from offline to online teaching practice utilizing WhatsApp Group and Google Classroom to share materials and deliver assessments at the time of COVID-19 pandemic. Emotional resilience and good communication skills were proven to help the participant in navigating emotional geography in online teaching practice with limited face-to-face interaction and guidance with the teacher supervisor in the school.

Keywords: emotional geography, pre-service English teacher, online teaching practice

INTRODUCTION

Emotion is an important aspect of education because it involves a person's intense feelings. Hargreaves (1998) contends that emotions become ingrained in us, particularly in educational institutions such as schools. A pre-service teacher may experience dynamic emotions during her teaching internship in a school while undergoing pre-service teacher education. The concept of emotional geography may help to explain the phenomenon of emotional conditions. Emotional geographies, according to Hargreaves (2001), are the emergence of emotion as a part of recognition of the support for or threat to distance or closeness that occurs in people interaction. Pre-service teachers' emotional states in the context of teacher education could be used to figure out how emotional learning occurs in teaching, leading to new insights and approaches for a pre-service teacher learning in foresight (Sutton and Wheatley, 2003).

First and foremost, teaching would always elicit a range of emotions as a result of interpersonal interactions with other people and having to deal with their feelings. Teacher emotions are viewed as a dynamic of changing emotions (Liu, 2016). "Emotions are dynamic parts of ourselves, both positive and negative" (Hargreaves, 1998, pp. 835). Emotions that occurred during the teacher experience had a pattern of proximity with people's interaction (student, colleague, senior, parents) where the emotion occurred. Emotional geography provides patterns to help people perceive basic emotions and respond to people using spatial relations (Knudson, 2016). Similarly, the concept of emotional geography assisted us in identifying support and threat emotion based on its proximity to people.

Hargreaves (2001) proposed five types of emotional geography as a tool for analysing emotion emergence. The first is physical geography, which refers to the proximity and/or distance caused by time and space. For example, in offline learning conditions, when teachers and students meet intensively every day (face-to-face class). The meetings expose them to more physical interaction, which fosters emotional bonds between them. The second type of geography is professional geography, which refers to the closeness and/or distance created by professional differences. For example, it occurs when teachers have a variety of teaching jobs that allow them to become acquainted with schoolwork and improve their ability to adapt to fieldwork because practice makes perfect.' The third type of geography is sociocultural geography, which refers to the closeness and/or distance caused by background differences. For example, when teachers are aware that they are not native speakers but still strive to have good pronunciation in order to teach students. We could capture information from students' living environments. The fourth concept is moral geography, which refers to the closeness and/or distance created by professional practice circumstances. For example, when teachers had to deal with their colleagues' arguments or conflict while she was aware that they were still interacting with each other for personal and professional reasons. Finally, political geography refers to the closeness and/or distance caused by differences in power perception. For example, due to her power position, teachers should be obedient to her mentor during the school-work environment.

Teaching "practice and/or practicum" is a process of teaching students in a real-life setting with the collaboration of university-based and school-based partners (Jones and Ryan, 2013). This condition is frequently referred to as professional experience, and it is also referred to as teaching practicum, teaching placement, teaching rounds, and teaching internship (Jones and Ryan, 2013). In the Indonesian context, teaching practicum is offered after pre-service teachers have completed pedagogical content such as micro-teaching and instructional design courses. Pre-service teachers learn how to deal with their beliefs and the realities of the practicum that contribute to their professional identity during student teaching. Pre-service teachers would gain a better understanding of their responsibilities as English language teachers if they had a space to reflect on the process of learning to teach in collaboration with mentors and peers. Finally, it could be said that teaching practicum is an important part of teacher education because it allows pre-service teachers to apply their pedagogical knowledge in a practical setting (Morrison and Escobar, 2020). Nonetheless, due to the Covid-19 pandemic, online learning has taken the place of face-to-face teaching practicum. According to Downing and Dymont (2013), at the start of online teaching, teachers lack the ability and confidence due to apprehension about technological matters that we are expected to master. This became the challenge for aspiring teachers. Pre-service teachers, on the other hand, were expected to discover some new teaching tools as part of the learning process in preparation for future teaching careers. Nonetheless, technology has

not been able to change human interaction in face-to-face interactions (Morrison and Escobar, 2020).

