

This is what we experienced during teaching performance in a microteaching course: an emotional geography

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ABSTRACT

This research presented the narration of students' emotions when microteaching practice. By using the narrative inquiry method, this research showed students' emotions when they faced the challenges in teaching English performance in the microteaching course. Based on the three students' reflections, we took the data and then analyzed them using the thematic analysis method. The result of the research was related to emotional geography theory by Andy Hargreaves (2001). Based on the analysis result, the researchers found that participants experienced the positive and negative emotions. In positive emotions, it happened when the participants did not nervous during perform in front of the classroom, did not feel nervous when taught different age and gender, felt comfortable and easier that caused by respect, felt so proud that caused by the appreciation, did not have the difficulty in delivering the materials, and felt enthusiastic when got the lecture advices. To negative emotions, it happened when the participants felt so nervous because the lecture and friends were very near, felt so nervous because it was the first time to practice teaching in front of the classroom, felt difficult in teaching because there was no learning tool to support, felt insecure with lecturer advices, and felt difficult when the lecturer instructed to use English in teaching practice.

Keywords: *emotional geography, teaching English performance, microteaching course*

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Introduction

Microteaching has been served as a compulsory subject in most departments in the Faculty of Education and Teacher Training in Indonesia. It could be regarded as the student's first experience in teaching practice. Buyukkarci (2014) explained that microteaching could serve students to prepare themselves before they join the pre-service teacher program. Therefore, through microteaching, the students can prepare themselves to teach well when they perform in the pre-service teacher program.

The microteaching course emphasizes practice rather than theory (Altuk, Kaya, & Bahceci 2012). Arsal (2014) added that the lesson practice-based could improve the quality of the student's skills. In the microteaching course, the students were allowed to practice in front of their classmates to apply theoretical knowledge (Karakas and Yükselir, 2021). Therefore, the microteaching course is regarded as an effective way for students to develop the

quality of students teaching skills (Buyukkarci, 2014).

In the teaching performance in the microteaching course, the duration was only five minutes until twenty minutes (Yan and He, 2017). Hence, in this context, the lecturer gave the students ten minutes to perform in this microteaching course. In a short time, the students were requested to practice teaching English by using three main learning domains. These refer to Bloom et al. (1956)'s parameters covering the three main learning domains; cognitive (thinking), affective (emotion or feeling), and psychomotor (physical or kinesthetic).

As one element in Bloom's taxonomy, the affective domain tightly links to feelings. By this, we respectively bring a concern to the Emotional Geography of Hargreaves (2001). He further said that teaching practice is not only related to the development of knowledge,

cognition. It relates to aspects of emotion. *Emotional geography* is the knowledge that discusses emotions caused by the distance between human interaction their environment (Hargreaves, 2001). He has divided emotional geography into five aspects: physical

geography, moral geography, sociocultural geography, professional geography, and political geography. The following table is the description of five aspects of emotional geography in relation to micro teaching.

Table 1. The Concepts of Emotional Geography in Relation to Micro Teaching

Emotional Geography Aspect	Description	Connection to Microteaching Situation
Physical Geography	The closeness or distance created by time and space.	The dynamics, interactions, are influenced by the degree of closeness or distance between participants. The physical and emotional proximity among individuals within the microteaching environment affects the level of engagement, feedback sharing, and collaborative learning.
Sociocultural Geography	Closeness or distance created by differences in gender, age, race, ethnicity, language, and culture classroom interactions.	By understanding cultural and social contexts., Teachers should be aware of students' backgrounds to foster an inclusive and culturally responsive learning environment,.
Moral Geography	The closeness or distance created by the interaction between someone with others who have the same purposes and prevailing norms of society	Moral geography in the context of teaching involves the teacher's capacity to establish a nurturing and equitable classroom atmosphere. The teacher's principles, morals, and dedication to fairness and inclusivity can influence the emotional welfare of students.
Professional Geography	The closeness or distance created by understanding the norms of professionalism and professional practice.	It influences the teacher's emotional state and confidence. When teachers feel supported, recognized, and have opportunities for professional development, it can enhance their emotional well-being and effectiveness in the classroom.
Political Geography	Closeness or distance created by understanding the norms of professionalism and professional practice	Through political geography within microteaching, educators and institutions can be mindful of power dynamics, foster supportive environments, and develop policies that promote a sense of empowerment and inclusivity.

