STUDENTS' EMOTIONAL GEOGRAPHY IN WRITING DESCRIPTIVE TEXT AT THE EIGHTH GRADE OF SMPIT SMART CENDEKIA IN THE ACADEMIC YEAR OF 2022/2023

THESIS

Submitted as a Partial Requirements

for the Degree of *Sarjana*

BY:

NABILA FARIHATU NISA

SRN.183221282

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA

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> UIN Raden Mas Said Surakarta
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Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of:

Name : Nabila Farihatu Nisa

SRN   : 183221282

Title   : Students' Emotional Geography in Writing Descriptive Text at the Eighth Grade of SMPIT Smart Cendekia in the Academic Year of 2022/2023

has already fulfilled the requirements to be presented before The Board of Examiners (munaqasyah) to gain Bachelor Degree in English Language Education.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Sukoharjo, 09 March 2023

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RATIFICATION

This is to certify the Sarjana thesis entitled "Students' Emotional Geography in Writing Descriptive Text at the Eighth Grade of SMPIT Smart Cendekia in the Academic Year of 2022/2023" by Nabila Farihatu Nisa (183221282) has been approved by the Board of Thesis Examiners as the requirement for the degree of Sarjana in English Language Education.

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DEDICATION

This thesis is dedicated to:

1. My greatest parents

2. My beloved sisters

3. My thesis advisors

4. My dearest friends

5. My Almamater UIN Raden Mas Said Surakarta

MOTTO

"So verily, with the hardship, there is relief.

Verily, with the hardship, there is relief"

~Al-'Asr: 5-6

"It always seems impossible until it's done"

~Nelson Mandela

"Mistakes are proof that you are trying"

~Jennifer Lim

PRONOUNCEMENT

Name   : Nabila Farihatu Nisa

SRN   : 183221282

Study Program   : English Language Education

Faculty   : Cultures and Languages Faculty

I hereby sincerely state that the thesis titled "Students' Emotional Geography in Writing Descriptive Text at the Eighth Grade of SMPIT Smart Cendekia in the Academic Year of 2022/2023" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 09 March, 2023

Stated by,

Nabila Farihatu Nisa

SRN. 18.32.21.282

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 31 March, 2023

Nabila Farihatu Nisa

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ABSTRACT

Nabila Farihatu Nisa. 2023. "*Students' Emotional Geography in Writing Descriptive Text at the Eighth Grade of SMPIT Smart Cendekia in the Academic Year of 2022/2023*". Thesis. English Education Department, Cultures and Languages Faculty.

Every student has their emotion to be expressed in writing descriptive text. The problem in this study is how the students' emotional geography in writing descriptive text. This study explores the students' emotional geography in writing descriptive text at the eighth grade of SMPIT Smart Cendekia in the academic year of 2022/2023.

This research was a narrative inquiry research. Participants of this research were the eighth grade students of SMPIT Smart Cendekia. There were 14 students from VIII C. Researcher investigated by asked them to write a descriptive text and then gave them a questionnaire. The last is interviewing students' experiences in writing a descriptive text related to their emotional geographies The data which had been collected will be analyzed using emotional geographies theory by Hargreaves.

The researcher discovered 168 emotions in writing descriptive text from fourteen students in VIII C. On moral and physical geography, there are 56 emotions in each framework. In sociocultural geography, there are 28 emotions. In professional and political geography, there are 14 emotions in each framework. There were three levels of emotion. They are comfortable, neutral, and uncomfortable with the writing activity. On comfortable level, students experienced 5 emotional geographies. On a neutral and uncomfortable level, there were only 4 emotional geographies namely moral, physical, sociocultural, and political geographies.

Keywords : *Emotional geographies; Writing; Descriptive text*

CHAPTER I

INTRODUCTION

In this chapter, the researcher explains about the background of the study, identification of the problem, limitation of the study, problem statement, objective of the study, benefit of the research, and definition of key terms.

A. Background of the Study

Emotions are always present in every human activity. Every activity that is carried out always involves emotions including learning. Students have emotion in studying English and it has an influence on their studies. Similarly, writing activity brings up the students' emotions. Regarding the students' emotional role in learning, it plays an important part in the learning process values and in the maintenance of the environmental relationship. When students feel an emotion, that emotion will show action, and action will decide the next step.

The relationship between place and human emotions is called emotional geography. It consists of patterns of closeness or gap in human relationship and interaction. It is the recently study centered on unequivocally examining the crossing point between feelings, individuals and place (Davidson & Milligan, 2004). Place has a strong relationship to emotional geography. Different emotions can be shown in different places. Every person has their emotion to be expressed in a particular event. As passionate geographers point out, spaces are never void of

feelings, which in turn are generally, socially and geologically complex (Milczarek, 2012).

While there has been growing interest in the idea that geographical perspectives provide educational research in recent years, emotional geography is a new area of inquiry in education and geography (Kenway & Youdell, 2011). The study arranged in emotional geography has points to supply and improve the understanding of the emotional spatial side of life and keeps up that feeling truly do matter.

Writing is the main part of communication. It is a complicated cognitive skill which makes the writer demands the variable and illustrate the components in writing (Rao & Durga, 2018). Through writing, people can share their ideas and opinions in words, sentences, and paragraphs. They can also communicate with other people through written communication. To get good written communication, people have to have good writing ability. Having good writing ability is an essential thing for English users. Writing skill is a particular skill that helps writers put their minds and ideas into words in an important frame (Utami et al., 2012). Good writing skill will make it easier for us to communicate in the form of messages so that the reader or the receiver will get the point of the message. For the students, it gives the students the freedom to pull out their ideas, comprehensibility, continuity, and inventiveness in writing.

Having good writing skill for students is the key to studying. If students do not understand how to communicate themselves in writing, they will face

difficulties in communication, such as with their friends, teachers, or anyone else. For example, making letters, assignments, and papers. In writing, grammar, punctuation, and spelling are the main things that should be noticed. The students should be able to manage some points to build good writing skill such as grammar, vocabulary, spelling, and so on. Grammar shows how language is put together and how it works. It discusses about structure of sentence (Johannes, 2021). Understanding grammar well will help learners to write. Then, they can make paragraphs in the form of text.

When study English, it is common for students to find difficulties in learning and using the language (Siregar & Zuriani, 2020). English is a foreign language in Indonesia, so learners have to make more effort to study. It can be more complicated for people who write English as second language(Blanchard & Root, 2003). It is also the important premise on which learning and intelligence will be assessed. It is used considerably in higher education for students and in the workplace.

The definition of text is a linguistic unit that is significant for the reason of context and organized by words, clauses, sentences, and grammatical structures until it can be a unity to transmit the purpose of message and effective tool of human communication (Khuzaniar, 2021). Text is built by words, sentences and paragraphs. The range of text is from a few words to entire novels with hundreds of pages. As stated by Gerot and Wignel in Arina Khuzaniar (2021), text is divided into 13 types. They are spoof, recount, report, analytical exposition, hortatory

exposition, news item, anecdote, procedure, narrative, explanation, discussion, review, and descriptive text (Khuzaniar, 2021).

Descriptive text is one type of text that is learnt by the students. Descriptive text is defined as a kind of text which describes the characteristics and definition of something, an object, certain places or a person. Through descriptive text, students can describe something and try to make the reader understand what the writer is trying to say. To describe something, they should have good writing ability so that the readers can get the point and correct information.

To make a good text, students have to have supported places and conditions besides good writing ability. In writing, we will produce something in the form of written. Emotional geography has a significant impact on human activities including learning. The result can be good and maximal if student's emotional geography is supported during the learning process. Writing is one activity of learning. Having good writing ability in writing text will produce a good text. Writing descriptive text will involve the emotions of students. However, emotional geography also plays a part in the writing of text. Whether the result is good or not.

SMPIT Smart Cendekia is one of the Islamic schools in Klaten. The school divided the classrooms into male and female students' classrooms. Male and female students are placed in different classes. It also has a boarding school program where it has special class. The school has carried out learning activities regarding text. During a pandemic, the learning process is implemented by offline

and online learning depending on the situation. If the situation is allowed to do offline learning, they will have a face-to-face learning process. If it cannot be supported, they will do an online class.

The researcher carried out an interview with the headmaster of SMPIT Smart Cendekia, Mrs. Dyah. Based on the observation and interview conducted on May 11th, 2022, we can know that the eighth grade students are from different places. The students in the full day school program are from Klaten. They live in downtown area and the suburbs of Klaten. While the students in boarding school program are from Klaten and other cities. In conclusion, the eighth grade students have different geographical backgrounds.

The students at junior high school have English as one of the subjects in the school. One of the materials learned by them is descriptive text. Descriptive text was studied by the student at the seventh grade. The teacher, Mrs. Ulfa, stated that she had taught the students about descriptive text in the first semester of seventh grade. She had online learning when delivering the material. From the task given, the students make a descriptive text based on a picture given by the teacher. As the teacher said, they faced some difficulties in studying the text. In line with English as a foreign language, students have a problem demonstrating their ideas in the form of English. They cannot easily translate Bahasa to English words. They do not have enough vocabulary to be used to make a text. They also do not understand about the grammar used in descriptive text, simple present. Due to those limitations,

it is difficult for them to create a good descriptive text. Besides that, other things can affect how they write the text, such as emotions and environment.

The researcher chooses the eighth grade students because they have studied about descriptive text in the seventh grade. As the teacher said, the students have difficulties in translating the words into English. It can make many emotions arise from students while writing descriptive text. The researcher will know their emotional geographies in language learning, especially in writing descriptive text. With this research, these emotions are explored in-depth to understand the discomfort, neutral and comfort during writing descriptive text. After knowing the students' emotions, negative emotions can be decreased to get maximum result in writing descriptive text. The researcher chooses eighth grade of SMPIT Smart Cendekia and chooses VIII C, 14 female students, as the participants of the research. The students will follow the instruction from the researcher.

In the previous study, the research from Johanes Leonardi Taloko, Martin Surya Putra and Yenny Hartanto (2020) entitled "Emotional Geographies Experienced by an Indonesian Doctoral Student Pursuing her PhD in New Zealand during the COVID-19 Pandemic", concluded that the participant, Melati, can handle her emotion well in the quarantine time even though she felt worry at first (Taloko et al., 2020). She is supported by Asian friends to pass it. At that condition, she felt comfortable and have more spirit to finish her study as soon as possible. The research is conducted by deep interview via Zoom. The researcher examined the emotion geography of participant about her experience as international student

in dealing issue policy, and challenge in covid-19 situation in other country, New Zealand.

