

TEACHERS' EMOTION IN TEACHING PRACTICUM

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Abstract: This present study involved two novice pre-service teachers who had teaching practicum. It focused on their emotion during two-months teaching practicum. Their emotion dealt with personal geography as well as professional geography. The results revealed that pre-service teacher had emotional experience positively and negatively. The emotional experience that pre-service teachers had in personal geographies starting from nervous, anxious, scared, guilty, shame, self-doubt, and being oppressed to being calm, being enthusiasm to teach, having self-confidence, and having good rapport with school citizens. Meanwhile, in term of professional geographies, pre-service teachers' emotions were various, ranging from how to adopt theory to practice, confused how to interpret mentor teachers' feedback to being disciple, learning how to both design lesson plan and manage classroom, learning to dress well and keeping good relation to students, mentor teacher, supervisors, and school staffs. In addition, this study found the culture influence on pre-service teachers personally and professionally. The Indonesia culture to respect senior emerge during teaching practicum such different social status between student and teacher, tendency to underestimate the value of quality and achievement.

Keywords: *Pre-service teacher's emotion; personal geography; professional geography; teaching practicum*

INTRODUCTION

Teaching practicum program which is provided to pre-service teachers aims to develop teacher competencies and link the pedagogical theories that they have learned with actual teaching practice in school. During this program, pre-service teachers may struggle to apply their cognition, personal, social, professional, even their own emotion. Emotion has a vital role to play in our understanding and perception of place based on meanings and interactions (Pile, 2010; Urry, 2005; Wood & Smith, 2004). In other words, teaching practicum could be regarded as an emotional exercise which is associated with the expression of emotions in interpersonal relationships. It means pre-service teachers during teaching practicum have emotional experience both positively or negatively, as a result throughout interaction with mentor teachers, students, even with their own friends. Thus, pre-service teachers learn what it means being a teacher in a real practice (Meyer, 2009).

Moreover, there is a mutualism symbiotic relationship between emotion and place. Emotion

reflects our real personality in interacting with other people in the working environment (Berrens, 2016, p.76) while people exert a powerful influence on and within place. In school context, emotional understanding and misunderstanding thereby result from what Hargreaves (2002, p.508) called as "emotional geographies". Emotional geographies comprise with "the spatial and experiential patterns of closeness and/or distance in human interactions and relationships that help create, configure, and color the feelings and emotions we experience about ourselves, our world, and each other" (Hargreaves, 2001). In the concept of emotional geographies, it assists to recognize the support for and threats to the basic emotional bonds and understandings of schooling that arise from forms of distance and closeness in people interactions or relationship (Hargreaves, 2001). Furthermore, he vividly classified emotional geographies into six distinctive categories, namely, personal, professional, cultural, moral, political, and physical geographies, which will serve as the conceptual framework as well as analytical

device (see also Hargreaves 2000, 2001a, 2001b, 2005) where the first two categories will be employed in this study.

A number of studies has been done deals with pre-service teachers' emotion in variety educational context (Vaflander, 2008; Barcelos, 2015; Marais, 2016; Yuan & Icy Lee, 2016). Day and Leitch (2014) expressed that emotions play a significant part in teaching learning that can serve as a filter for how pre-service teachers perceive and enact teaching. Yongcan Liu (2016) alerted that pre-service teachers experienced in her emotions, not only positively but also negatively in terms of different aspect of schooling. In addition, these pre-service teachers should be able to manage her emotion in order to adopt with her new school environment.

Among above previous studies, study on pre-service teachers' emotion in EFL classroom, however, specifically in Indonesia academic setting often neglected and less attention among Indonesian scholars. These issues are not quite explored and less is known how pre-service teachers adopt their emotions during teaching practicum. Indeed, emotion has significant role in teaching practice, specifically for pre-service teachers. Therefore, this present study addresses the gap and discusses how pre-service teacher engage their emotion during teaching practicum in EFL classroom. Pre-service teachers' personal and professional emotion is two important categories which are unified in one time during teaching practicum.

METHODS

This study applied the qualitative case study because case study involved the study of a particular issue that explored through one or more cases within a bounded system (i.e. setting, a context) over time, through detailed, in-depth data collection involving multiple sources of information rich in context (e.g., observations, interviews, documents, and reports). Creswell (2016, p.79) clarified that case study research as "the in-depth study of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon.

Two pre-service teachers from one of the State Islamic Universities in Indonesia took part in this study, they are Goni (pseudonym, female) and Jack (pseudonym, male) who had carried out teaching practicum for two months in a senior high school in Banten province. Goni and Jack were just ordinary university students and they previously had no teaching experiences. Thus,

this teaching practicum program became their first teaching experience in the real setting, EFL classroom.