Some previous researchers had put attention in the Emotion Geography of students in an ELT (English Language Teaching) context. Liu (2016) focused an attention to Emotional Geography in Language Teaching. By using narrative case study as an approach method, the study focused on an ESL teacher in England. Based on the teacher's emotion diaries and interviews when she taught in a pre-sessional English program at an English university, the

data was analyzed by using Andy Hargreaves's emotional geography theory.

Marvell and Simm (2018) also researched on the students' emotions. Their research focused on students' emotions during international fieldwork in Barcelona, Spain. Besides that, the researchers also identified the response of tutors with appropriate teaching and learning strategies to enhance the fieldwork experience of students in terms of

their personal and scholarly development. These data were taken through video and oral interviews, field notebooks, and reflective essays.

Similar to the two types of research above, Cisyara (2019) conducted the research about emotion. The focus of her research was the emotional geography of Indonesian pre-service English teachers in an international teaching practice. The participants were the pre-service English teacher in an international teaching practicum in Malaysia. The data was taken by using a reflective journal of a pre-service English teacher. The result of the research was related to Andy Hargreaves's theory about emotional geography.

Fatimah (2020) conducted about the emotional geography of teachers in EFL classes in Semarang and Salatiga. This qualitative research used educational ethnography to conduct the research. This research explored comprehensively the distance and closeness felt by the teacher while teaching English in Salatiga and Semarang. By using Andy Hargreaves's theory, the data in the research were collected through journals and interviews.

Previous researchers have investigated the emotional geography of students and teachers in diverse ELT settings. Liu (2016) studied an ESL teacher in England, analyzing her emotion diaries and interviews within the framework of Andy Hargreaves' emotional geography theory. Marvell and Simm (2018) explored students' emotions during international fieldwork in Barcelona, also examining tutors' strategies to enhance the fieldwork experience. Cisyara (2019) investigated the emotional geography of Indonesian pre-service English teachers during an international teaching practicum in Malaysia, using reflective journals. Fatimah (2020) conducted qualitative research on the emotional geography of EFL teachers in Semarang and Salatiga, collecting data through journals and interviews. However, there is still a gap in the research regarding the emotional geography of students practicing teaching English in microteaching courses, particularly in the context of mixed online and offline learning. This current study aims to fill this gap by focusing on the emotional experiences of

student teachers in microteaching courses, contributing to a more comprehensive understanding of emotional geography in ELT.

This current study addresses the gaps identified in previous research by focusing on the emotional geography of student teachers during their microteaching course while teaching English. Unlike previous studies that may have explored different contexts or aspects of English language teaching (ELT), this research specifically targets the emotional experiences of student teachers in the microteaching setting. Additionally, the participants in this study are the students themselves who actively engage in teaching practice, offering a unique perspective on their emotional journeys.

Furthermore, the data collection method employed in this research involves participants' written reflections, providing an opportunity to delve deeper into their emotional states and experiences. However, there is a clear gap in research when it comes to investigating microteaching practice within the context of mixed online and offline learning from the perspective of Emotional Geography. Thus, this study aims to bridge this gap by examining the emotional geography of students as they practice teaching English in microteaching courses.

By addressing these gaps and utilizing the theory of Emotional Geography, this research aims to contribute to a broader understanding of emotional geography theory. The main objective of this study is to describe the emotional geography experienced by Indonesian students during their microteaching practice. Hence, based on the information, the research question for this study is "What types of emotional geography do the students experience?"

Research Method

The participants in the study were students at an Islamic state university in Pekalongan, Central Java, Indonesia. They were the sixth and eighth students taking microteaching courses. Before conducting this research, the participants were asked to sign a consent form to participate, and their personal

information was kept confidential. The following table is a short description of them.

Table 2. The Description of the Participants

No	Name	Gen	Age	Smt.
1	Mutiara	Female	23	8
2	Bambang	Male	21	6
3.	Taufiq	Male	20	6

The research used participants' written reflections to collect the data. Written reflection allowed the participants to express unproven hunches and still-forming hypotheses in a relatively informal and conversational way (Chan, Wong, and Luo 2021). The researchers asked the participants to write their experience in practicing teaching English during the microteaching course. They wrote their reflection in English and sent it to the researchers through *WhatsApp* chat. It was done this way due to the pandemic. The written data then were analyzed using the thematic analysis method consisting of six main steps (Braun and Clarke, 2006), as seen in Table 3.