In previous study, Lilis Siti Fatimah had researched entitled "An Analysis of Emotional Geographies among Teachers and Students in The EFL Class". The data was gained by interviewing EFL teachers who are chosen as subject of the research in Semarang and Salatiga (Fatimah, 2020). The researcher used Google form and WhatsApp application to gain the data from interview. She concluded that based on the data, she found four of the five kinds of framework of Emotional Geography. From four frameworks, the most dominant aspect is physical geography. That aspect is felt by the teacher while teaching English at Class in Salatiga and Semarang.

The other research, Gatut Susanto, Suparmi, and Endah Yulia Rahayu conducted research entitled "The Emotional Geography of International Students in Online Bahasa Indonesia Learning during the COVID-19 Pandemic" in 2020 (Susanto et al., 2020). They found that the international students' emotional geography is affected by online Bahasa Indonesia learning. The students feel pleasant and unpleasant emotions. Intimacy, safety, happiness, seriousness, and success were among the pleasant feelings experienced by the international students. However, they have unpleasant sentiments like uncertainty, worry, and shock while learning Bahasa Indonesia online.

A paper entitled "EFL Students' Emotions During Thesis Writing" was conducted by Catur Krisna Nur in 2022 (Nur, 2022). The research has a result that

the students felt various emotion during thesis writing. They felt emotional challenges that they feel anxious, agitated, stressed, confused, angry, and disappointed. They also did something to overcome the challenges such as refresh themselves by enjoying their hobbies, eating their favorite foods, or going on trips to relieve stress.

Based on the previous studies above, this research is different from the previous research. The first research focused on a student in New Zealand and how she faced her condition to study during pandemic. In this research, the researcher focuses on some students in junior high school at the eighth grade and how they feel in writing descriptive text. The second research focused on the learning process among teachers and students. The data are from the teachers that was interviewed by the researcher. In this research, the main data is students and teacher as supporting data. The third research focused on how emotional geography affected students in online Bahasa Indonesia learning. In this research, the researcher focuses on writing descriptive text. The fourth research focused on the students' emotional geography during thesis writing for final year students. In this research, the researcher focuses on the students' emotional geography in writing descriptive text at eighth grade students.

Based on the phenomena above, the researcher is interested in describing the students' emotional geography in writing descriptive text. The teacher needs to know their students' emotions and then try to fix the problems. Finally, the

researcher writes the research entitled **STUDENTS' EMOTIONAL GEOGRAPHY IN WRITING DESCRIPTIVE TEXT AT THE EIGHTH GRADE OF SMPIT SMART CENDEKIA IN THE ACADEMIC YEAR OF 2022/2023.**

B. **Identification of the Problems**

Based on the background of the study mentioned above, the problem can be identified as follows:

1. The students have different background and place.

2. The students have problem with writing descriptive text.

3. The students have problem in telling their ideas in English.

C. **Limitation of the Problems**

To contrive the problem in this research more effective and guided, it is necessary to make a limitation of the study. The researcher limits the problems to the students' emotional geography in writing descriptive text. The subject is students at the eighth grade of SMPIT Smart Cendekia in the academic year of 2022/2023. They are from VIII A, VIII B, and VIII C. The total students are 47 students, which VIII A is 11 male students, VIII B is 22 male students and VIII C is 14 female students. The researcher chose VIII C, 14 students, as the participant of the research.

This research is limited by the researcher by focusing on the emotional geographies' framework from Hargreaves. Hargreaves classified emotional geography into five frameworks. The frameworks are moral, physical, political,

professional, and sociocultural geography. Moral geography is the closeness and gap created by the same goal and norms order. Physical geography is the closeness and gap created by space and time. Sociocultural geography is closeness and gap created by social and culture, gender, age, and language. Professional geography is the closeness and gap created by norms and practice of professionalism. Political geography is closeness and gap created by power and social status.

D. Formulation of the Problems

Based on the background of the study, the formulation of problem that can be identified in this study is how are the students' emotional geography in writing descriptive text at the eighth grade of SMPIT Smart Cendekia in the academic year of 2022/2023?

E. Objective of the Study

The purpose of the study is to analyze the students' emotional geography in writing descriptive text at the eighth grade students of SMPIT Smart Cendekia in the academic year of 2022/2023. Based on the problem statements written above, the objective of the research is to explain the students' emotional geography in writing descriptive text at the eighth grade of SMPIT Smart Cendekia in the academic year of 2022/2023.

F. Benefits of the Study

The results of this research are expected to have benefits both theoretically and practically, as described below:

a. Theoretical Benefits

This research is expected to contribute to the development of science, especially in learning English.

b. Practical Benefits

The researcher expects that this research will give benefits to the researcher herself, other researchers, students, teacher and school.

1. For the researcher, it is a tangible form of intellectual step in applying scientific knowledge in the field of education obtained from the college.

2. For other researchers, it can be used as a reference and information about the emotional geography of students in writing descriptive text.

3. For the students, it can give motivation to increase their skill in learning English. They can know their emotions when writing the text.

4. For the teachers, it can be used to improve their performance as a useful workforce and as an evaluation of competence possessed in teaching English, especially in teaching writing.

5. For the school, this research can be used as a guide for developing a comfortable place and environment in the learning process so their students will get a good understanding.

G. Definition of Key Terms

There are some key terms in the research, as mentioned below:

1. Writing

According to Brown (2014), referenced in Febriyantika and Parmawati (2021), stated that writing is a process that develops some concepts from students'

knowledge into written form (Febriyantika & Parmawati, 2021). Meanwhile, skill is defined as the ability to do anything well in given situation (Mufida, 2020). As shown above, the definition of writing skill is the ability to convert ideas and feelings into a set of words that can be read and understood by the reader.

2. Descriptive text

Descriptive text is a text that describes particular object, such as an animal, person, place, food, and so on. It has two generic structures to build the text. They are identification and description.

3. Emotional geography

Emotional geography is the recently study centered on unequivocally examining the crossing point between feelings, individuals, and place (Davidson & Milligan, 2004). Different emotions can be shown in different places. Another definition is the relationship between place and human's emotion. Every person has their own set of emotion to be expressed in a particular event.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher defines theoretical review and previous related to study.

A. Theoretical Review

1. Writing

a. Writing Skill

Communication can be divided into two kinds; they are spoken communication and written communication. Spoken communication is related to speaking ability and written communication is related to writing ability. To get good written communication, people have to have good writing ability. It is one of skills that has to be mastered in learning English. Writing is skill that produce something or productive language skill besides speaking. Harmer (2007) as cited in Rohim (2019) stated that writing allows students to distinguish between writing to study and writing to write (Rohim, 2019). According to Brown (2014), referenced in Febriyantika and Parmawati (2021), stated that writing is a process that develops some concepts from students' knowledge into written form (Febriyantika & Parmawati, 2021).

Someone is writing when he puts his ideas and feelings into words and then writes them down. Writing is more than that, It is a system of

written symbols that represent the sounds, syllables, or words of language through various mechanisms such as capitalization, spelling, and punctuation, as well as word form and function (Rao & Durga, 2018). Writing, according to those definitions, can be defined as the process of putting ideas and feelings into a set of words and write them down on paper so the readers can understand what they want to express. Meanwhile, skill is defined as the ability to do anything well in given situation (Mufida, 2020). To summarize, definition of writing skill is the ability to convert ideas and feelings into a set of words that can be read and understood by the reader.

Writing is a complicated cognitive skill which makes the writer demands the variable and illustrate the components in writing (Rao & Durga, 2018). Writing is not easy for people who have English as their foreign language (Klimova, 2012). English is foreign language in Indonesia so that learners have to make more efforts to study. It can be more complicated for people who write English as new language(Blanchard & Root, 2003). It is also the important premise which learning and intelligence will be assessed. It is used considerably in higher education for students and in the work-place.

Writing is the main part of communication. Through writing, people can share their ideas and opinion into the words, sentences and paragraph. They can also communicate with other people by written communication.

Having good writing ability is an essential thing for the English user. Writing skill is a particular skill helping writers put their minds and ideas into words in an important frame (Utami et al., 2012). Good writing skill will make us to be easier to have communication in the form of message so that the reader or the receiver will get the point of the message. For the students, it makes the students to gain the freedom to pull out their ideas, comprehensibility, continuity, and inventiveness in writing. All students require good writing skills in order to complete their educational and employment requirements.

Many stereotypes state that writing is a simple thing. However, good writing needs some points to support it. There are broad knowledges, logical ideas, good language skill, and good communication skill. The way telling information through written communication is an art (Djuharie, 2019). The art is about making people understand, taking advantages from the information, knowing the point, and influencing people's mindset. It can be concluded that writing is not simple skill and it has some points to be mastered. So, having good writing ability is needed to create good text or essay.

b. The Importance of Learning Writing

Writing is one of the outcomes of the learning process for students. It is categorized as the psychomotor domain. Writing is an activity that is both productive and expressive. The writer must be proficient in

graphology, linguistic structure, and vocabulary in order to complete this activity. For Indonesian students, it is critical for them to be able to write well. This is due to the fact that writing is one of skill in English that is utilized to communicate indirectly or not face to face with others.

Writing is included in one of the four points of language skills. Writing activity is inextricably linked to the entire learning process that students go through. The students have to be productive in writing so that they can produce a good essay to be read. Writing is a skill that permits us to make utterance when genuinely communicative or it can be concluded that writing is desire and purpose driven(Shaw, 2003). We sincerely wish to communicate something that enables to fulfil a specific ambition or wish. Ability in writing skill is crucial in daily life because it is the foundation for everything. It is a base of increasing ability in speaking, listening and reading. Writing abilities are mentioned to be productive since they are produced from what they have been heard, discussed, and read, then it is expressed in written form. Writing abilities enable someone to show their thoughts and ideas in order to reach specific goals and objectives.

Having writing skill for student is the key in studying. If students do not understand how to communicate themselves in writing, they will face difficulties in communication, such as with their friends, teacher, or anyone else. For example, making letter, assignment, and paper. In writing, grammar, punctuation and spelling are the main things that should be

noticed. The students should be able to manage some points to build a good writing such as grammar, vocabulary, spelling and so on.

As stated by Brown in Oktavia (2021), there are three stages in writing process. Pre-writing, writing, and re-writing are the three stages involved in writing process (Oktavia, 2021). Those stages will be explained below:

a) Pre-writing

Pre-writing is the first stage in writing. In general, it is the step for the writer to select a topic. If the topic has been assigned by someone, the writer thinks about it and decides that with a suitable response. The writer has to choose the relevant idea and information to response the topic, as well as selecting acceptable thoughts. Active thinking about discussion of the topic area is should be done to ensure that everyone gets something to be written.