At the time of COVID-19 pandemic, online interaction has become an important part of professional life, particularly for pre-service teachers. Due to health protocols, chat discussion and video conferences often substitute face to face interaction. It is undeniable that emotional dynamics will occur during online learning (Carrillo & Flores, 2020). Several recent studies have discussed the importance of examining emotion in pre-service teachers' interactions during teaching and learning experiences, which captures a kind of story of emotional states (Hargreaves, 2000; Misdi, 2020; Heryatun and Septiana, 2020). Among those studies, only a few were conducted in an online learning environment. As a result, this study attempts to fill a gap in descriptive qualitative research by investigating a pre-service English teacher's feelings or emotions during an online teaching practicum at the time of COVID-19 pandemic. This study aims to investigate a pre-service English teacher's emotional geography during online teaching practicum at the time of COVID-19 pandemic. This research offers a novelty in terms of describing how a pre-service English teacher adapted from offline to online teaching practice utilizing WhatsApp Group and Google Classroom to share materials and deliver assessments at the time of COVID-19 pandemic in a senior high school.

METHOD

The descriptive qualitative approach was used in this study, which focused on what aspect of emotional geography in a pre-service English teacher when doing online teaching practicum during the Covid-19 pandemic. Descriptive qualitative research allows researchers to delve deeper into the target phenomenon or a variety of cases pertaining to the contextual conditions of online teaching practicum during the Covid-19 pandemic in order to provide new insights for both researchers and readers. The study was carried out during a one-month teaching practicum at the participant's school partner.

The participant was a pre-service teacher who substituted for real teachers on day one of her teaching practicum and provided materials as an online classroom teacher daily. Malika (pseudonym) is a 21-year-old college student. In the seventh semester, she had her field teaching experience. After completing reflective peer micro teaching coursework, she enrolled in the teaching practicum. She prepared everything for teaching preparation, including the lesson plan, materials, media, and assessment. After she finished teaching, she was required to write about her day in a diary journal on Google Site.

The participant was chosen because she completed her pre-service teaching practicum/internship program in a senior high school, which included one week of observation and one month of full teaching practice. She enjoys both teaching and the circumstances. Every time her student understood and responded well to what she had said in class, she felt a positive emotion or happiness. During her online teaching practicum, she taught twice a week in a senior high school for two weeks, utilizing WhatsApp Group and Google Classroom to share materials and deliver assessments. She was also willing to volunteer to share her stories with the researchers and agreed to give informed consent.

Throughout the teaching practicum, data were gathered using a diary journal, which was then supplemented with a semi-structured interview. In addition, diary journals would be followed by an interview via video call or WhatsApp application to double-check and validate each link story. Throughout the participant's teaching practice, a diary journal was required to highlight some dominant emotions, which were then analysed through written

stories on Google Site. Every day of Malika's practicum was turned into a written story, complete with emotion and feelings about every detail. Diary journals are thought to be more accurate at portraying emotions because they are consistently written on the same day as practicum, which is rated differently than interviews that rely on memory (Filep et al., 2015).

The semi-structured interviews were designed to depict the participants' experiences. Due to the Covid-19 pandemic, all data was obtained via Zoom, video WhatsApp, voice notes, and text via WhatsApp as part of an interview consent agreement between researcher and participant. The researchers obtained permission from the participants to interpret her struggle with online teaching practicum. Creswell (2012) defines a qualitative interview as "when researchers ask one or more participants general, open-ended questions and record their responses" (p. 217).

To that end, the researcher used semi-structured interviews followed by open-ended questions that allowed participants to explore emotions and re-checked each story in prior tools, which is a diary journal. Using Hargreaves' framework as a guide, the researcher uses the five geographies dimension as a parameter for the questions. The thesis supervisor discussed and validated the interview questions.

Using a thematic analysis, the researchers carefully read the transcription several times. The data were organized in a minimalistic manner and detailed descriptions were provided (Braun & Clarke, 2020). According to Nowell, Norris, White, and Moules (2017), using thematic analysis is effective in linking the relationship between theoretical concepts and its themes because thematic analysis assists us in identifying, analysing, and reporting the patterns (themes) within data that are linked with its theoretical relationship.