Table 3. The Steps of the Thematic Analysis Method

No.	Steps	Description
1.	Familiarizing the data	The data were read carefully to understand the data in more detail.
2.	Generating initial codes	The data were coded to distinguish categories of data.
3.	Searching for themes	the codes were grouped suitable with the relevant theme.
4.	Reviewing themes	The researchers reviewed the theme and whether it is suitable or not.
5.	Defining and naming themes	The theme was named and defined in sub-themes.
6.	Producing the report	The participants' reflections were written to support the research.

(Braun and Clarke, 2006)

Findings

The present study explored the students' emotional geography during teaching English in the microteaching course. The data in this study were taken from the written reflection of five students who experienced the opportunity to perform in a microteaching course. The result indicated they experienced the five aspects of Hargreaves's emotional geography. Based on the result analysis, the findings showed that the participants experienced varied positive and negative emotions.

First, the research presented the result analysis in physical geography. The data showed that participants experienced a variety

of emotions in physical geography, that were positive and negative emotions. Positive emotion happened when the participants did not feel nervous practicing in front of the classroom. Whereas negative emotion was feeling very nervous because the lecture and friends were very near. Besides that, it was the first time to practice teaching in front of the classroom.

Second was the emotion in moral geography. Based on participants' reflection, the researcher found the positive emotions in moral geography. The positive emotions were feeling comfortable and easier in teaching practice that caused by respect and feeling so proud that caused by the appreciation.

Third, the researchers presented the finding in sociocultural geography. In this part, sociocultural geography was showed by age and gender. In this aspect, the researchers found positive emotions based on participants' written reflections. Positive emotions were showed in participants' statements. The participants did not feel nervous when they must face different generations and different gender.

Fourth, concerning professional geography, the participants were demanded to teach like real teachers. Based on their written reflections, there were positive and negative emotions. The positive emotion was directed when the participants did not feel nervous and did not have difficulties in delivering the materials. At the same time, negative emotion was directed when participants had difficulties in practice because there were no learning media to support the teaching practice.

Furthermore, the researchers explained the finding in political geography. The researcher found positive and negative emotions based on the participants' written reflections. Positive emotions happened when the lecturer gave some participants feedback. The participants felt enthusiastic and regarded the feedback as meaningful. At the same time, negative emotions happened when the participant was required to use the English language.

Physical Geography

Physical geography refers to the closeness or distance created by time and space (Hargreaves, 2001). It concerned how students dealt with their experience during practice. A participant expressed that the microteaching course she experienced was a combination of online and offline meetings. After learning some theoretical materials and practicing online, the students were given time to practice face-to-face in front of their other students and the lecturer directly. This system offline brought some participants emotions. The following was the participant's reflection on the physical geography of the microteaching course.

After a long time of learning and teaching conducted virtually, we were offered to experience direct learning and practiced micro-teaching in front of the classroom. In the offline classroom, I got the last teaching practice opportunity. When I practiced, I did not feel nervous because I have experience in teaching practice.

(Mutiara's Written Reflection, March 1, 2022)

Through the reflection, Mutiara stated that there was a switch of learning from virtual to direct learning. At the time, in direct learning, the students got the opportunity to practice teaching in front of the classroom. She said that she became the last student who practiced in the classroom. During her practice teaching, she experienced positive emotion. It could be seen when she expressed that she did not feel nervous. This emotion happened because she had some experience in teaching.

Another participant, Bambang expressed his emotion during the microteaching. He explained his negative emotion in the practice teaching in a microteaching course that happened in the fourth meeting.

So, the course was conducted online first until several meetings. In the fourth meeting, the lecturer was allowed to make the offline meeting. In this opportunity, the students asked to practice teaching in front of the class. When I practiced, my friends were very near. My lecture was too. The situation made me very nervous. It looked like they tested me and waited for me to make mistakes.

(Bambang's Written Reflection, March 10, 2022).