In this step, teacher can help the students to brainstorm about the particular theme. They can create ideas and it will be basic material of their writing. Students can do some activities to stimulate the brain such as reading books, watching videos, discussing, questioning and answering, and so on. Through those ways, students will get motivation to write because they can observe and feel. The result, they have something to be written.

b) Writing

Writing is the second stage which the writers create a draft from what they got in the first stage. The writers start to develop it by choose the correct words to arrange sentence. The writers have to manage the words well so the readers will understand the point of information. In this step, the writers can ignore the grammatical aspect and write what in their mind (Kuncororini, 2017).

c) Re-writing

Re-writing is the last stage in writing. This stage is important for the writer to have a good writing. Re-writing is correcting, editing, and re-re-reading the draft which the writer has made in the second stage. The writer involves critical thinking to correct and edit the draft and makes it sure that the result of writing is good. The result should be good as the writer's desire.

In this step, the students evaluate the draft to check the topics and structure. They can ask feedback from other students or teacher to make it better. Then they can revise their writing based on the comment given by them. Re-reading can help to find miss spelling, wrong verbs, consistent tense, punctuation and so on so that they can get the final result of their text.

c. The Component of Writing Skill

Writing ability is considered as measurement of understanding the language. Language learners demonstrate the ability in writing as the skill to have communication with others and this ability has higher place than the ability to understanding oral language, reading and writing. They state that writing ability is a skill to find out their progress in written communication so that it is the most significant skill that can be acquired by them.

Having good communicative skill is the main purpose in writing. To achieve the aim, a good writer has to know the component of writing. There are some components that should be understood and considered by the writer. Those components are described as below:

a) Grammar

As stated by Swan (2005) in Johannes (2021), grammar shows the rules of how words are combined, organized, and changed to present certain kinds of meaning. Another definition is stated by Gerot and Wignel in Johannes (2021). It is stated that grammar shows how language is put together and how it works. It discusses about structure of sentence (Johannes, 2021). Grammar is a significant thing to use English. It is also verified that grammar competence as a main constituent of communication has a fundamental point and tenses which are regarded as the most complicated skill to learn for the Indonesian

students. For Indonesian learners, grammar is one of difficult chapter to study English. It becomes difficult because English grammar has different form and structure with Indonesian grammar. Although grammar is not simple to be learnt, learners have to master grammar so that they can produce correct sentences.

b) Vocabulary

Vocabulary is fundamental material in language (Johannes, 2021). In English, vocabulary has to be known by English user to ease them to communicate with others. If they do not have good enough vocabulary, they will face difficulties to convey their wishes. Limited words that they have will make it difficult for them to produce and arrange sentences.

2. Genre text

a. Definition of Genre Text

The result of writing skill is a text. A text is a written document that can be read by the readers. Text is defined as a linguistic unit that is significant for the reason of context and organized by words, clauses, sentences, and grammatical structures until it can be a unity to transmit the purpose of message and effective tool of human communication (Khuzaniar, 2021). Text is built by words, sentences and paragraphs. The range of text is from a few words to entire novels with hundreds of pages.

Writing text cannot be separated with the purpose of writing text. The text is addressed for communicative reason. Based on communicative reason, text is grouped into some categories. To deal with that, the text is built by the particular structure and language features. Various text that is arranged by particular structure and language features to gain communicative purpose is defined as genre (Djuharie, 2019). Due to the genre division, it makes us easier to identify and understand the text. Each text has its own characteristic.

b. The Type of Genre Text

Text is divided into some types to make us easier to identify and understand the text. As stated by Gerot and Wignel in Arina Khuzaniar (2021), text is divided into 13 types. They are spoof, recount, report, analytical exposition, hortatory exposition, news item, anecdote, procedure, narrative, explanation, discussion, review, and descriptive text (Khuzaniar, 2021).

3. Descriptive Text

a. The Definition of Descriptive Text

The text that explains the characteristic of something is called descriptive text. Sofyanda (2005) as cited in Rofi'I (2017) defined descriptive text as a text that describes someone or something is like (Rofi'i, 2017). It can illustrate person or people, objects, location, and feelings. Those all are using selected words to create detail picture to build

an impression on the readers. From the information above, it can be conclude that the definition of descriptive text is a kind of texts which describes the characteristics, definition about something, object, certain places or person (Sartika & Nurdin, 2019). The character of good descriptive text is the readers can visualize the object, place, or person in their minds.

b. The Generic Structure of Descriptive Text

Every genre text has generic structure to build the text as well as descriptive text. There are two components that build descriptive text; identification and description.

1) Identification

Identification contains introducing subject or something that will be described by the writer.

2) Description

Description contains characteristic information about the subject. Those characteristics are physical appearance, distinctive features, psychological traits, behavior, quality, and so on.

c. Language Features

There are some language features building descriptive text as below:

1) Using simple present tense

Simple present tense is one of common English tenses which is used for speaking and writing by the users of English language. Swan

(2005) described that simple present tense is used to tell permanent situation in general time (Swan, 2005). It is also used to tell activity in the present time that happen continually. The time signals are every day, every week, every month, every year and so on. Simple present tense is one out of sixteen tenses that is taught in English grammar and often used in daily.

Pattern of Simple Present Tense

Simple Present Tense is made with the formula. There are 2 kinds of formula to make simple present tense sentence:

- Verbal

  It uses verb to show an action.

  (+)   S + Verb 1 (s/es) + Object

  (-)   S + do/does + Verb 1 + Object

  (?)   Do/Does + S + Verb 1 + Object?

  Notes:

  Do is used for subject I, You, They and We.

  Does is used for subject She, He and It.

- Nominal

  It uses to be in a sentence.

  (+)   S + Tobe (is, am, are) + Object

  (-)   S + Tobe (is, am, are) + Object

  (?)   To be (is, am, are) + S + Object?

Notes:

Tobe Is is used for subject She, He and It.

Tobe Am is used for subject I.

Tobe Are is used for subject They, We and You.

2) Using adjective

It can describe the subject which the writer describes.

Example:

- Two huge schools

- An ancient brown watch

- Long and straight hair

3) Using specific noun

In the descriptive text, the writer describes specific thing, so there

is specific noun to figure out chosen object.

Example:

- Mother

- My doll

- Justin Bieber

4. Emotional Geography

a. The Definition of Emotional Geography

Emotion, stated by Barbalet (1999) in Gatot Susanto, Suparmi, and

Endah Yulia Rahayu (2020), is defined as human psychological situation

which shows variety of feeling such as sadness, pleasure, fear, anger, hate,

and so on (Susanto et al., 2020). The psychological situation is caused by two factors; internal and external factors of each person. While, geography is defined as a study of place, people, and environment around. In the social sciences and humanities, the study of human emotions is called emotional geography. Emotional geography cannot be separated from daily activities. The relationship between place and human's emotion is called emotional geography. Emotional geography is determined by human interaction broadly, not only limited to physical interaction and cultural but also human environment.

We can see the emotion from expression that appear in face. The face can show the color of expression such as bright and dark (Davidson et al., 2012). Everyone has emotion when facing something such as activity, problem, people and so on. Hargreaves specified that emotional geographies finds out the spatial and experiential human interactions which can make a proximity and gap based on emotions experienced regarding themselves, their world, and each other (Hargreaves, 2001). It cannot just deal in feelings when we talk about a veritable emotional geography. We should attempt to express something indescribable in such objective language, namely a sense of emotional engagement with individuals and places, instead of emotional objectivity from them. In other way, in the bodies of others will be found emotion through this study, which are experienced dissimilarly in different places.

Emotional geography is the recently study centered on unequivocally examining the crossing point between feeling, individuals and place (Davidson & Milligan, 2004). Place has strong relation to emotional geography. Different emotions can be shown in different places. Every human has their emotion to be expressed in a particular event. As passionate geographers point out, spaces are never void of feelings, which in turn are generally, socially and geologically complex (Milczarek, 2012).

Ignoring or denying emotion has same meaning with ignoring or denying the power structures that build the world. Because of that, emotional geographers are studying towards getting over abstract, positivist, objectifying, and reductive understandings of space. Emotional geographies are divided into five frameworks. Those are physical, moral, professional, socio-cultural, and political geographies. The concept of emotional geographies aids us in identifying the supports for and challenges to basic emotional ties and schooling understandings that result from differences in people's connections or relationships. This can also assist the teacher in identifying the students' feelings when studying, such as any substantial problem in forming strong relationships with teachers and friends, or the difficulty in dealing with various personalities. Given this, it is critical to investigate the practice of emotional geography (Apriliyanti et al., 2021).

b. The Frameworks of Emotional Geography

As explained by Hargreaves, there are five frameworks of emotional geography (Hargreaves, 2001). They are moral, physical, sociocultural, professional, and political geographies. Those frameworks will be described below:

1) Moral geography

Moral geography is defined as the proximity and distance created by various goals and achievements in proficient practice (Liu, 2016). People have the same goals in their life and then jointly pursue goals and feel and achieve these goals together. Conversely, moral geography can also occur when people are defensive about their own goals and do not care or have goals that are different from other people. During the years of this process, various emotions such as satisfaction, gratitude, appreciation, agreement, and support may arise, which require constant emotional labor and management. This dimension creates distance or closeness between teachers and students and/ or students and other students due to emotions that are formed based on the relationship between values and moral norms that students and teachers have in achieving visions and goals that may differ from one another in writing descriptive text. If there is big moral distance between students and others or students feel their goals are being threatened, negative emotion

can occur. The examples of negative emotions are guilt, shame, and self-doubt.

2) Physical geography

Physical geography is defined as the closeness and gap that occurs as a result of the of space and time dimensions (Liu, 2016). This emotion also describes how close or distant people become in the personal aspects of their relationships. For instance, emotions that are formed because of people relationship personally in a roar and at a certain time. Learning in school and other place have different condition and atmosphere. Surely, it can give different impact to their result of study. People in those area have to give the students pleasant condition so that they can study well. It can happen when a learning community gives time and space for this. It also builds an opportunity for emotional understanding of each other. The forms of physical geography are meeting, intensity, and frequency. This dimension can lead to distance or closeness between teachers and students and / or between students. It is because of the emotions that are formed based on the relationships built between them during writing descriptive text.

3) Sociocultural geography

Sociocultural geography is defined as the closeness and gap created by the variation of gender, age, race, ethnicity, language, and culture (Liu, 2016). Students have several characteristics. If they are from different

country, they will speak dissimilar language as their mother tongue. They will also have diverse cultural values and it will look completely different. The differences arising in a community can bring out different emotional connections or disconnections. It can happen in their interaction with students, teachers, and parents.

