

CHAPTER I

INTRODUCTION

This chapter discussed the background of the study, rationale, scope and limitation, urgency of this study, research question, and definition of key terms.

1.1 Background of the study

Coronavirus disease 2019 (COVID-19) is an infectious disease caused by a newly discovered coronavirus. In December 2019, multiple unexplained cases of pneumonia were reported in Wuhan, China. On March 2020, World Health Organization (WHO) declared this outbreak as a pandemic. The first confirmed COVID-19 cases in Indonesia also happened in March 2020. The COVID-19 pandemic is having a dramatic impact on societies and economies around the world. The virus is affecting millions of lives worldwide, not only physically but also emotionally in the form of panic attacks, anxiety, obsessional behavior, stress and fear. The spread of COVID-19 has led to profound changes in social interaction and organization.

Public health officials largely agree that the general threat of COVID-19 is best fought with measures of social distancing. Most countries, including Indonesia decided to lockdown. This lockdown has changed behavior in society and also in education area. Classes which usually do face-to-face learning have suddenly become online learning. This changing is felt by lecturers and students. This situation was reported by Corbera, et al. (2020) that COVID-19 has forced academics to work from home. This also happened to the students who enrolled in the student exchange program. The student exchange program which is usually attended by lecturers and students in the same place, due to COVID-19 pandemic has forced them to carry out the program by online learning in different geographic areas.

According to Choudhury & Pattnaik (2020) online learning emphasizes the use of information and communication technology (ICT) and internet networks. The COVID-19 outbreak has changed the implementation of learning from face-to-face learning to online learning (Moorhouse, et al. 2020). The study of online learning has been widely studied from various aspects, such as online learning strategies,

student or lecturer perceptions' of online learning and challenges in online learning. A study by Moorhouse (2020) describes the strategies used by lecturers in online teaching, such as combining synchronous and asynchronous modes. Synchronous teaching is doing video conference during learning. We can use Google Meet, Zoom, Microsoft Teams and etc. While in asynchronous teaching, lecturers share material by web, email or by using Google Classroom, Schoology, Edmodo, etc.

This online learning creates a diverse emotional geography for the international students. In this kind of learning, international students not only grapple with knowledge, cognitive and skills, but they also wrestle with emotional practices (Susanto, et al. 2020). Various practices of human emotion are related to the emotional geography, which is have related to human geography and place geography.

Emotions are human psychological situations that describe feelings of pleasure, sadness, fear, hate, anger and etc. The psychological situation is caused by internal and external human factors. In the social sciences and humanities, the study of human emotions is called the emotional geography. According to Susanto, et al. (2020) Emotional geography examines the experience of someone's feelings on interacting with other people in their environment. The relationship between human geography and human emotions is explained by Bondi (2016), the emotional geography is in the human body and where humans are. Human emotions are caused by human interactions with other humans and human interactions with their environment.

Emotional geography describes human feelings in which humans live and play role in certain places (Anderson & Smith, 2001). Further explained by Hargreaves (2001, 2005) that human emotions are related to human interactions with other humans universally. So, the emotional geography is determined by human interaction broadly, not only limited to physical interactions socially and culturally, but also related to the psychological situation and the environment humans are in.

Hargreaves (2000) emphasizes that emotional geographies describe the patterns of closeness and distance in human interactions that shape the emotions we experience about relationships to ourselves, each other, and the world around us. Furthermore, Hargreaves (2001) divides emotional geography into five dimensions,

namely physical distance, moral distance, sociocultural distance, professional distance and political distance.

Research on the emotional geography has been done by previous researchers. For example, Liu (2016) examines lecturers' emotional geography of English as a second language who have immigrant backgrounds in the professional teaching community in England. Liu's research shows that lecturers experience various positive and negative emotions in carrying out learning English as a second language. Therefore, lecturers must be able to find strategies to manage his emotional geography.

Another research on emotional geography was conducted by Marvell and Simm (2018) which examined the emotional geography of students who were doing professional placement. The results of the study revealed that students felt that they were often belittled in their practical work place. This situation greatly affects the students' emotional geography, for example, they always feel afraid, anxious and insecure. A recent study conducted by Sidhu and Ishikawa (2020) explored the emotional geography of international students in East Asia. In the study, Sidhu and Ishikawa found that students' emotions were driven by education, political criticism and caring.

Based on the studies above, it is known that research on the emotional geography of international students through online learning in pandemic of COVID-19 has not been conducted. Therefore, the author decided to conduct the study with the title "The Emotional Geography of International Students in Online Learning during the COVID-19 Pandemic".

1.2 Rationale

This research is about international student's emotional geography during online learning in pandemic of COVID-19. This study aims to examine the emotional experiences of international students in online learning during the COVID-19 period. This research will provide theoretical benefits for cross-cultural understanding and practical benefits for lecturers and international students. Lecturers will be able to have benefit about the emotional geography of international students, so that in carrying out learning, they can treat international students more wisely according to their emotional situation. International students

can take advantage of the results of the study to find out what feelings are important to have and maintain in doing online learning.

1.3 Scope and limitation

1. Scope

This research will focus on the international student's perception based on their experience of online learning during pandemic of COVID-19.

2. Limitation

To make this study more focused should be limited by the author. The author wants to limit the feelings of international students during online learning. This research was conducted among International Credit Transfer student at one of university in Cirebon.

1.4 Urgency of this study

This research is urgent to determine the emotional geography of international students during online learning. This study conducts Google Classroom and Google Meet as the platform of online learning.

1.5 Research question

1. What are the international student's feeling during online learning?

1.6 Objective of the study

Based on the research question above, the objectives of this study are:

1. To investigate international student's feeling during online learning.

1.7 Definition of key terms

To clarify the key terms used in this study, some definitions are to be defined as follows:

1. Emotional geography

Susanto, et al. (2020) stated that emotional geography examines the experience of someone's feelings on interacting with other people in their environment.

2. Online learning

According to (Goyal, 2012), online learning can be defined as the science of learning without using paper printed instructional material. Online learning is the use of telecommunication technology to deliver information for education

and training. With the progress of information and communication technology development, online learning is emerging as the paradigm of modern education.