In his reflection, Bambang explained that the pandemic made the meeting in microteaching course must be conducted to an online platform in several meetings. Whereas the offline meeting was conducted in the fourth meeting. At the time, he explained that the students were allowed to practice teaching English in front of the classroom. Based on his reflection, he experienced unfavorable emotions when he practiced teaching English in the microteaching course. The negative emotion was nervousness. It was caused by the

classroom situation. That was when he performed in front of the classroom, his lecture and his friends were very near to him.

The same emotion was faced by Taufiq. He also experienced negative emotion when he performed in front of the classroom. It can be seen when he reflected that:

Because of the pandemic, the meeting was completed online. Starting from the fourth meeting, the lecturer let the students practice teaching in front of the class one by one person. I was in the room waiting for my turn to teach. This made my stomach tickle. I never practiced before. I was very nervous because it was my first experience in teaching practice. (Taufiq's Written Reflection, March 4 2022).

In his reflection, Taufiq explained that the pandemic made the meeting must be switched to an online platform in the early meeting. Meanwhile, practicing teaching English in the microteaching course happened in the fourth meeting. In this phase, the students could practice in front of the class. Taufiq became one of the students who got the opportunity to practice. In this case, his reflection showed that he felt the negative emotion. His feeling appeared because he had never practiced it before and it became his first experience practicing teaching English in front of the classroom

Moral Geography

Moral geography refers to the closeness or distance created by the interaction between someone with others who have the same purposes and prevailing norms of society (Hargreaves, 2001). In performing teaching English in a microteaching course, there was the same purpose, that was improving the teaching English skills. In teaching, there were moral values that had to be needed. Ruslan, Elly, and Aini (2016) mentioned that one of the moral values in learning and teaching is appreciating or respecting. In this research, the participants expressed that they had been given appreciation or respect. It could be seen in the following reflection.

When I explained the materials in front of the classroom, all my friends paid attention to what I had done. Although I just taught in microteaching practice, they respected me like a real teacher. It made me comfortable to explain the materials.

(Mutiara's Written Reflection, March 10, 2022).

By reflection, Mutiara expressed that she experienced the positive emotion in moral geography. It happened because all her friends who became fellow students gave respect to him while he explained the materials. They respected him like a real teacher in the classroom. Her emotion was showed by her reflection when she said that "It made me comfortable to explain the material." The word "comfortable" indicates that she experienced a positive emotion.

Meanwhile, the other participants, Bambang, experienced the same emotion with Mutiara. However, he was given appreciation from all his friends in the classroom. The following is his reflection.

After I finished the teaching performance, my lecture and all of my friends gave their appreciation to me, like applause. It made me feel so proud of myself.

(Bambang's Written Reflection, March 10, 2022).

Based on his reflection, it could be concluded that Bambang also experienced the same emotion with Mutiara in moral geography, that was positive emotion. His emotion happened because there was appreciation from his lecture and all his friends in the classroom. They applauded after he finished teaching English. This appreciation made him so proud of himself. This statement can demonstrate his positive emotion.

Similar to Mutiara and Bambang, in moral geography, Taufiq experienced the positive emotion. His emotion was caused by the respect of his friends. It can be seen in the following reflection.

While I taught, my friends showed respect for me, such as paying attention when I practiced in front of them. It made teaching practice

easier. Besides that, it made me comfortable in delivering materials, managing the classroom, and giving instructions.

(Taufiq's Written Reflection, March 10, 2022)

In the reflection above, the moral geography aspect was directed by respect. Taufiq explained that he was given respect by his friends when he practiced. In this case, the respect was his friends' attention for him during teaching practice. Based on the reflection, it showed that he experienced the positive emotion in moral geography. His emotion was showed by his reflection when expressed that he felt easier in teaching practice. Furthermore, he expressed that he felt comfortable when he delivered materials, managed the classroom, and gave instructions.

Sociocultural Geography

Sociocultural geography refers to the closeness or distance created by differences in gender, age, race, ethnicity, language, and culture (Hargreaves, 2001). In the microteaching course, there were different ages of students, and the different generations of students caused that. In the classroom, there were two generations, the first and second generations. Mutiara included the first generation in the classroom. Mutiara posed herself to practice in front of the classroom, and she had to teach her friends in the second generation. The following was Mutiara's reflection on when she had to teach her friends of different generations:

I taught my friends, and all of them are the second generation, while I was the only first generation because I just took this course on a different schedule from my first generation. I didn't feel nervous with my friends.