4) Professional geography

Professional geography is defined as the closeness and gap created by various understandings of the norms of professionalism and proficient practice (Liu, 2016). Every country has differences culture with other country in many aspects. One of them is in education aspect. Various differences of culture in education conduces different cultures of teaching and learning, and professional standards are known in various ways. Good learning implementation in one educational method or curriculum might be contemplated as avoidable, unsuitable and some practice might be threatening for another. For students, this professional geography affects on their professional closeness or gap that concerns on their feeling as students when learning English. It gives impact to their emotion such as anxiety, stress and frustration.

5) Political geography

Political geography is defined as the closeness and gap created by heterogeneous understandings of power and social status or the existence of such differences can be used to protect people's own

interests instead of empowering others (Liu, 2016). Professional circles are based on a substantial array that establishes the composition of communication and implementation. The students as a part of school member face some challenges in a community. They need to identify their roles as students and roles of other member in school. Students have to consider their statues as students as well as other's statues and build an atmosphere comprehension of the feeling rules. Misinterpretation or breaking the rules in a community such as school could give several negative emotions for students, for example guilt, shame and embarrassment.

B. Previous Related Studies

There are some studies which are relevant to the study. Those study are relevant and can support this research. Many researchers had been researched that is related with emotional geography, students and get in touch with learning English.

The research from Johanes Leonardi Taloko, Martin Surya Putra and Yenny Hartanto (2020) entitled "Emotional Geographies Experienced by an Indonesian Doctoral Student Pursuing her PhD in New Zealand during the COVID-19 Pandemic", concluded that the participant, Melati, can handle her emotion well in the quarantine time even though she felt worry at first (Taloko et al., 2020). She is supported by Asian friends to pass it. At that condition, she felt comfortable and have more spirit to finish her study as soon as possible. The research is conducted

by deep interview via Zoom. The researcher examined the emotion geography of participant about her experience as international student in dealing issue policy, and challenge in covid-19 situation in other country, New Zealand.

Lilis Siti Fatimah had researched entitled "An Analysis of Emotional Geographies among Teachers and Students in The EFL Class". The data was gained by interviewing EFL teachers who are chosen as subject of the research in Semarang and Salatiga (Fatimah, 2020). The researcher used Google form and WhatsApp application to gain the data from interview. She concluded that based on the data, she found four of the five kinds of framework of Emotional Geography. From four frameworks, the most dominant aspect is physical geography. That aspect is felt by the teacher while teaching English at Class in Salatiga and Semarang.

A paper entitled "The Emotional Geography of International Students in Online Bahasa Indonesia Learning during the COVID-19 Pandemic" was researched by Gatut Susanto, Suparmi, and Endah Yulia Rahayu in 2020 (Susanto et al., 2020). The research has a result that the international students' emotional geography is affected by online Bahasa Indonesia learning. The students feel pleasant and unpleasant emotions. Intimacy, safety, happiness, seriousness, and success were among the pleasant feelings experienced by the international students. However, they have unpleasant sentiments like uncertainty, worry, and shock while learning Bahasa Indonesia online.

A paper entitled "EFL Students' Emotions During Thesis Writing" was conducted by Catur Krisna Nur in 2022 (Nur, 2022). The research has a result that the students felt various emotion during thesis writing. They felt emotional challenges that they feel anxious, agitated, stressed, confused, angry, and disappointed. They also did something to overcome the challenges such as refresh themselves by enjoying their hobbies, eating their favorite foods, or going on trips to relieve stress.

Based on the previous studies above, this research is different from the previous research. The first research focused on a student in New Zealand and how she faced her condition to study during pandemic. In this research, the researcher focuses on some students in junior high school at the eighth grade and how they feel in writing descriptive text. The second research focused on the learning process among teachers and students. The data are from the teachers that was interviewed by the researcher. In this research, the main data is students and teacher as supporting data. The third research focused on how emotional geography affected students in online Bahasa Indonesia learning. In this research, the researcher focuses on writing descriptive text. The fourth research focused on the students' emotional geography during thesis writing for final year students. In this research, the researcher focuses on the students' emotional geography in writing descriptive text at eighth grade students.

CHAPTER III

RESEARCH METHODOLOGY

In this research, the researcher explains about research design, subject of the research, source of data, research instrument, technique of collecting data, technique of analyzing data, the trustworthiness of the data, and the research setting.

A. Research Design

In this research, the researcher used narrative inquiry method to gain the data from participants. Narrative inquiry is a method to find out the data by telling subject's story in the form of narrative. Subject can tell their story in detail by answering the questions. The researcher provides some questions which have relation to students' emotional geography in writing descriptive text. In interview, the students are asked to answer the questions by telling their experience in writing descriptive text. The answer will be deeper than in questionnaire. The students can tell their emotions more by the interview..

The approach used in this research is qualitative approach. It is collecting and analyzing non numerical data to understand concepts, opinions, and experiences. There are some steps that were done by the researcher, as follow:

1. The researcher asked the English teacher in VIII C about the schedule of English subject to conduct the research. The English teacher, Mrs. Ulfa gave permission to the researcher to use her time to be used for research.

2. At the time given, the researcher conducted the research in VIII C. the researcher asked the students to write a simple descriptive text on a paper. They were given the same theme that was about place. The students can write any descriptive text about place.

3. The researcher distributed questionnaire to the students about their feeling in writing descriptive text. The students put a check for each statement given on a table.

4. The researcher conducted a deep interview with the students, one by one, to know their emotion in writing descriptive text. The students can tell their emotion in detail. The interviews were recorded to be transcribed for the data.

B. Research Setting

1. Place of the Research

The research is conducted at SMPIT Smart Cendekia. It is located at Jl. Penggung - Jatinom, Rt 03/Rw 07 Karang Anom, Karanganom, Klaten, Central Java. It is one of the Islamic School in Klaten. The focus subject is the eighth grade students which contains of 47 students. There are 33 male students and 14 female students. The researcher decided 14 female students as the participant in this research.

2. Time of the Research

The research is started on 2021 until 2023. It is clearly showed on the table below:

Table 3.1

Time of Research

Activity	Month													
	September	October	Nov-Dec	January	February	March	April	May	June	July-Nov	December	January	February	March
Title accepted	■													
Consulting the title		■												
Making the proposal		■	■	■										
1st consult				■										
Revise					■									
2nd consult						■								
Revise						■								
3rd consult							■							
Revise								■						
Seminar proposal									■					
Revise the proposal										■				
Prepare the research											■			
Research												■		
Consult chapter 4													■	
Consult chapter 5													■	

Munaqosyah												

C. Research Subject and Informant

The researcher chooses the eighth grade students of SMPIT Smart Cendekia in the academic year of 2022/2023 as the subject of the research. The school is located at Jl. Penggung - Jatinom, Rt 03/Rw 07 Karang Anom, Karanganom, Klaten, Central Java. It is one of the Islamic School in Klaten. SMPIT Smart Cendekia is a good islamic junior high school in Klaten. The school gets many achievements in some competitions. The school provides two programs, those are full day school and boarding school. As Islamic school, the female and male students are separated in different classes. The students are from different places. Hence, the researcher determines SMPIT Smart Cendekia as the subject of the research.

The qualitative study involved 47 students with 33 male students and 14 female students. From those students, the researcher will take the students in VIII C, 14 female students, as the participant in this research. Then, some students to be interviewed deeper to get the data that is needed by the researcher. The researcher used questionnaire as an instrument to gather data. Besides that, the researcher also conducted the interview.

D. Data and Source of the Data

The interview method is used by the researcher to gather the information from the subject. The information or data can be people, activities, place, things, pictures, records and document (Nugrahani, 2014). The data in this study is interview transcription which is analyzed using Hargreaves's theory.

In this research, the sources of data are people who answer the question from the researcher. Besides that, the researcher used observation to collect the data.

1. The Object of Data

The object of this research is the students at the eighth grade students of SMPIT Smart Cendekia in the academic year of 2022/2023.

2. Informant

Informant is the people who gives information to help the researcher to gather the data. The informants in this research are the students at the eighth grade students of SMPIT Smart Cendekia, students of VIII A, VIII B and VIII C. The total of students is 47 students, which VIII A is 11 male students, VIII B is 22 male students and VIII C is 14 female students. The researcher chose students in VIII C as the participant.

E. Research Instrument

Research instruments are assessing, monitoring, and recording data device. The researcher is the main instrument of this research. This research is qualitative study, so the researcher is main tool to get data or information from the

subject. The researcher also uses other instruments, such as questionnaire questions, interview guides, and documentation.

1. Questionnaire Questions

According to Ratna (2010) as cited by Farida Nugrahani (2014), a questionnaire is a method of gathering data in which respondents are given a written question or statement to respond (Nugrahani, 2014). In this study, the researcher employed closed question. A closed question provides answers which it will not be subjective for the students. Researcher used Indonesian in providing the questions to make the communication clearer and easier. They can only choose the answer that is provided. In the questionnaire distributed by the researcher, respondents are asked to choose one of four scales that indicate their level of agreement with the statements that have been provided, ranging from strongly disagree to strongly agree.

2. Interview Guides

The instrument in this research is interview guides that are developed under the construct of Hargreaves's emotional geographies. In this study, the researcher used structured interviews to gather data from the respondents in a systematic manner. The structured interview is chosen to keep the conversation will not go off topic. Researcher also used Indonesian in interviewing all participant to make the communication clearer and easier. The interview also will be recorded to make it more accurate. Audiotapes are frequently used to enable more accurate transcription.

3. Documentation

Documentation defines as public documents. Writing, works, biographies, inscriptions, rules, policies, photographs, and life histories are all examples of documentation (Nugrahani, 2014). In qualitative research, document analysis supplements techniques such as observation, interview, or questionnaire. When research findings are supported by existing images or works, they gain credibility. In this study, their descriptive text writing is the documentation.

F. Techniques of Collecting Data

In this research, the researcher does three ways to gather the data. They are observation, questionnaire and interview.

1. Observation

Observation is focusing activities on an object with all of senses. It means that observation is direct monitoring. It is conducted to observe the schedule of the English subject, so the researcher will know the schedule to study descriptive text. The researcher asks the teacher about the time to study descriptive text and the process of teaching by asking the lesson plan to make sure that students already got the material about descriptive text. It has been done by the researcher by asking the English teacher of seventh grade in SMPIT Smart Cendekia.

The next step is recruiting the participants. The main participant of this research is students in the eighth grade of SMPIT Smart Cendekia. The

researcher will recruit the students as participant for this research by direct invitation for joining the research. The other way, the researcher asks for help to the students to be participant or subject of the research. The participants will be explained by the researcher about the technique of the research.

