

## **CHAPTER II**

### **LITERATURE REVIEW**

This is the second chapter of the final paper. This chapter is discussed the theoretical background and previous studies. The author explains the problem of the research in depth from various references.

#### **2.1 Theoretical Background**

In this part of this paper, the theoretical background describes the concepts of the research title. The concepts lead to the phenomena based on the field with expert explanation and theory. Theoretical background aims to help build comprehension regarding the scope of this research. The author breaks down the research title: The Emotional Geography of International Students in Online Learning during the COVID-19 Pandemic into three variables: emotional geography, international students, online learning during COVID-19 pandemic.

More about emotional geography itself, the author thinks it is crucial to understand meaning of emotional geography. Thus, the author emphasizes more about variable emotional geography towards international students who takes online learning during COVID-19 Pandemic. Few studies that focused on emotional geography have been conducted by researchers, but there has been a small number of insightful contribution that point to the value to do so.

##### **2.1.1 Research Title Variables**

As we know that there are some developed theme has been in relation to the role of emotion in the acceptance or rejection of emotion in online learning. 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), it is important because it explains how emotional relations shape space and society. 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.

Today, a growing number of students are travelling abroad to obtain higher education degrees. Overseas learning experience has been considered as one of the most beneficial experience for students to broaden their outlook and prepare themselves for subsequent careers. According to (Altbach & Knight, 2007) the educational value associated with a diverse student population, expanding access to education for international clients, and other economic and political considerations have prompted some governments and agencies to make significant efforts to attract students from abroad. Thus, “internationalization” has become fashionable for tertiary institutions. The host country gets benefit from the tuition and living expenses paid by international students. In addition, the international students are able to contribute to the research and development of host countries, initially as students and later as researchers or high-quality professionals.

The COVID-19 pandemic has impacted education at all levels in various way. The rapid, unexpected and ‘forced’ transition from face-to-face learning to online learning has a number of constraints and challenges, such as: inexperience of teachers, limited information and resources to the students, and the complex environment at home (Zhang et al. 2020). it is essential to go beyond emergency online practices and develop quality online teaching and learning that result from careful instructional design and planning (Hodges et al. 2020). A research, by Manegre and Sabiri (2020) examines lecturers’ perception in online learning during pandemic of COVID-19, reported that in general, the lecturers stated that online learning is as effective as face-to-face learning. Besides, the lecturer

emphasized that online learning can be learning alternatives, which can replace traditional classes for certain subjects.

## **2.2 Previous study**

For conducting this research, the writer used several studies conducted by other researchers. The writer found some research with the same focus and method in research as the source. First, Taloko, Putra & Hartanto (2020) study, “Emotional Geographies Experienced by an Indonesian Doctoral Student Pursuing her PhD in New Zealand during the COVID-19 Pandemic” investigated an international student who is doing her PhD in New Zealand during COVID-19 Pandemic. Researchers in the study used Hargreaves' theory (2001) which focused on five emotional dimensions: sociocultural, moral, physical, professional and political. Researchers in this study used virtual interviews by using Zoom to obtain data and the data obtained during doctoral studies that were affected by COVID-19, participants experienced various emotions caused by various factors such as physical, socio-cultural, moral, professional and political as well as how to overcome all emotion.

Another study was found in 2020 with the title “Psychological Well-Being of Newly-Arrived Indonesian Students in Taiwan”. Research which is conducted by Rahman, Hamka & Lin describes the psychological well-being of Indonesian students in Taiwan with phenomenological case study design. The researchers collect data by using semi-structured interviews and observations on students from Indonesia studying in Taiwan. This study uses a phenomenological case study research method, which allows researchers to understand the essence of human experience sequentially from the perspective of the participant as the first informant (Gallagher, 2012). The results of this study stated that students have not been able to manage emotions in culture shock, feeling isolated and adapting to cultures and languages that are different from their country of origin.

The last previous study is from Suprihatin, Istiqomah, Meilani, and Khoiriyah (2020): “Exploring the Emotions of Single International Students in Hong Kong Facing the COVID-19 Pandemic”, The researchers analyzed the interview data with the Hargreaves's emotional geography framework (2001a, 2001b). The

participants of the study are female students who were completing their doctoral studies at a public university in Hong Kong. The findings of the study indicates that the COVID-19 pandemic affected the emotional experience of international students in terms of the dissertation guidance process, psychological mental state, relationships with family, finance, and spirituality.

The previous studies above have similarities with this study where their research raises the topic of emotions that feels by students. However, this study is slightly different from the previous study where this study analyzes student's emotional geography in online learning during the Covid-19 pandemic that focuses on sociocultural distance which can be used as an evaluation and for further research in online learning.