(Mutiara's Written Reflection, March 1, 2022)

Mutiara's reflection showed that she experienced positive emotion when she practiced teaching English. She took the microteaching course in the eighth semester. So, in the classroom, most students were the second generation. Nonetheless, she did not have a problem when she taught her friends although her friends were from different generations. It

can be seen in her reflections when she expressed that "I didn't feel nervous with my friends." It showed that she experienced positive emotion although her friends in the classroom were from second generations or her junior. In the different generations, there were the different ages of them.

Whereas in Bambang's reflection, the aspect of sociocultural geography was different from Mutiara. Based on his reflection, it was showed by gender. In his class, there were significant gender differences. However, when he practiced teaching English, the majority of his friends were women. It can be seen in the reflection below:

In this course, I got the opportunity to practice teaching English in the classroom. I had to teach my friends, and the majority of them were women. However, it did not matter to me because I was used to it.

(Bambang's Written Reflection, March 5, 2022)

Based on the reflection above, it showed that Bambang experienced a positive emotion in sociocultural geography. It was caused by gender. Taufiq reflected that he did not have a problem when he practiced teaching English although the majority of his friends were women in the classroom. It was no problem for him because he was used to it. By his reflection, it could be said that he experienced a positive emotion.

Similar to Bambang, Taufiq also experienced the same thing. He stated that in the classroom there was a significant difference between the number of men and women students. His reflection is as follows.

In the classroom, there were about 25 students, but the number of men were only five students while other students were women. However, I often faced this so that I didn't have the problem when I taught them.

(Taufiq's written reflection, March 10, 2022)

By his reflection, in the sociocultural geography aspect, Taufiq experienced the positive emotion. This aspect was showed by the gender significant difference. He stated that

from 25 students in the classroom, the male students were only 5 students while the other students were the women. His emotion could be seen when he expressed that he did not have the problem although he must teach his friends in which the majority of them were women. It was caused he was used to face that thing.

Professional Geography

Professional geography refers to the closeness or distance created by understanding the norms of professionalism and professional practice (Hargreaves, 2001). In practicing teaching English during the microteaching course, the students were demanded to be professional like real teachers. A professional teacher has the expertise to guide and nurture students intellectually, spiritually, and emotionally (Muhlison, 2014). Based on Mutiara's reflection, she imagined herself as a teacher in junior high school. During her practice, she tried to commit to whatever the teacher did in the classroom:

I taught about the family tree and imagined I taught junior high school students, taught members of the family how to spell it, made comparing quizzes, and made a family table quiz. I didn't feel nervous with my friend when I delivered this material.

(Mutiara's Written Reflection, March 1, 2022)

In her reflection, she experienced positive emotions while practicing teaching English in the microteaching course. In this opportunity, tried to become a professional teacher when she delivered the material about a member of the family. Although Mutiara taught her friends, she kept professional like being a real junior high school teacher. Her emotion can be seen when she expressed that she was not nervous during practicing teaching English in microteaching courses. The statement about it showed that it was a positive emotion in professional geography.

Like Mutiara, Bambang also tried to become a professional teacher by delivering the materials to his fellow students. In his practice teaching English, he gave materials about Simple Past Tense. His emotion could be seen in the following reflection.

The next was giving and explaining the material. In this phase, I started to introduce what materials would be discussed. After that, I delivered materials about "Simple Past Tense." While delivering the materials, I didn't get difficulties. Everything was fine.
(Bambang's Written Reflection, March 10, 2022)

Based on the reflection, professional geography was showed by delivering the material to his fellow students. In professional geography, Bambang experienced positive emotions. It can be seen in his statement, that was "While delivering the materials, I didn't get difficulties. Everything was fine." His statement showed that he experienced positive emotions when he delivered the material. When he delivered the material, he did not find any difficulties. Besides that, it was also caused by his success in teaching. That was, his students could understand the materials.

In Taufiq's reflection, he tried to practice like a natural teacher. Similar to other participants, he also delivered the materials. He also tried to use body gestures to get attention in delivering the materials. The following is his reflection.

When I want to write about the material, it turns out that I need creativity. Creativity means the ability to come up with something new to attract the attention of others. This could be manifested in modifying or creating something exciting and unique. Besides that, I tried to teach using only body gestures because I had a minimal vocabulary. After I tried to learn it, just gesturing and explaining the material was not enough. I require other learning tools to practice teaching.