Finally, an interpretative discourse was used to make sense of the data analysis. It discusses the findings from Malika's stories on her emotional geography during the Covid-19 pandemic in an online teaching practicum. Hargreaves' (2001) emotional geography in language teaching was used to frame Malika's story. Following that, Malika's responses were categorized into themes based on analysis. Malika's emotional geography was represented by the bound themes, which were classified as prominent themes. The stories were coded with the major themes divided into sub-themes, and data interviews were clarified with the diaries. The findings are divided into four emotional geographies, which are as follows: professional geography, physical geography, moral geography, and political geography. As a result, each aspect of emotional geographies is addressed through sub-themes.

The researcher (first author) should consider four factors to earn the data's trustworthiness. To begin, the data should be appropriate if matched with narrated participants to achieve credibility. Second, the data should be transferable so that it can be used in any context. Third, the researcher must be able to ensure that the research process is clear to achieve dependability. Fourth, to achieve confirmability, the researcher must be able to interpret the findings derived from the data and approved by the supervisor (the second author).

RESULTS AND DISCUSSION

Malika acted as a professional teacher even though she was overwhelmed due to putting the work off, less motivation, and hoped the online teaching practicum would be finished soon during the teaching practicum process itself. Malika was able to prevent several events built upon her prediction and applied a particular strategy to overcome an action on appearing emotion whether it's positive or negative. This online teaching practicum has shaped Malika's image as a pre-service English teacher who has responsibility, good adaptability, and a stable mentality. During the teaching internship, Malika not only encountered

emotional experience but also obtained an additional pedagogical knowledge particularly in online context. The following data present how Malika's emotion arose when related to students and supervisor at that moment. The data from the diary journal highlighted four aspects that characterized emotional geography: professional geography; moral geography; physical geography and political geography.

Professional geography

Teaching is an activity that needs patience and persistence, and it is getting higher especially in a pandemic situation. Malika is a pre-service teacher who had no English language teaching experience before she enrolled as a full-time student in English language education department program. For her teaching practicum, Malika was placed in a public senior high school by the university, and she was aware that she had to demonstrate a principle of "theory to practice" which she learnt theory from university and enact it in the schools. Malika as a pre-service teacher hesitates her ability due to the quick transition from offline and online learning that leads her into fear and confusion in teaching technically. Due to her inexperience in teaching, Malika starts feeling nervous when she realizes that the teaching practicum would start in two days, and she tries to prepare all the teaching stuff related to online learning. As a beginner teacher, Malika did good preparation by checking students in Google Classroom as a platform to teach asynchronous mode in the school. This activity leads her to confront more nervousness as she said:

"...This thing really makes me so nervous. To be honest, when I saw there were no students in the classes in the previous day's I felt so nervous, but now when some students have already joined, I'm more nervous than before. Today I feel so nervous yet excited." Diary Journal/PSG-IT/D8

The day Malika starts her day one of teaching practice, she always mentioned the excitement of being a teacher even though nervousness gets in the first place. However, it decreases by sum as teaching practice goes by. Malika also mentioned that she was worried about students' response related to her teaching style considering this is the first time to teach and by online for Malika.

"I am so worried that the students will not engage in my class. I am afraid I cannot make the learning process enjoyable and meaningful for the students." Diary Journal/PSG-IT/D20

Malika added that she as a pre-service teacher should be ready for any circumstances, she mentioned in her journal and her interview that she encountered several unexpected situations where she was supposed to be ready if want to be a great teacher.

"These unexpected things make me realize that as a teacher we should be ready for any unexpected things that might happen. Also, this is my first ever time teaching students online" Diary Journal/PSG-IT/D20

Thinking that applying theory into practice is not an easy way, Malika is already confused when it comes to choosing the suitable learning methods to teach materials particularly in online learning context. At first, it was hard for Malika to prepare all materials, methods, and assessments because she had never done online learning beforehand.

“These things made me realize that preparing a lesson plan and material are not easy to do. I must make sure that the material and activities are authentic.” Diary Journal/PSG-IP/D2

On the other hand, Malika confirmed that she uses authentic tasks (uses happening news recently) that fits in students’ circumstances for the fact knowing that online learning is not an easy way to learn. During her preparation, she created a small note written step by step of teaching as a precautionary measure.