The data from teacher reflective journals (glossed by RJ) and open interviews (glossed by I) were employed to explore and describe pre-service teacher's emotion positively and negatively in teaching practicum by referring to the two Hargreaves' emotional geographies framework; personal geographies and professional geographies. The data from reflective journals were collected in a portfolio and it told about the entire of their feelings after accomplishing teaching practicum in every session. As soon as writers received the reflective journals, we began to identify, classify, and code with Hargreaves' emotional geographies framework. In addition, based on the reflective journals data, we developed interviews scripts. The interviews with these two pre-service teachers were conducted separately by utilizing their mother tongue (Indonesia language) in order to make them feel more comfortable and able to express their feelings freely. The data from interviews were firstly transcribed verbatim and labeled with one of Hargreaves' emotional geographies categories and finally paired up with those derives from the reflective journals to be triangulated and/or to be cross checked its validity and credibility. These processes were committed repeatedly until we found pre-service student's emotions positively and negatively in teaching practicum that fitted two categories of Hargreaves' emotional geographies.

RESULTS AND DISCUSSION

Results

During conducting teaching practicum, pre-service teachers did not only acquire additional pedagogic knowledge but also emotional experiences. The following data demonstrate how pre-service teachers' emotion came up related to the relationship with mentor teachers, supervisor, students, fellows, and other school citizens at the school.

Professional geography

Teaching is art works, it needs persistency, sincerity, and seriousness. At the beginning, two pre-service teachers admitted that they were inexperienced and so nervous to encounter teaching practicum. In reflective journal, Goni shared her feelings about the first teaching experience:

“To be honest, I have no thought about teaching because this is actually my new experience. I feel very nervous because I am scared my students do not understand what I’ve thought and they have more knowledge than me. However, my mentor teacher always reminds me to be calm and enjoy my teaching time. After teaching I got many corrections from her and it helps me to improve my teaching performances and administrative skills.” (RJ_G1)

The same case also happened to Jack, although he also felt anxious on his first teaching experience, but in the interview, he told that he got praise from his mentor teacher.

“Similar to my fellows, I also feel anxious, but luckily, I can handle my mixed feelings by directly opening communication with students and stimulate them to be more active and engage in learning process. In the end of teaching practicum session, my mentor teacher was surprised with my performance and she also gave me many inputs regarding to designing lesson planning.” (I_J1)

In teaching practicum, a supervisor also has prominent role. Although s/he did not always monitor pre-service teachers’ performances at the classroom but her/his contribution could be seen when preparing mental readiness and equipping teacher professionalism competencies of pre-service teachers. In the interview, Goni and Jack concurrently exposed their feelings on supervisor’s role during teaching practicum. Goni said that:

“Before teaching practicum, he taught me many things such as teacher code of ethics, the implementation of scientific approach which refers to 2013 curriculum (current curriculum in Indonesia), process of designing a lesson planning, and how to arrange preliminary research for my proposal paper. Besides, in every teaching practicum session, he also reminds me to write teacher reflective journal that contains on my various feelings and experiences.” (I_G1)

Meanwhile, Jack did not deny the substantial contributions of supervisor in preconditioning his mental readiness before teaching practicum.

“On pre-departure, I had opportunity to talk privately with him. I said I did not have any experience in teaching, I was afraid I could not handle the classroom and deliver material that easily understood by students. He invited me to discuss on how to build a good rapport with students and school citizens. He boosted morale and burned my spirit. In the end of meeting, he smiled at me and whispered in my ears: “chase your moment and enjoy your time” while hugging me.” (I_J2)

Moreover, some experts (Rosenholtz, 1989; McLaughlin & Talbert, 1993; Fullan & Hargreaves, 1996; Wiley, 2001) believed that teaching with fellows is considered to be better than teaching alone. Hargreaves (2001, p.503) assumed that cooperation and collaboration among teachers give them access to the new ideas, creativity energy, and moral support that help them to be more effective with their students. In addition, in his study, Hargreaves (2001) found that when teachers work together, they value appreciation and acknowledgment as well as personal support and acceptance, but tend to avoid disagreement and conflict, whether they regard themselves as close friends or as more distant colleagues. Moreover, he also reiterated the importance of close personal bonds in teaching should not be neglected. They could and did sustain teachers in the face of professional stress, crisis, and difficulty. In the context of team teaching, they can also stimulate and energize professional engagement. Nor should close bonds and friendships necessarily inhibit the creativity and disturbance of professional conflict and disagreement (Hargreaves, 2001).

In line with Hargreaves’s perspectives, Goni extended personal experiences with her fellows on how friendship support her teacher professionalism.