(Taufiq's Written Reflection, March 5, 2022)

In Taufiq's reflection, professional geography showed that he experienced negative emotions in professional geography. It could be seen when he said "...just gesturing and explaining the material was not enough." It showed the dissatisfaction in practicing teaching English. He said that he had little vocabulary, so he tried to use body gestures to get the attention of fellow students. Using gestures can ease the communication between the teacher

and students in the learning process (Williams, 2022). However, it was not enough. Taufiq stated that practicing teaching English needed learning tools to make the teaching maximum. Nurrita (2018) argued that learning tools could enhance the quality of learning results.

Political Geography

Political geography refers to the closeness or distance created by power and social status (Hargreaves, 2001). The microteaching course had different social status between the lecturer and students. In this case, the lecturer has the power to intervene in the classroom. The following are the reflections in political geography. In Mutiara's reflection, political geography was showed by the lecturer's advice. Her reflection is as follows:

My lecturer gave me some advice after I had finished my teaching practice. My lecturer's reflections made me enthusiastic about learning more about teaching practice. It was a meaningful experience for me as a student-teacher.

(Mutiara's Written Reflection, March 1, 2022)

Based on the reflection above, the lecturer's advice after she finished teaching English showed political geography. The reflection could be concluded that she experienced the positive emotion. It could be seen in her reflection when she stated that the lecturer's advice made her enthusiastic. Beside that, she also regarded that it was meaningful to her. Ellegaard et al. (2018) argued that the lectures' advice could motivate the student to improve the student's skills.

Similar to Mutiara, in political geography, Taufiq also gave the reflection about the lecturer's advice. He reflected that his lecturer advised him after he performed teaching English in front of the classroom. His emotion could be seen in the reflection below.

After that, my lecturer gave me advice after I finished my performance. She said that I must use body language when delivering the materials. Furthermore, she said that I must be confident and asked me to speak loudly when performed in front of the classroom.

This made me insecure because I still have the mistake in teaching practice.

(Bambang's Written Reflection, March 10, 2022)

In the reflection above, the political geography was showed by the lecturer's advice. Unlike Mutiara who got the positive emotion, Bambang precisely experienced the negative emotion when he got the advices from the lecturer. His emotion could be seen when he stated that he was insecure. It was because he still have many mistakes in teaching practice. By reflection, it could be concluded that he experienced negative emotion in political geography.

On the other hand, in Taufiq's reflection, political geography was caused by the lecturer's instruction. Bambang stated that the lecturer instructed him to use English while he practiced teaching English.

When I practiced, the lecturer instructed me to use the English Language. At that time, I had a minimal vocabulary so it was difficult to create the sentence. However, when I tried to attract the fellow students' attention, it was so difficult.

(Taufiq's Written Reflection, March 5, 2022)

In Taufiq's reflection, political geography was demonstrated when the teacher instructed him to use the English language during practicing teaching English. Based on his reflection, it showed that he experienced negative emotions. He stated that he felt it was difficult when he tried to create English sentences in teaching English performance. It made him difficult when he tried to get the fellow students' attention. Cents-Boonstra et al. (2021) said that the student's attention is essential in teaching activities because it relates to learning success.

The research findings indicated that the students who practiced teaching in microteaching course experienced positive and negative emotions. These were different from previous studies. Previous studies tended to identify the emotional geography during teaching English in the real classroom. Whereas this study just identified the students'

emotional geography in practicing teaching English in microteaching course. Certainly, that was very different because the research scope of this research was smaller than the previous studies. Besides, this research also found new things. This research was conducted when students in a microteaching course got their first opportunity to carry out offline learning after a long time doing online meeting. Therefore, the findings in the physical geography were very different to the previous studies.

Discussion

The findings of this study provide valuable insights into the emotional experiences of participants in microteaching courses, specifically in relation to different aspects of emotional geography. The discussion of these findings can shed light on the significance of addressing and accommodating the emotional needs of students in teacher training programs (Marvell and Simm, 2018).