“I also wrote the teaching steps that I would use later. This thing is so helpful for me because later when I teach the students’ I would not be confused about what I should say to the students.” Diary Journal/PSG-IP/D7

Even though she has not started yet, she planned to prepare anything if a school-mentor suddenly asked her as a representative to teach students. Some professionals’ activities were already conducted in the previous semester when she still sat in undergraduate school. First and foremost, a course helps her to think calmly when it comes to practice. She confirmed through the interview when students refer unwillingness to the online interaction or silence treatment, she would try to engage them actively in simple conversation as greeting each other, or sometimes asking students’ activity during quarantine or she cracks some jokes to maintain the class for not being monotonous. Anxiety and fear confronted Malika and she tried to bear challenges in her. The supervisor is giving her advice via Zoom meeting when online language learning is a new way to teach students about the surroundings, employing an easy concept of the materials so students can apprehend as expected beforehand. To keep the practicum going well, Malika always re-checked all things related to teaching practicum, such as: lesson plan, materials, media, and the worksheet. The same thing happened when Malika was preparing the assessment for students, she revealed that the first thing teachers should do is appreciate students when it comes to online situations.

“I think we can assess the students’ performance through test for ulangan harian, task report, and we also can assess their participation in the learning process” Diary Journal/PSG-IP/Teaching Philosophy

At first, she got confused about grading where to take it from until she asked her supervisor that the assessment can be accessed from students’ performance during their collaboration in the classroom. Teachers should give spaces to students when conducting online learning because it is not something that easy to do.

Once Malika confirmed from the interview that she tried so hard to keep her perfectionist while preparing the materials, she was not satisfied yet until she bears in mind that the preparing result almost got perfect for her. Other times when she made a mistake with revision repeatedly lead her to the tired feeling as she struggles with preparing teaching media, materials and so on.

“Because I am such a perfectionist, I do not want any of these things to become ruined, so I keep repeating.... Yes, I am tired. This is the recording process, it is tiring, it is annoying.... It is more like complaining, why is it so?” Interview/PSG-P/106

However, after all the struggle she mentioned about, she states that she was relieved after undertaking the process of being a teacher. Malika perceived pride, relaxation, and happiness right after dealing with students, physically nervous, and exhausted.

Physical geography

Covid-19 pandemic successfully became a big transition from offline to online learning. Due to this quick transition made Malika quite shocked at first when she is not familiarized yet before, she also revealed that she had no idea on how online class would be run, how teachers teach, what things must prepare, what activities to do throughout online learning although she as a pre-service teacher got microteaching class as she confirmed in the interview session.

“We asked our supervisor teacher about how the system of online learning applied in this school, and we asked about things that we must do related to the online teaching practicum” Diary Journal/PHG-US/D1

Malika confirmed through her interview session if the teaching and learning process enacted in offline learning, she as a pre-service teacher could explore the classroom by meeting them in person, allow any request method or media from students, and offer more attention for them. On other hand, offline learning could emerge her sense of feeling by receiving good responses from students which boost her passion while teaching. During Malika’s first teaching practicum, she commits it in unfamiliar surroundings that lead her into fear of doing something wrong and being ashamed.

“I feel ashamed. To do what I want to do, I am still afraid, and I do not have the courage to do that.... I am afraid to make any mistakes and even do something, I am afraid that the people would not accept me for the teamwork.” Interview/PHG-US/71

To prevent undesirable things, Malika attempted to make as good an impression in the circumstances as she could. Malika also confronted some unexpected things that promoted her into fear and solicitude, afraid that she cannot do things and cannot finish her teaching session as she set the time properly. Then once a day she wrote that

“Therefore, I cannot finish all the steps I have planned. I only give the stimulation and explain the material to the students. Then the exercise and the production, I posted the assignment streams at the google classroom” Diary Journal/PHG-US/D9

The unexpected things happened while she did a teaching practice because she ran out of time and replaced the remaining materials in the form of assignments to be posted in Google Classroom as a platform to teach students. Malika’s realize that she would run out of time due to the unmanaged time at the moment, because this is her first time to teach a real student despite her colleague pretending to be students during her education.