“I learned a lot from my fellows. Although we came from different majors but we often organizing teaching sharing before entering class at the dormitory. Indeed, this was a good chance for me who basically very common in the education world to broaden my horizons and enhance teacher professionalism competencies. We discuss many things such as how to behave and dress well, how to implement certain teaching method, how to develop instructional media, how to build good rapport, how to design lesson planning, and so forth. In conclusion, I fond of this relationship because we did many positive things relates to teacher professionalism improvement.” (RJ_G2)

Other issues that became concern on this study was how pre-service teachers interact with school citizens. According to Zembylas (2007, p.355), teaching in a new workplace implies that they need to epistemological beliefs in order to understand the new moral legitimacy of practice. During this process, various emotions such as guilt, shame, and self-doubt could emerge, which require constant work and management. Jack in his reflective journal told his adaptation process

and sacrifice efforts in order to be accepted by board of teachers and staffs at school:

“At the beginning of our arrival, I, along with my fellows experienced difficult periods, we were treated like stepchildren because we were placed in a library not teacher’s room. I felt isolated, awkward when saw other teachers as well as reluctant to see my mentor teacher. And it became worse when one of senior teachers told me that there was unwritten custom at school for pre-service teachers to serve meals and beverages in the teacher’s room. I realized that this was a kind of hazing. In addition, we also have to come earlier and go home later than others. I and my fellows tried to think clearly and react calmly to face these problems. After discussing with my fellows and obtaining advices from supervisor, we strive to get closer to school citizens and endeavor to be more engaged in all school programs. After a few days, we began to be welcomed warmly and enjoyed school circumstances.” (RJ_J1)

The quotation above indicates school circumstances influence pre-service teachers’ emotions and construct perspectives on their future fieldwork. School as a work place has potential to evoke a range of emotional responses (Simm & Marvell, 2015); understanding that places can generate emotional reactions is important in developing a sense of place and (in turn) an emotional attachment to place (Smith, Davidson, Cameron & Bondi, 2009).

Personal geography

Before the implementation of teaching practicum, both Goni and Jack had taken some pedagogic subjects that equip their teacher professionalism competencies. This implies that theoretically they have already sufficient knowledge for doing teaching practice in real place. However, personally, they are inexperience teachers. They also needed time to build self-confidence and good rapport with school citizens, capability to handle classroom, composure to manage various emotions as well as ability to design lesson planning. The following lines express the mixed feelings of pre-service teachers’ emotions that arises deal with how their relationship with people who involved in teaching practicum.

Inevitably, a mentor teacher becomes the most influential person. She has a strategic role in constructing teacher profile of pre-service teachers as well as describing their future workplace. Generally, both two pre-service teachers have good relationship with their

respective mentor teachers. In the interview, Goni said that:

“I had good relationship with my mentor teacher. Even though she looked like serious person but our relationship went naturally not because there was an objective in order to get good grades. In every session of teaching practicum, I always obtained many corrections. I was happy with all corrections from her and without thinking twice I followed her instructions. I believed in her advices can improve my teaching performance. Weeks later, she gave me more freedom to explore my potencies and it really increased my self-confidence and competencies. Now I am ready to be an English teacher.” (I_G2)

In the same way, Jack also had similar experiences. In the reflective journal, he wrote his opinion on his mentor teacher.

“Overall, even though I rarely talked to my mentor teacher but I was grateful for her feedback and sincerity in guiding me. I felt appreciated and helped by her when undergoing teaching practicum. She looked like a rigid person, talk a little but work a lot. She was one of senior teachers at school and everybody respected her so much. She was a model of professional teacher who had broad knowledge and extensive experiences.” (RJ_J2)

Out of six pre-service teachers, Goni and Jack are considered as two prominent pre-service teachers who have attractive personalities. They are easy going, cheerful, helpful, and humble. They are able to interact well, not only with teachers or staffs but also students. After undergoing teaching practicum for two weeks, some students became more familiar with Goni and they were keen to spend some time with her after class. Some students wanted to consult their problems in learning but they were reluctant to discuss it in the casual way. In reflective journal, Goni shared her rapport with students:

“I have quite good relationship with almost all students. In the morning, I usually greet my students or have a small talk before entering class. After class, some students often come to my room, we discuss many things especially those related to the improvement of English skills. I give them some advices and we practice English little by little. In the weekend, sometimes I received invitation from my students to have a small potluck party. We enjoyed our holiday while practicing speaking English. Hopefully, from this forum, they are excited to learn English.” (RJ_G3)

On the other hand, in the first two meetings Jack have experienced difficulties in handling

students. Some pupils were disobedient and difficult to be controlled. Jack reveals that:

“In the early weeks, I had difficulties to manage classroom. Some students lack motivation and interest in learning religious subject. They were rebellious and noisy; that made me frustrated. However, I tried to find out the main factors why they dislike learning religious subject. After interviewing some students randomly, many students told me they didn't like religious subject because the teacher always asked them to memorize Qur'anic verses and taught them in old fashioned way.” (I_J3)

To overcome to those problems, Jack attempted to apply attractive teaching method and used different approach that suits to the students' characteristics to attract and build students' motivation in learning, Jack often gave students project-based learning so they can work cooperatively. Besides, Jack also often invites students to study in library or open environment.