Firstly, the participants in the study exhibited a wide range of emotions, both positive and negative, throughout their microteaching experiences. This highlights the complex and dynamic nature of the teaching profession, where various factors contribute to the emotional landscape. Understanding these emotional experiences has the important role to create effective teaching programs that support the emotional well-being of future educators (Chen, Sun, & Jia 2022).

The aspect of physical geography, encompassing factors such as proximity and distance, played a role in shaping participants' emotions. The comfort and confidence expressed by Mutiara, who had prior teaching experience, suggests that familiarity with the physical environment can positively influence one's emotional state during teaching. On the other hand, Bambang's nervousness due to the close proximity of peers and the lecturer underscores the importance of creating a supportive and non-threatening classroom environment to alleviate anxiety.

Moral geography, which involves interactions and prevailing norms within a group, was another significant aspect influencing participants' emotions. The

participants' positive emotions resulting from the appreciation and respect received from their peers and the lecturer indicate the importance of a supportive social atmosphere. Recognizing and acknowledging the efforts of student-teachers can increase their confidence and motivation, ultimately contributing to their professional development.

Sociocultural geography, encompassing factors such as gender, age, race, ethnicity, language, and culture, also influenced the participants' emotional experiences. The comfort expressed by Mutiara in teaching individuals from different generations and the lack of issues faced by Bambang and Taufiq in teaching a majority of women demonstrate the significance of promoting inclusivity and diversity within educational settings. Creating a classroom environment that embraces and values different backgrounds can foster positive emotional experiences for both students and teachers.

In the aspect of professional geography, which relates to understanding the norms and practices of the teaching profession, was highlighted in the participants' experiences. The successful delivery of materials by Mutiara and Bambang, accompanied by positive emotions, suggests the importance of competence and preparedness in mitigating negative emotions. Taufiq's realization regarding the importance of language proficiency emphasizes the need for language support and training to enhance the effectiveness of student-teachers.

Furthermore, the aspect of political geography, which relates to the closeness or distance created by power and social status. In this case, there was difference power and social status between the lecture and the students. The lecture has the power to give instructions, evaluations and advices for students who practiced teaching English in the classroom. Those made positive and negative emotions for students. Positive emotion was pointed in Mutiara's reflection. She expressed that lecture's advices made enthusiastic feeling for her. In the other hand, reflections of Bambang and Taufiq were pointed the negative emotion. Bambang expressed that he was insecure because when got the lecture's advices. Whereas Taufiq explained that he got the

difficulty when he tried to carry out the lecture's instruction to use English language in teaching practice.

Overall, these findings underscore the importance of recognizing and addressing the emotional dimensions of teacher training programs. Creating supportive and inclusive learning environments that take into account physical, moral, sociocultural, professional, political geographies can positively influence the emotional experiences of student-teachers (Liu 2016). By addressing these emotional needs, teacher training programs can contribute to the holistic development and professional growth of future educators (Cisyara, 2016).

It is worth noting that this study has provided a valuable foundation for understanding the emotional experiences of participants in microteaching courses. However, further research is needed to explore additional factors and contexts that may influence emotional geography in teacher training programs. Future studies could examine the long-term effects of emotional experiences on teaching efficacy, student engagement, and teacher retention, thereby providing further insights for designing comprehensive teacher education programs.

Conclusion

Based on research findings, the researchers concluded that the result found positive and negative emotions during teaching

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performance in microteaching courses. The positive emotions happened when the participants did not feel nervous when practiced in front of the classroom, did not feel nervous when taught different age and gender, felt comfortable that caused by respect, felt so proud that caused by the appreciation, did not have the difficult in delivering the materials, and felt enthusiastic when got the lecture advices. Whereas in negative emotions, it happened when the participants felt so nervous because the lecture and friends were very near, felt so nervous because first time to practice teaching in front of the classroom, felt difficult in teaching because there was no learning tool to support, felt insecure with the lecturer advices, and felt difficult when the lecture instructed to use English in teaching practice

The study has limitations in terms of sample size, diversity, generalizability, reliance on self-reported data, and lack of long-term assessment. Future research should address these limitations by including a larger and more diverse sample, using a mixed methods approach, conducting longitudinal studies, implementing interventions, and conducting comparative studies. These efforts will enhance the validity, generalizability, and understanding of emotional experiences in microteaching courses, leading to the development of more effective and supportive teacher training programs that prioritize the emotional well-being of pre-service teachers.

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