2. Questionnaire

Questionnaire is a research instrument and contains of some written questions that is used to gain information from the respondents about the report of their personality or anything that the researcher wants to know (Arikunto, 2002). In this research, the questionnaire is also used to get the data about the emotions of student in writing descriptive text. After getting the students as the subject of research, the researcher will do the next step. The students will be given a question to make a simple descriptive text to memorize how descriptive text is. The students will feel something when they are writing the text.

The researcher provides questions about the condition and emotion of the students when writing descriptive text in the form of questionnaire. By the questionnaire in the form of paper, the students can tell their emotion when writing the text. In the questionnaire, they can put a check in the column for statements provided, ranging from strongly agree to strongly disagree.

3. Interview

To gain deeper data, the researcher interviews some students. The researcher interviewed students who felt disposed to being interviewed. In VIII C, all students agreed to be interviewed by the researcher. Interviews were held

directly in VIII C class, one by one. The interview used Bahasa to give them an easy understanding of the questions and answers questions. It was recorded and written as a script by the researcher to simplify the analysis and solve the research problem.

G. Trustworthiness of the Data

Qualitative inquires triangulate among different data resources to increase the precision of the research. Triangulation is a technique to obtain the information from three angles or three perspectives. The trustworthiness of data is examined by triangulation. It can be done by using something excluding the data. In this research, the researcher validates the data using Guba's theory that is credibility and confirmability.

a. Credibility or internal validity

It is a predominant principle pursued by positivist researchers who strive to verify that their research is assessing or evaluating what it is intended to measure or evaluate. In this study, the researcher used repeated questions in questionnaire and interview with the participants. The data obtained and scrutinized, then it is filtered according to five types of emotional geography. Credibility of a research is decided when the readers are facing the involvement, they can recognize it. The purpose of credibility is to fit between respondent's perspective and the researcher's illustration of them.

b. Confirmability

It is focused on building up that the researcher's translations and discoveries are clearly inferred from the data. The researcher requires to illustrate how finding can be reached (Nowell et al., 2017). Confirmation is used to verify the data found in the study. In this study, the researcher sent the transcript of the interview to the participants to confirm whether the data obtained by the researcher were in accordance with the information provided by the participants. Participants are allowed to reduce or add to the results of the interview if the transcripts did not match on the skills and researcher's bias to the information from participants. The researcher also uses data from the teacher and document of their writing descriptive text to support the data gained from the students.

H. Techniques of Analyzing the Data

According to Miles & Huberman (1984) as cited by Farida Nugrahani (2014), he divided technique of analyzing data into three components (Nugrahani, 2014). They are data reduction, display of data and make a conclusion as explained below:

1. Data Reduction

Data reduction is the process of summarizing, choosing the basic substance, focusing on the important substances, finding the theme and the pattern, and disposing the unnecessary (Nugrahani, 2014). When the researcher is in the field, it is started. From the questionnaire and interview, the researcher

collects the data. The researcher limits only to the description of students'
emotional geography in writing descriptive text at the second grade of SMPIT
Smart Cendekia.

In this research, the data reduction is done by abridging the raw data
that were gained from questionnaire and interview. The next step is transcribing
the data. The researcher finds data in the interview. The first step is transcribe
it so the researcher will be easier to analyze it.

2. Displaying Data

The display of data is served in the form of descriptive. Data display
is a group of information that has been grouped and regulated based on the data
reduction in the first steps which predisposes the conclusion. In the second step,
the researcher draws the finding of the research. It describes in the form of
systematic classification so it becomes easy to be understand and to be
analyzed. By showing the data, the researcher can decide what she should do.

The researcher also can make an analysis and an action from her
understanding. The researcher describes the data after she has displayed it. The
researcher presents the data from the answer of students by questionnaire about
their emotional geography in writing descriptive text. From the interview, the
researcher can classify the data into five frameworks of emotional geography.
The data is analyzed with Andy Hargreaves's emotional geography
frameworks. There are moral, physical, sociocultural, professional and political
aspects.

3. Conclusion and Verification

  The terminating step is making a conclusion and verification. The researcher shows the brief conclusion and explanation related to the data. The suggestion based on the data analysis having conclude and grouped the data that have been gained. The researcher takes a brief conclusion from the research finding as a result of the research. In this research, the students' emotional geography in writing descriptive text is the conclusion.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter is displayed as the answer of the problem statements in chapter 1. The writer presents it into two points, they are research finding and discussion. The research finding is investigating the emotional geographies of eight grade students in writing descriptive text at SMPIT Smart Cendekia. The discussion is focused on answering question discussed by Andy Hargreaves.

A. Research Findings

As previously stated, the main objective of this study is to analyze the students' emotional geography in writing descriptive text. This research employed narrative inquiry method because the researcher has investigated the students' emotional geography in writing descriptive text at the eighth grade students of SMPIT Smart Cendekia deeply and comprehensively. Before writing this study, the researcher conducted preliminary research, the researcher asked the teacher about the students' ability in writing descriptive text, and the researcher interviewed about the students' writing descriptive text. The data source was the experience of students' emotion in the eighth grade students of SMPIT Smart Cendekia in the academic year of 2022/2023 in writing descriptive text. The emotions were selected according to Hargreaves' theory.

Furthermore, after conducting preliminary research, the researcher asked students to make a descriptive text with the theme of place. The next step is asking them to fill the questionnaire about their feelings in writing descriptive text. The last step is interviewing them deeper and get more information about their emotional geography in writing descriptive text.

The data found need coding to ease the researcher to present. The researcher made code for the data. There are three codes; emotional geography, level of emotion, and student's name, as below:

Table 4.1

Emotional geography

Emotional Geography	Code
Moral Geography	M
Physical Geography	Ph
Sociocultural Geography	S
Professional Geography	Pr
Political Geography	Po

Table 4.2

Level of Emotion

Level of Emotion	Code
Comfort Level	C
Neutral Level	N
Discomfort Level	D

Table 4.3

Students' Name

Students' Name	Code
LNU	1
LS	2
FAQ	3
DQR	4
BB	5
APS	6
FPR	7
ZSR	8
AF	9
ZU	10
BRA	11

DPK	12
ARW	13
ED	14

1. Emotional geographies found in students' emotion

   a. Emotions of moral geography

   In this study, the researcher determined different goals for each emotional experience that is felt by students. From the differences in goals, various reasons and effects have been discovered that affect students' feeling in writing descriptive text.

   Some students have the same emotions when deciding on the title of the descriptive text they want to write. They said it was difficult to decide the title. APS said that it was difficult to find the title. She was perplexed while looking for the object to write about. Here, there is the transcript of her emotions:

   "Yeah, I found it difficult (to find the title)" (MD6, Interview, January 4th 2023).

   In line with what is felt by APS, BB, LNU, ZSR, AF, and ED have the same feeling. They were initially perplexed before deciding on a title based on the theme given by the researcher. Unlike other students, FAQ

stated that she was not perplexed when deciding on a title. She said that finding the title was not hard for her. Here is the transcript of her emotion:

"If finding the title, it's not difficult" (MC3, Interview, January 4th 2023).

In writing descriptive text, they also faced some problems. It can be different for each student. From their statements, they have a similar problem, which is about vocabulary. It was difficult for them to translate from Bahasa into English. They were perplexed and found it difficult to write due to a lack of vocabulary. As stated by ZU, there are some words she does not know, which got her into trouble. Here, there is the transcript of her emotion:

"There are some vocabularies in English that I do not know" (MD10, Interview, January 5th 2023).

Another difficulty was felt by LS. Because of the atmosphere in the class, she was unable to concentrate on writing. She felt that the class was not conducive to her writing. She could not write in a noisy situation, and it broke her concentration. Here, there is the transcript of her emotion:

"Translating and the class atmosphere was not conducive so I could not focus on writing descriptive text" (MD2, Interview, January 4th 2023).

The students have goals for their writing activity. Their goals are various. Obtaining new knowledge and experience, broadening knowledge,

learning descriptive text and understanding it, increasing vocabulary, and achieving a high score are all examples. Their differences in goals did not make them have a gap between friends. As stated by DQR, she is normal with the differences. Here, there is the transcript of her emotion:

"No, because… what is that? My friends and I have different intentions, so I am normal with it." (MN4, Interview, January 4th 2023).

b. Emotions of physical geography

In this study, the researcher determined differences in the space and time dimension as student from each emotional experience felt by students. From the difference that is influenced by the space and time dimension as a student, various causes and effects are found that affect students' emotion in writing descriptive text.

When creating a text, vocabulary is necessary. They faced difficulties in translating words from Bahasa into English. They needed help from a dictionary or other people to solve it. The researcher asked about their feelings when they encountered difficult or unfamiliar words. Many of them stated that they felt confused, one of them was BRA. Here is the transcript of BRA:

"Confused" (PhD11, Interview, January 5th 2023).

LNU told her feeling in writing descriptive text with the assistance of friend and teacher. She felt sufficiently helped with the presence of

teacher. When she was writing and faced difficulties, she directly asked the teacher for help. She faced difficulties finding the vocabulary or translating words from Bahasa into English. The teacher can help her to find the vocabulary in English. Here is transcript of her emotion:

"Helpful enough…. Because if I ask to the teacher, I can understand what this means, that's it" (PhC1, Interview, January 4th 2023).

As stated by LNU, LS felt the same. She felt helped by her teacher and friends. Because of them, she can write well and complete her text. If she writes the text alone, there is no one who can teach her. Here is transcript of her emotion:

"Yes (helpful). Because if they weren't there, it would be more difficult and there would be no one to teach." (PhC2, Interview, January 4th 2023).

Friends can interfere with their writing activities in addition to assisting them in finishing the text. DQR said that she was disturbed by her friends. Her friends, she claimed, were interfering with her concentration. Here is transcript of her emotion:

"Earlier, I was distracted. Because they were noisy." (PhD4, Interview, January 4th 2023).

Students are also supported by the school environment. Some students felt comfort, while others felt discomfort. As stated by ZSR, there were many friends who could help if she faced difficulties in writing the

text. She felt greatly helped by the presence of her friends. Here is transcript of her emotion:

"Yes. Because there are many friends who can help if there are difficulties" (PhC8, Interview, January 5th 2023).

Another feeling was conveyed by APS. She did not feel comfortable at school. She prefers to write at home because she can have more time there to write her best text. Here is transcript of her emotion:

"No, I feel more comfortable at home. Because when I'm at home, I can... (have more free time)" (PhD6, Interview, January 4th 2023).

c. Emotions of sociocultural geography

In this study, the researcher determined differences in the cultural aspect as student who come from different place from each emotional experience felt by students. From the difference that is influenced by cultural aspect as a student, various causes and effects are found that affect students' emotion in writing descriptive text.