As a result, Malika worries that she can’t afford the teaching and learning process when certain events might happen. Malika said that internet connection and technical problems were her most concern because she was afraid that she could not fix it. Despite worrying that matters, Malika should focus on how she could enact a pleasant learning atmosphere and pursue students to learn during distance learning.

“The students also feel stressed or unmotivated to learn, since this is their first experience in doing online learning. So, I think that it will be better if we as the teacher interact more with the students.” Diary Journal/PHG-OC/Teaching Philosophy

Malika said that the interaction among teachers and students gain a close bond to each other. Thus, knowing that it turned out to be online learning produced the sense of her disappointment. The disappointment leads her to experience various expressions such as nervous, fearful, and anxious. As a precaution, teachers and students should create a good interpersonal relationship and show a good impression. Malika does not want her students to experience what have done during her senior high school, so she built a belief for herself for creating a good bond among students. Malika assumed what had happened for her was because there was no good relationship among teachers and students, and it led to unprofessionalism. In every activity of her teaching practicum, she revealed that her professionalism was tested in which she missed one last step for finishing her teaching session and she wrote in her daily journal.

“I missed one step, which is the peer checking. The students are supposed to check each other's work with their partner. However, it does not work as I had planned because I ran out of time.” Diary Journal/PHG-OC/D9

Malika ran out of time twice, she regretted that she was not in a maximum mode to learn more time management. On the other hand, Malika did a good job in her class for now although she needs more coordination with her team as well as her supervisor to get the details in every step of the teaching learning process. Malika also encountered some physical exhaustion such as dizzy, lazy, tired, and afraid (“yes, it is tiring... tired physically, tired mentally. But it feels more tired when it comes to my body itself”) as a proof that her teaching practice affects her sense of mood through it. She assumed everything related to PPL would be okay if she did offline learning but not online learning, ‘it is tiring’.

Moral geography

Malika loves all things related to teaching and the learning process. Malika revealed her beliefs to teach students whenever she heard the word ‘school’, she liked to give others knowledge through her capability in delivering it. Malika’s viewed students as a sense of her purpose to be a teacher, she was amazed by learning circumstances and how teachers could manage the full classroom with care. In the past, Malika’s got unpleasant experienced from her teacher in a high school where teachers are having no intention to while teaching and in a sudden give several tasks to complete that made her angry at that time until she thought that it was not a good thing to be done by a teacher until she enrolled to be a full-time student in college. From then on, success changed her point of view to a teacher who needed good preparation and consideration to create a meaningful learning process. Malika revealed that her desire to teach is built fully from her meaningful interaction among students and enhances her sense of feeling to the teaching learning process. Since then, she has convinced herself want to be a teacher.

“I prepare much to myself that almost to be a teacher although it is still not perfect yet” Interview/MG-TB/57

In the researcher's opinion, morality has a close relationship to professional geography in addressing a matter. A pre-service teacher confirmed her moral situation tested when there are students who do not do the task by teacher order and error task submitted, this made the teacher to get in touch with them constantly so that it would interrupt another teacher's job. This incident made researcher ask Malika if she ever felt an unfair occurrence during teaching practicum, Malika said it is fair to tell students about the error mistake and give a chance to students to fix it before they submit it as she places herself as a student.

“There is one student that submitted the wrong file. Therefore, I contact the students through google classroom to resubmit with the correct file.” Diary Journal/MG-ESA/D12

Despite being fair, Malika also places herself as a teacher who creates scaffolding teaching materials and makes students easier to do the task.

“We suggested giving audio rather than video to the students due to the internet credit of the students.” Diary Journal/MG-ESA/D2

Malika also said that she becomes fair when it comes on behalf of students. Malika illustrated her fair attitude through giving all students audio rather than video because not all students have a privilege in terms of internet credits and connections. In addition, moral geographies can be perceived by the relationship between colleagues while having discussion or sharing materials during teaching practice. Malika confirmed that they never had tensions with each other, however they still had different ideas to be completed. On the other hand, having a discussion promotes her to keep a good word, avoid tension of opinion and awkward silence due to maintaining their collaboration. Malika occasionally yields in several discussions just to make sure that it would not emerge new tensions, it rarely happens but she is aware of it. Even though Malika felt flexible when a collaborative time had with colleagues, she still preferred to possess her own instructional planning because she felt free and comfortable when she did anything by herself and no one would complain about it.