Discussions

This study presents how pre-service teachers engage their emotional experiences either positively or negatively in teaching practicum. Data from interviews and reflective journals were analyzed comprehensively based on Hargreaves' (2001) emotional geography framework which focuses on two categories namely professional and personal geography. The previous stories of Goni and Jack, it illustrated that they have experienced various emotional conflicts that indirectly have a valuable contribution to building their profiles as a teacher and practicing their ability to adapt with fieldwork. In school setting, the emotional geographies consist of the spatial and experiential patterns of closeness and/or distance in human interactions and relationship that help create, configure, and color the feelings and emotions we experience about ourselves, our world, and each other (Hargreaves, 2001).

In terms of relationship with mentor teachers, two pre-service teachers told that they academically had good relationship with their respective mentor teachers and acknowledged if mentor teachers had big contributions to their teacher professional development. It reflected on some feedbacks or inputs that they had gained before and after teaching practices. Moreover, these two pre-service teachers become more motivated to apply any new innovation at EFL classroom as they have positive emotion, especially when they consult with their mentor

teachers. However, this could also threaten their creativities because they are too dependent upon mentor teachers' instructions. In result, they definitely will be reluctant to have different ideas with mentor teachers. This could hamper the way they improve their teaching. Because in Indonesia, culture which still adheres to patron-client relationship, it is very taboo to refute the opinions of experienced and older people.

Meanwhile, regarding the relationship between pre-service teachers and students. Goni and Jack had extremely good relationship where they often had incidental potluck party with students after class or did pleasure activities on weekend together. This case was very different from what happened to Wen (see Liu, 2016:9) who taught at language center of an English university. When some Chinese immigrant students became more familiar and considered her as big sister. She was forced to decline students' genuine invitation because she had kept a professional distance from them. What happened to Wen was very different from the culture and custom that prevails in Indonesia where a teacher commonly has a tight personal relationship with students. Teachers protect students like their children and students respect teachers like their own parents. This type relationship is very important as it could help pre-service teachers to always keep their positive emotions and reduce negative ones.

Besides, this study also captures the relationship between pre-service teachers and school citizens i.e. board of teachers except mentor teacher and staff. In principle, teaching practicum program is a valuable momentum for pre-service teachers to develop their teacher competencies, gain wide experiences as well as to manage their emotions. As adult learners, of course they have got in touch with various people with different characteristics and social status. On one hand, they had close relationship with one of female teacher, Ratu (Pseudonym). She often came to library just to chat or make sure the condition of pre-service teachers was fine. Goni revealed that she personally felt comfortable with Ratu's presence and still keeping in touch with her. In other words, pre-service teachers' positive emotion also achieved when there is the supportive work environment like support and encouragement from other teachers of school. The motivation from them become energy for pre-service teachers to work hard, give the best for school and feel valued. In contrast, most of pre-service teachers also experienced culture

shock at work place. It is reasonable that pre-service teachers may experience some reality shock due to the change of learning environment from university to practicum school (Veenman, 1984, p.14). In this case, the culture shock at workplace was caused by seniority factor and social status. In reality, pre-service teachers like or dislike must to follow all prevailing custom at school. The bullying acts are seen obviously when one of senior teacher asked them to serve snacks and beverages in the teacher's room and handle the classroom when he was absent. It is one of examples that makes pre-service teachers' negative emotion come up. It means pre-service teachers' expectation on teaching are not full filled at the place where they are teaching. Indeed, some of pre-service teachers thought that by following all instructions they will get good grade. This indicates that there is still a misconception in pre-service teacher's mind if the main objective of teaching practicum is only for obtaining satisfied score. In other words, they seek for academic degrees not the expertise they entail. In turn, teaching practicum is essentially to facilitate a pre-service teacher to attain teacher competencies as well as gain real teaching experiences (Anonymous, 2019).

CONCLUSION

In brief, the findings above infer that pre-service teachers' emotions fundamentally interrelated with some factors such as identity (van Veen and Ilasky, 2005), place (Smith 1993, Bartos, 2013, Berrens, 2016), age (Hargreaves, 2000; 2005) teaching and learning strategies (Marvell and Simm, 2018), as well as colleague (Hargreaves, 2001). Empirically, this study more or less has similarity points with the previous studies. Nevertheless, in this study there are distinguishing factors namely Indonesian cultural and habits that influence pre-service teachers' emotions that arise positively and negatively in teaching practicum implementation. In sum, pre-service teachers' positive emotions arise when their expectation on how they perceived teaching activities are achieved at school. On the other hand, negative emotions are experienced when school does not full fill their expectation.

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