At the eighth grade of SMPIT Smart Cendekia, there are three classes contains of boarding school students and full day school students. VIII A and VIII B contain of male students and VIII C contains of female students. They are placed in different classes based on their gender. BB, said that she is comfortable with the female students only in her class and not comfortable if there is male student in her class. She gave reason that

male students like to ask a lot question and chatter a lot. Here is transcript of her emotion when the researcher asked about the female class only:

"Comfortable" (to have girls' mates only) (SC5, Interview, January 4th 2023)

In other hand, FPR felt bit different. She said it is normal with her class now, with female class only. Here is the transcript of her emotion when the researcher asked about the female student in her class:

"Just normal" (SN7, Interview, January 5th 2023).

In this framework, the researcher also wants to know about their feeling in writing descriptive text in English considering English is not their mother tongue. Many of them stated their difficulty about writing in English, including AF. Here is transcript of her emotion:

"Difficult. Sad" (SD9, Interview, January 5th 2023).

Not much different from AF's opinion, APS revealed that she felt confused in writing descriptive text in English. Here is transcript of her emotion:

"Bit confused, because I cannot speak English well" (SD6, Interview, January 4th 2023).

d. Emotions of professional geography

In this study, the researcher determined differences in the practice of professionalism as a student from each emotional experience felt by

students. From the difference that is influenced by professionalism as a student, various causes and effects are found that affect students' emotion in writing descriptive text.

In studying, students can face some difficulties. Like in writing descriptive text, they face some difficulties. As a student, they have to solve their problem to support their studies. ED, when the researcher asked about what she did when she faced difficulties, she explained that she looked for in dictionary and asked to the teacher. The first thing that she did was looked for in dictionary. If she cannot find what she wants, she asked to the teacher or friend. Here is her transcript of her emotion:

"Asking. First, looking for. If there is nothing, ask to" (PrC14, Interview, January 5th 2023).

e. Emotions of political geography

In this study, researcher determined the difference in the influence of power from each emotional experience felt by students. From the difference that is influenced by power, various causes and effects are found that affect students' emotion in writing descriptive text.

When they face difficulties, they ask to their friends and teacher. To ask to the teacher, some of them felt afraid to ask. Here, there is the transcript of emotion:

"Afraid (when ask to teacher)" (PoD8, Interview, January 5th 2023)

ZSR felt afraid when she has to ask to the teacher. She added that she was afraid if the teacher got angry to her. Different with ZSR, AF said that she just felt normal when she asked to the teacher or friends. There is her transcript of emotion:

"Hmm… Just normal" (PoN9, Interview, January 5th 2023).

2. Level of Emotional Geographies found in Students' emotion

After read the transcription of the interview that had been done with the students, the researcher found three levels of emotional geography. It is divided into comfort, neutral, and discomfort emotion. It is presented in table 4.1 below:

Table 4.4

Level of Emotional Geography

No.	Level of Emotional Geography	Number of Emotions
1.	Comfort	91
2.	Neutral	12
3.	Discomfort	65

From the table 4.1, it shows that there are comfort emotions, neutral emotions, and discomfort emotions as level of emotional geography which were found on the students' emotional geography in writing descriptive text at SMPIT Smart Cendekia in the academic year of 2022/2023. The discomfort emotion is the feeling that is felt by the students the most.

a. Comfort

There are 91 emotions with comfort feeling on the students' emotional geography in writing descriptive text at SMPIT Smart Cendekia in the academic year of 2022/2023. The researcher will present 5 comfortable emotions that was felt by students at the eighth grade in writing descriptive text.

Moral Geography: *"No" (easy to find the title)* **(MC11)**

BRA felt comfortable in deciding the title. She said that she did not find any trouble in finding the title of the text. The theme of descriptive text was about place. After she was told to make a descriptive text with that theme, directly she got idea to make one. She felt comfortable in it.

Physical Geography: *"Yes. Because if there are no friends and teachers, I can't write"* **(PhC7)**

FPR was asked about the presence of friends and teacher when she was writing descriptive text. She expressed that teacher and friends had significant

role for her text. With their helps, she can complete her text. She was helped to find vocabulary that she did not know.

Sociocultural Geography: "Yes, it's quite comfortable compared to men, mixed, like that" (SC1)

LNU's class, VIII C, consists of female students only with 14 students. Their class is separated with the male students, in VIII A and VIII B. She conveyed her feeling about it. She said that she felt more comfortable in her class with girls' mates only than class with male students. She also told the reason. In her opinion, in her class, she can ask to friends or teacher freely without any hesitation. Eventually, she felt comfortable in her class to write descriptive text.

Professional Geography: *"Asking to the teacher or friend directly. Before it, I open the dictionary first. But if I am lazy to open the dictionary, directly ask to"* (PrC4)

DQR expressed her action when she faced problem in writing descriptive text. The first thing that she did is open the dictionary. She felt difficulty in translating the words, so she has to find the meaning of words from dictionary. If she cannot find it, she asks to teacher or friends. She added, when she felt lazy to look for in dictionary, she will directly ask to teacher or friends. In her opinion, it is faster than she has to look for in dictionary first.

Political Geography: *"Just directly asking if really do not know. Not (shy)"* **(PoC3)**

FAQ expressed her feeling when she asked the teacher about something she did not know. She said that she was not shy to ask. She just directly asks to teacher if she does not know about something. Then, she will get the answer from the teacher and it makes her feel good.

b. Neutral

There are 12 emotions with neutral feeling on the students' emotional geography in writing descriptive text at SMPIT Smart Cendekia in the academic year of 2022/2023. The researcher will present 4 comfortable emotions that was felt by students at the eighth grade in writing descriptive text.

Moral Geography: *"No, because… what is that? My friends and I have different intentions, so I am normal with it."* **(MN4)**

The researcher asked about their feeling about the differences in writing goals. DQR, she stated that she was normal with it. She did not feel disturbed by the different goals because she said that everyone had their own intentions and it was just normal.

Physical Geography: *"No. Because it is just normal"* **(PhN10)**

The researcher asked about the influence of friends in writing activities. Friends can bother and break concentration when she was writing text. ZU stated that she did not feel bothered by her friends when she was writing descriptive text. She said it was just normal. She added, she can write and concentrate with quiet or crowded conditions. But she added that she found it a little difficult to write in very crowded and noisy conditions.

Sociocultural Geography: *"Just normal"* (SN3)

Classes in SMPIT Smart Cendekia are divided by three classes in every grade. There are 2 classes for male students and another one for female students. FAQ said that when she was writing in her class, it was just normal. Boy classmates or girl classmates did not give any impact for her. She added that she prefers classes with mixed classes between boys and girls than boys or girls only.

Political Geography: *"Just normal"* (PoN13)

When the students face difficulties in learning activity, they can ask for help to friends or teacher. The researcher asked about their feeling when they were asking to the teacher or friends. ARW said that she did not feel anything and it was just normal. Asking to the teacher or friend did not give any obstacle for her. She can ask whenever she wants to.

c. Discomfort

There are 65 emotions with discomfort feeling on the students' emotional geography in writing descriptive text at SMPIT Smart Cendekia in the academic year of 2022/2023. The researcher will present 4 comfortable emotions that was felt by students at the eighth grade in writing descriptive text.

Moral Geography: *"Difficulty in determining the theme, and difficulty in determining the vocabulary in English"* **(MD8)**

ZSR faced difficulties in writing descriptive text. She expressed that she felt difficulty in determining the theme. The theme here means title. The researcher had given the students a theme, place. Another difficulty that she was faced is determining the vocabulary in English. Knowing a lot of vocabulary is the key to make a good text. ZSR does not have enough vocabulary to make a descriptive text. Those reasons made her felt discomfort in writing descriptive text.

Physical Geography: *"I felt confused"* **(PhD6)**

The researcher asked about the feeling when the student found unknown word. APS expressed that she felt confused. Text consists of many vocabularies. When she did not know the words, it will be a problem. It made her confused to arrange the words. Because of this, she felt uncomfortable in writing descriptive text.

Sociocultural Geography: *"Confused and definitely in trouble"* **(SD14)**

The researcher asked about the students' feeling in writing descriptive text using English. English is not mother tongue in Indonesia so that it will make some students feel difficult. As stated by ED, she said that she felt confused and felt like in trouble. Language is important in communication, like in written communication. When she did not know the language, it will be so hard to tell what is going on her mind.

Political Geography: *"Sometimes shy, sometimes not brave"* **(PoD7)**

Teachers play significant role in teaching their students. In English subject, teacher also plays big role to help the students to understand a language. Teacher can be place to them to ask everything related to English. In writing descriptive text, students can ask about their difficulty such as in vocabulary. FPR said that she felt shy and not brave to ask to her teacher. In this moment, this feeling is including in discomfort emotion. She felt uncomfortable to ask about her difficulties to the teacher.

B. Discussion

Students had different emotional geography in writing descriptive text. There are some aspects that influence the students' emotion. They are categorized into five frameworks that was discussed by Hargreaves. In this study, the researcher

looked for their emotion by giving question about some points related to their writing activity.

Some students struggled to come up with a title for their project. Many ideas may arise in their minds, making it difficult to choose which one to pursue. Besides choosing the title, they have to think about the content later. The title and content should be connected to make a good descriptive text. This is also showed by participants in research that was conducted by Catur (2022). They felt negative emotions or discomfort emotions in moral geography. While in this study, some students at eighth grade also felt comfort emotions in deciding the title. They felt it was easy to find a title for their descriptive text.

The greatest difficulty felt by students when writing descriptive text was finding the vocabulary in English or translating the Indonesian word into English. Students felt that they lacked vocabulary mastery in English. They made the text using the words based on their vocabulary mastery. In previous study, the students also felt discomfort because they cannot find journal related to their study. While in this study, the students felt difficulty in translating the words.

Many students had difficulty writing the text in English. English is a foreign language in Indonesia, so they have to make more effort to write the text. Their lack of vocabulary mastery made writing descriptive texts difficult for them. As a student, they have to solve their problem in writing descriptive text. On previous

study conducted by Catur, the students have fear about what they do not know in writing thesis (Nur, 2022). In this study, the researcher found out their difficulty and how they solve their difficulty. They faced difficulty in translating the words and they solved it by looked for in dictionary and asked to the teacher. As a good student, they put effort to complete their text even though they faced difficulties.

Place takes important role for their emotion. The students felt comfortable and neutral with their class which their class consist of female students only. On previous research, they do not discuss about the specific class. While in this study, class became one of aspect that was discussed in sociocultural geography framework. It showed that gender can affect their emotion in doing an activity. for the students, writing descriptive text is an example.