Political geography

Malika's experience in high school divided her two criteria. As she remembered, she found several teachers in her school misuse their power to do unrelated learning processes with inappropriate jokes. Malika mentioned that teachers assume themselves in having power hierarchy to act as their desire. Based on her experience made Malika want to be a different but great teacher, fortunately her supervisor supported her desired situation at that time. The supervisor offered Malika to create her own instructional planning with materials provided by the supervisor. Malika is free to select the teaching media, employ her own worksheet and provide students' assessment approved by the supervisor. Thinking that she was a beginner drove her to train herself to be a professional teacher, therefore she began operating schools' learning platforms as a teacher and no longer as a student. While teaching, she received sudden messages that promoted her into perplexity.

“However, in the middle of the learning process, my supervisor teacher sent me a message. She said that this class should end at 11. 30 am since the male students should do the prayer at the mosque.” Diary Journal/PLG-PH/D9

This incident led Malika to have miscommunication with her supervisor. Malika said that there were several misconceptions which are indented to having a miscommunication, it generated her in uneasy feeling toward her supervisor because she did not expect previously. The change in duration of teaching in a sudden and misconception related to teaching schedule led Malika to having strained with her supervisor which may have not been asked yet but it already got the evaluation.

Malika was keeping an eye on students' response regarding her teaching style and confirmed that students still spotted her as an apprentice teacher during the teaching process. Even so, students still behave politely and made Malika feel good since she was worried if students would respond differently. Malika said to avoid a monotone class, she attempted to greet the

class and once ask if the students were ready to learn, warming up by joking in class. Malika assures herself that her main job is teaching so that she focused on pedagogical activities and paid less attention to trivial matters.

“Moreover, my supervisor teacher also gave me directions for the meeting two. It really helped me a lot in making the lesson plan.”
Diary Journal/PLG-A/D10

Malika was relieved because all her own materials and instruction were approved by her supervisor so that her effort produced a good result. Malika and team admitted that this the first time for them to occupy teachers’ jobs with mentored by expert teachers. Malika and team confirmed from them on, they consider what things should and should not do as a teacher and would learn from it. Besides that, these events are expected to be able to enhance their level of awareness as future teachers.

“Then, she replied that all the works are correct and there is no more revision. I am so happy about it.” *Diary Journal/PLG-A/D7*

For further discussion, this study presents four stories of emotional geography that emerged in a pre-service teacher either positively or negatively during teaching practicum related to professional geography, physical geography, moral geography, and political geography.

How the pre-service teacher handles the emotions

As conveyed in the above sections, Malika, as a pre-service English teacher, has responsibility and can manage her emotions very well. The upheaval of emotional dynamics both positive and negative emotions escort Malika to be able to finish the teaching practicum very well. Malika could regulate herself with unwavering beliefs in teaching and her ability in mastering strategy as her coping mechanism. Since the interviews were finished, the researcher asked participants about the result of the program, and she said it was satisfying. This is in line with her perfectionism that helped her to achieve her mark even though it burdened her at the time. The stories focus on her professional experience in instructional planning, her sense of spatial awareness due to distance learning, her self-awareness as a beginner teacher and her power relationship with her mentor. Drawing on Hargreaves’s framework illustrates her emotional experience towards online learning donating indirectly in being a teacher and providing a valuable ability to adapt in new situations. Various emotions such as confused, nervous, worried, tired, shocked, anxious during this process derived from all pedagogical activities to both preparation and throughout the teaching practicum. Those feelings would be viewed as challenging work particularly for those inexperienced pre-service teachers because a pre-service teacher should be able to employ their knowledge and ability to engage students whilst there is a chance for students to feel bored during distance learning (Hargreaves, 1998; Knudson, 2016). To avoid students’ boredom, it is expected that a pre-service teacher set aside main objectives in teaching and create instructional planning in a more reasonable practice. Pre-service teacher also encountered several emotions that tend to negative feelings due to physical distances. Being shocked, clueless, technical matters concerned even physical exhaustion contribute as evidence that is caused by online learning. A pre-service teacher revealed her data if she perceived her passion if she interacted directly with students in the classroom. This is in line with Hargreaves (2000) that mentioned that all positive feelings appear when there is a direct interaction among teachers and students, at least having a conversation to get in touch with each other. Nevertheless, there is such pride, relief, excitement that arose as positive emotions. This is in accordance with Knudson (2016) that professional geography was close to how feelings emerged when conducting teachers’ work and even so, this activity should