Based on the obtained data, we could conclude that each student experienced different emotions that were comfortable, neutral, and uncomfortable. Hargreaves (2001) said that the teaching and learning process not only emphasizes intelligence, cognition, and abilities but also emphasizes emotional practice. Emotional understanding and confusion arise not only as a result of individual emotional competence or lack thereof, but also as a result of how organizations facilitate or hinder mutual experiences and intimate, continuous connections that encourage common understanding. Emotions that arise are caused by the environment, both in terms of objects, behavior, and culture. This is also in line

with Hargreaves' opinion (2001) that emotional geography is a framework that guides us in recognizing support for and threats to basic emotional bonds.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, researcher presented conclusions from research on students' emotional geography in writing descriptive text at the eighth grade of SMPIT Smart Cendekia in the academic year of 2022/2023. In this activity, different emotions emerged from each student. Based on the result of the study, the researcher came to several conclusions:

1. Emotional geographies found in students' emotion

   a. There were five emotions according to Hargreaves's theory. The researcher discovered 168 emotions in writing descriptive text from fourteen students in one class in VIII C. In moral and physical geography, there are 56 emotions in each framework. In sociocultural geography, there are 28 emotions. In professional and political geography, there are 14 emotions in each framework.

   b. In moral geography, they have various goals when writing descriptive text. Although they have different goals, this did not create distance between them and their friends. In physical geography, the students felt various feelings about the existence of the teacher and friends that created closeness

and distance between them. In sociocultural geography, they felt comfortable and normal in their class with female students only, which did not give them any distance. In professional geography, they made an effort to complete their text, which did not give any distance between them. In political geography, they felt various emotions in asking questions, which created closeness and distance between them and the teacher.

2. Level of Emotional geographies found in students' emotion

According to the level of students' emotional geographies when writing descriptive text as explained in the research findings, there were three levels of emotion. They are comfortable, neutral, and uncomfortable with the writing activity, as below:

a. Comfortable

On comfortable level, students experienced 5 emotional geographies, as proposed by Hargreaves (2000): namely moral, physical, sociocultural, professional, and political geographies.

b. Neutral

On neutral level, there were 4 emotional geographies experienced by the students: namely moral, physical, sociocultural, and political geographies.

c. Uncomfortable

On uncomfortable level, students experienced 4 emotional geographies: namely moral, physical, sociocultural, and political geographies.

B. Suggestion

After the researcher conducted research and reached conclusions, the researcher gave several suggestions, including:

1. Students should take better care of their relationships with their friends. Students have to maintain an attitude while studying so as not to disturb their friends. Students have the right to feel at ease in their learning environments.

2. Students should take better care of their relationship with the teacher. Students need not feel afraid or nervous to ask questions. Students have the right to ask the teacher if they have difficulties in learning.

3. Students should increase their vocabulary so that they will not get confused and have difficulty in writing activity.

4. Based on the discussion and conclusions above, the researcher realizes that there are various limitations to this study. It can add new colors and complexity to the narrative for future researchers who are interested in researching emotional geography or using narrative design.

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APPENDIX 1

QUESTIONNAIRE

Nama : _____

Kelas : _____

Alamat: _____

Isilah pernyataan berikut dengan memberi tanda centang (V) pada kolom yang sesuai dengan kondisi yang sebenarnya.

Keterangan:

SS   : Sangat Setuju

S   : Setuju

TS   : Tidak Setuju

STS   : Sangat Tidak Setuju

Aspek	Indikator	Pernyataan	SS	S	TS	STS
Menulis teks deskripsi	a. Rasa suka dan tidak suka dalam kegiatan menulis (Moral Geography)	Saya senang dengan kegiatan menulis				
	b. Rasa suka dan tidak suka dalam kegiatan menulis teks deskripsi	Saya merasa senang saat menulis teks deskripsi				

		(Moral Geography)					
	c. Kesulitan dalam menulis teks deskripsi (Moral, Physical and Sociocultural Geography)	Saya tidak merasa kesulitan dalam menentukan judul teks deskripsi					
		Saya menemui beberapa kesulitan saat menulis teks deskripsi					
		Saya merasa kesulitan dalam mengartikan kosakata Bahasa Indonesia ke dalam Bahasa Inggris					
		Saya merasa was-was saat menemukan kosakata yang sulit atau belum saya tahu					
		Saya merasa kesulitan dalam menyusun kalimat pada teks deskripsi					
		Saya merasa kesulitan untuk menulis teks deskripsi dalam Bahasa Inggris karena bukan merupakan Bahasa ibu					
		Saya mempelajari teks deskripsi untuk					

	d. Tujuan menulis teks deskripsi (Moral Geography)	mendapatkan pemahaman yang baik				
		Saya mempelajari teks deskripsi untuk mendapatkan nilai yang baik				
		Saya mau menulis teks deskriptif karena merupakan salah satu hal yang harus dipelajari				
		Saya tidak merasa terganggu dengan perbedaan tujuan antara saya dan teman-teman dalam menulis teks deskripsi				
Hubungan antara siswa dengan siwa lainnya dan guru saat menulis teks deskripsi	a. Cara mengatasi kesulitan (Physical and Professional Geography)	Saya berdiskusi dengan teman saat saya merasa kesulitan				
		Saya bertanya dengan guru saat saya merasa kesulitan				
		Saya merasa kesulitan dalam menulis tetapi saya tetap berusaha menyelesaikannya				
	b. Setelah mengatasi kesulitan	Saya merasa lega setelah bertanya pada teman atau guru				

	(Political and Physical geography)	Dengan bertanya pada teman dan guru dapat membantu saya dalam menulis teks deskripsi				
	c. Konsentrasi saat menulis teks deskripsi (Physical Geography)	Teman saya dapat mengganggu konsentrasi saya dalam menulis teks deskripsi				
Pengaruh lingkungan saat menulis	a. Lingkungan sekolah (Physical Geography)	Saya merasa nyaman menulis teks deskripsi di sekolah				
	b. Lingkungan kelas (Sociocultural Geography)	Saya merasa nyaman menulis teks deskripsi di kelas yang berisi laki-laki atau perempuan saja				

APPENDIX 2

INTERVIEW

No.	Question		
1.	Bagaimana perasaanmu saat menulis teks deskripsi?		
No.	Emotional Geography	Indicator	Questions
1.	Moral Geography	The proximity and distance created by various goals and achievements in proficient practice.	Apakah kamu kesulitan dalam menentukan judul teks deskripsi?
			Kesulitan apa yang kamu hadapi saat menulis teks deskripsi?
			Apakah tujuan kamu dalam menulis teks deskripsi?
			Apakah perbedaan tujuan dalam menulis teks deskripsi membuat jarak antara kamu dan teman-teman? Mengapa?
2.	Physical Geography	The closeness and gap that occurs as a result of the of	Bagaimana perasaanmu saat menemukan kosakata yang sulit atau belum kamu tahu?

		space and time dimensions	Apakah kamu merasa temanmu atau gurumu dapat membantu dalam menulis teks deskripsi? Mengapa?
			Apakah temanmu dapat mengganggumu dalam menulis teks deskripsi? Mengapa?
			Apakah kamu merasa nyaman dengan lingkungan sekolah untuk menulis teks deskripsi?
3.	Sociocultural Geography	The closeness and gap created by the variation of gender, age, race, ethnicity, language, and culture.	Bagaimana perasaanmu saat menulis teks deskripsi di kelas yang berisi laki-laki atau perempuan saja?
			Bagaimana perasaanmu saat menulis teks deskripsi dalam Bahasa Inggris yang bukan merupakan Bahasa ibu?
4.	Professional Geography	The closeness and gap created by various	Apa yang kamu lakukan sebagai siswa saat menemui kesulitan dalam menulis teks deskripsi?

		understandings of the norms of professionalism and proficient practice.	
5.	Political Geography	The closeness and gap created by heterogeneous understandings of power and social status	Bagaimana perasaanmu saat bertanya tentang hal-hal yang tidak kamu ketahui dalam menulis teks deskripsi kepada teman atau guru?

APPENDIX 3

STUDENTS' EMOTIONAL GEOGRAPHY

Moral Geography

No.	Name	The emotions	Level of Emotion
1.	LNU	*"It's quite difficult because I am confused to choose between one option and another (to find the title)"* (LNU, Interview, January 4th 2023)	Discomfort
2.	LNU	*"I don't know how to translate it into English"* (LNU, Interview, January 4th 2023)	Discomfort
3.	LNU	*"To get new knowledge, new experiences and descriptive text is one of the texts that must be learned"* (LNU, Interview, January 4th 2023)	Comfort

4.	LNU	*"No" (no distance among friends)* (LNU, Interview, January 4th 2023)	Comfort
5.	LS	*"It's a bit tricky, but I can figure it out quickly" (the title)* (LS, Interview, January 4th 2023)	Comfort
6.	LS	*"Translating and the class atmosphere was not conducive so I could not focus on writing descriptive text"* (LS, Interview, January 4th 2023)	Discomfort
7.	LS	*"To broaden my knowledge and add to my experience that I have written descriptive texts in English"* (LS, Interview, January 4th 2023)	Comfort

8.	LS	*"No" (no distance among friends)* (LS, Interview, January 4th 2023)	Comfort
9.	FAQ	*"If finding the title, it's not difficult"* (FAQ, Interview, January 4th 2023)	Comfort
10.	FAQ	*"Looking up the vocabulary or translating the vocabulary"* (FAQ, Interview, January 4th 2023)	Discomfort
11.	FAQ	*"Increase experience and feel that I am already capable or not in English."* (FAQ, Interview, January 4th 2023)	Comfort
12.	FAQ	*"No" (no distance among friends)* (FAQ, Interview, January 4th 2023)	Comfort

13.	DQR	*"If the title, it's not (difficult) but if the content is rather difficult."* (DQR, Interview, January 4th 2023)	Comfort
14.	DQR	*"The difficulty is in finding English vocabulary"* (DQR, Interview, January 4th 2023)	Discomfort
15.	DQR	*"The goal is to increase insight and add experience so that I can write, so that I can understand about something like that"* (DQR, Interview, January 4th 2023)	Comfort
16.	DQR	*"No, because... what is that? My friends and I have different intentions, so I am normal with it."*	Neutral

		(DQR, Interview, January 4th 2023)	
17.	BB	*"Yes" (difficult to find the title)* (BB, Interview, January 4th 2023)	Discomfort
18.	BB	*"It is difficult if I do not know English."* (BB, Interview, January 4th 2023)	Discomfort
19.	BB	*"So that I can speak English, and also I can write descriptive text"* (BB, Interview, January 4th 2023)	Comfort
20.	BB	*"No. Because everyone has their own opinion"* (BB, Interview, January 4th 2023)	Comfort
21.	APS	*"Yes, I feel it difficult"*	Discomfort