be continued and trained to be able to shift negative emotions into positive energy for professional development (Liu, 2016).

Lesson planning as a way of regulating emotions

As portrayed by the narratives, Malika's emotion at the beginning of her teaching practice is affected by the feeling of incapability to overcome all difficulties during teaching. As Hargreaves (2000) said in teaching because understanding and misunderstanding related to human interaction that causes these emotions arise and help create relationships as in supervisor assist Malika make lesson plans to be recognized as a teacher. This is supported by Hargreaves (1998) that teaching is a pile of emotions and prone to many misunderstandings. Thus, as a pre-service teacher we need to ensure while preparing a teaching plan or any other instructional planning, we had to put our attention to the way we create lesson plans and implement it to the students.

Emotional dissonance in the online teaching practicum

Another emotion also appears when pre-service teachers involve their colleagues because participants work as a team. This explained by Malika when confronted with her beliefs to be a teacher, Malika uses her experience to convince her upon her decision as a teacher. Her experience allows a red thread that moral geography close to professional identity through skills trained by collaborative learning with her colleagues. Indeed, teaching practicum sustains as space to whom to interact with each other (Short and Bullock, 2013). Collaborative learning also affects teachers' feeling to share ideas and matters, Malika once had dissonance opinions with her colleagues, but she yielded and managed it as acceptance in order to avoid conflict due to their demand as a close friend as Hargreaves (2001) said. This is also supported by Liu (2016) statement that working together rarely offers convenience. The emotion is not merely talking about colleagues, yet it can happen when you rely on someone higher than you. In the past, participants remember how students have no courage to deny their teachers eventually. Students might think teachers got right constantly just because teachers have higher knowledge than students, in other words that students are aware about their poor circumstances as viewed by power. In fact, teachers should not behave which can trigger political distance due to students maintaining their positions to avoid a fault or misunderstanding. These misunderstandings can cause the emergence of vary emotions especially for negative emotions (Liu, 2016). However, in the participant's case, misunderstandings occur with the supervisor due to some things such as one-sided incidental instruction, request for queries, short duration change promoted participant's perplexity, uneasy feeling, anxious for herself and unvented upon her supervisor which leads to a gap in power structural. It also refers to if the younger does not comply with the elder considered as disgraceful behaviour (Liu, 2016).

CONCLUSION

The study investigated pre-service English teachers' emotions after they completed a wide range of online tasks in teaching practicum during COVID-19 pandemic. Malika was successful in controlling her emotions, even though she struggled with emotional dynamics throughout her teaching. Negative emotion appears because of striking differences in space, feeling inexperienced, designing challenging instructional planning, perfectionism, and power structure. Malika uses positive emotions as a foundation to keep her teaching practice balanced. As a result, this study can be used as a reference to comprehend pre-service teachers' readiness to shift her teaching practice from offline to online at the time of COVID 19 pandemic because it provides a conceptual framework to recognize emotions and how

she attempted to cope with those various emotions in online teaching practice situations. It was assumed that the teaching practice would be done offline. Need analysis had been done for face-to face classroom teaching practice before the deployment of teaching practice. However, at the time of the deployment, the participant should adapt to online teaching mode. Emotional resilience and good communication skills were proven to help the participant in navigating emotional geography in online teaching practice with limited face-to-face interaction and guidance with the teacher supervisor in the school. The limitation of this study is that it focuses on secondary education settings and involves one participant. Thus, further research should be carried out by several pre-service teachers because one participant cannot be generalized and carried out in any other school settings, i.e., primary education, to learn how emotional geography appears when derived from young learners on online learning.

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