		(APS, Interview, January 4th 2023)	
22.	APS	*"Translating from Indonesian to English"* (APS, Interview, January 4th 2023)	Discomfort
23.	APS	*"My goal is to be able to learn from the descriptive text"* (APS, Interview, January 4th 2023)	Comfort
24.	APS	*"No" (no distance among friends)* (APS, Interview, January 4th 2023)	Comfort
25.	FPR	*"No" (easy to find the title)* (FPR, Interview, January 5th 2023)	Comfort
26.	FPR	*"The vocabularies (in Indonesia to English)"* (FPR, Interview, January 5th 2023)	Discomfort

27.	FPR	*"The goal is to increase the vocabulary, then..."* (FPR, Interview, January 5th 2023)	Comfort
28.	FPR	*"No" (no distance among friends)* (FPR, Interview, January 5th 2023)	Comfort
29.	ZSR	*"Yes" (difficult to find the title)* (ZSR, Interview, January 5th 2023)	Discomfort
30.	ZSR	*"Difficulty in determining the theme, and difficulty in determining the vocabulary in English"* (ZSR, Interview, January 5th 2023)	Discomfort
31.	ZSR	*"(to get understanding) and get score"*	Comfort

		(ZSR, Interview, January 5th 2023)	
32.	ZSR	*"No" (no distance among friends)* (ZSR, Interview, January 5th 2023)	Comfort
33.	AF	*"Yes" (difficult to find the title)* (AF, Interview, January 5th 2023)	Discomfort
34.	AF	*"Choosing the words (from Indonesia to English)"* (AF, Interview, January 5th 2023)	Discomfort
35.	AF	*"To get understanding"* (AF, Interview, January 5th 2023)	Comfort
36.	AF	*"No" (no distance among friends)* (AF, Interview, January 5th 2023)	Comfort

37.	ZU	*"A bit" (difficulty to find the title)* (ZU, Interview, January 5th 2023)	Discomfort
38.	ZU	*"There are some vocabularies in English that I do not know"* (ZU, Interview, January 5th 2023)	Discomfort
39.	ZU	*"To get good score"* (ZU, Interview, January 5th 2023)	Comfort
40.	ZU	*"No" (no distance among friends)* (ZU, Interview, January 5th 2023)	Comfort
41.	BRA	*"No" (easy to find the title)* (BRA, Interview, January 5th 2023)	Comfort
42.	BRA	*"Do not know the English words"*	Discomfort

		(BRA, Interview, January 5th 2023)	
43.	BRA	*"To increase knowledge"* (BRA, Interview, January 5th 2023)	Comfort
44.	BRA	*"No" (no distance among friends)* (BRA, Interview, January 5th 2023)	Comfort
45.	DPK	*"The title, no"* (DPK, Interview, January 5th 2023)	Comfort
46.	DPK	*"Finding the vocabulary is difficult"* (DPK, Interview, January 5th 2023)	Discomfort
47.	DPK	*"To get good score"* (DPK, Interview, January 5th 2023)	Comfort
48.	DPK	*"No" (no distance among friends)*	Comfort

		(DPK, Interview, January 5th 2023)	
49.	ARW	*"No" (Easy to find the title)* (ARW, Interview, January 5th 2023)	Comfort
50.	ARW	*"That is, Sis. Like the vocabulary"* (ARW, Interview, January 5th 2023)	Discomfort
51.	ARW	*"Increasing the insight"* (ARW, Interview, January 5th 2023)	Comfort
52.	ARW	*"No" (no distance among friends)* (ARW, Interview, January 5th 2023)	Comfort
53.	ED	*"Yes" (Difficult to find the title)* (ED, Interview, January 5th 2023)	Discomfort

54.	ED	*"Finding the meaning and English" (translating)* (ED, Interview, January 5th 2023)	Discomfort
55.	ED	*"To get understanding"* (ED, Interview, January 5th 2023)	Comfort
56.	ED	*"No" (no distance among friends)* (ED, Interview, January 5th 2023)	Comfort

Physical Geography

No.	Name	The emotions	Level of Emotion
1.	LNU	*"Confused. Then I do not know the meaning of this"* (LNU, Interview, January 4th 2023)	Discomfort
2.	LNU	*"Helpful enough…. Because if I ask to the teacher, I can understand what this means, that's it"* (LNU, Interview, January 4th 2023)	Comfort
3.	LNU	*"Yes (friends can disturb). Because friends are noisy and like… they like to ask questions, like that.* (LNU, Interview, January 4th 2023)	Discomfort
4.	LNU	*"No (not comfortable with school environment). Because I prefer to be at*	Discomfort

		home" *(than* *at* *school)* (LNU, Interview, January 4th 2023)	
5.	LS	*"The feeling is a bit hard. But if I have opened the dictionary, I can find it even though I still ask questions to friends or to the ustadzah."* (LS, Interview, January 4th 2023)	Discomfort
6.	LS	*"Yes (helpful). Because if they weren't there, it would be more difficult and there would be no one to teach."* (LS, Interview, January 4th 2023)	Comfort
7.	LS	*"Yes Because…Because they have a lot of behavior, then the voice can't be controlled so I can't focus"*	Discomfort

		(LS, Interview, January 4th 2023)	
8.	LS	*"No (not comfortable). Because I can't relax… prefer at home"* (LS, Interview, January 4th 2023)	Discomfort
9.	FAQ	*"I'm nervous if I don't know what that means."* (FAQ, Interview, January 4th 2023)	Discomfort
10.	FAQ	*"Yes (helpful). If they were asked the meaning of the vocabulary, or the connection of the sentence, I would definitely be helped to find it or told them."* (FAQ, Interview, January 4th 2023)	Comfort
11.	FAQ	*"No (not disturbed) …Yes, I can (focus). Even though*	Comfort

		sometimes I even joke around with my friends, I can." (FAQ, Interview, January 4th 2023)	
12.	FAQ	"Yeah, I am comfortable (with the school environment). Because I can write with my friends" (FAQ, Interview, January 4th 2023)	Comfort
13.	DQR	"I feel a bit nervous because I'm afraid I'll just do something wrong" (DQR, Interview, January 4th 2023)	Discomfort
14.	DQR	"Very helpful. Because if I can't understand the vocabulary, I ask, I'm immediately told the answer and I'm told in more detail."	Comfort

		(DQR, Interview, January 4th 2023)	
15.	DQR	*"Earlier, I was distracted. Because they were noisy."* (DQR, Interview, January 4th 2023)	Discomfort
16.	DQR	*"It's comfortable and uncomfortable, actually. If so, if you can't, you can directly ask the accompanying teacher. Then if not, it might be noisy later."* (DQR, Interview, January 4th 2023)	Neutral
17.	BB	*"A bit nervous"* (BB, Interview, January 4th 2023)	Discomfort
18.	BB	*"Yes. Because it's more helpful"*	Comfort

		(BB, Interview, January 4th 2023)	
19.	BB	*"No" (Did not feel disturbed by friends)* (BB, Interview, January 4th 2023)	Comfort
20.	BB	*"No, because I don't concentrate more"* (BB, Interview, January 4th 2023)	Discomfort
21.	APS	*"I felt confused"* (APS, Interview, January 4th 2023)	Discomfort
22.	APS	*"Yes. Because I can ask to friends or teacher"* (APS, Interview, January 4th 2023)	Comfort
23.	APS	*"No" (because it is just normal)* (APS, Interview, January 4th 2023)	Neutral

24.	APS	*"No, I feel more comfortable at home. Because when I'm at home, I can... (have more free time)"* (APS, Interview, January 4th 2023)	Discomfort
25.	FPR	*"Oh, yeah. Confused"* (FPR, Interview, January 5th 2023)	Discomfort
26.	FPR	*"Yes. Because if there are no friends and teachers, I can't write"* (FPR, Interview, January 5th 2023)	Comfort
27.	FPR	*"Sometimes annoying, sometimes not. Annoying is like talkative, talk a lot. (Not annoying) silence"* (FPR, Interview, January 5th 2023)	Neutral

28.	FPR	*"Comfortable. Because there are friends"* (FPR, Interview, January 5th 2023)	Comfort
29.	ZSR	*"Sad"* (ZSR, Interview, January 5th 2023)	Discomfort
30.	ZSR	*"Yes. Because we can exchange ideas"* (ZSR, Interview, January 5th 2023)	Comfort
31.	ZSR	*"Yes. Because of the screaming. The sound is annoying"* (ZSR, Interview, January 5th 2023)	Discomfort
32.	ZSR	*"Yes. Because there are many friends who can help if there are difficulties"* (ZSR, Interview, January 5th 2023)	Comfort

33.	AF	*"Confused"* (AF, Interview, January 5th 2023)	Discomfort
34.	AF	*"Yes" (helped)* (AF, Interview, January 5th 2023)	Comfort
35.	AF	*"No. because we did it* *ourselves"* (AF, Interview, January 5th 2023)	Comfort
36.	AF	*"Yes. Yeah, comfortable"* (AF, Interview, January 5th 2023)	Comfort
37.	ZU	*"Confused. Ask friends, if* *not, the teacher"* (ZU, Interview, January 5th 2023)	Discomfort
38.	ZU	*"Yes. Because I got the* *answer"* (ZU, Interview, January 5th 2023)	Comfort

39.	ZU	*"No. Because it is just normal"* (ZU, Interview, January 5th 2023)	Neutral
40.	ZU	*"Yes. Because I can directly ask the teacher"* (ZU, Interview, January 5th 2023)	Comfort
41.	BRA	*"Confused"* (BRA, Interview, January 5th 2023)	Discomfort
42.	BRA	*"Yes. Telling the vocabulary that I do not know yet"* (BRA, Interview, January 5th 2023)	Comfort
43.	BRA	*"No. They were focused"* (BRA, Interview, January 5th 2023)	Comfort
44.	BRA	*"Already" (comfortable)* (BRA, Interview, January 5th 2023)	Comfort

45.	DPK	*"Confused"* (DPK, Interview, January 5th 2023)	Discomfort
46.	DPK	*"Helped. If I am confused, they can help"* (DPK, Interview, January 5th 2023)	Comfort
47.	DPK	*"No. Because we did it together"* (DPK, Interview, January 5th 2023)	Comfort
48.	DPK	*"Comfortable. We are together, so I am comfortable with friends"* (DPK, Interview, January 5th 2023)	Comfort
49.	ARW	*"Confused"* (ARW, Interview, January 5th 2023)	Discomfort
50.	ARW	*"Can. They can help to make sentence"*	Comfort

		(ARW, Interview, January 5th 2023)	
51.	ARW	*"No. Nothing"* (ARW, Interview, January 5th 2023)	Comfort
52.	ARW	*"Yes" (comfortable)* (ARW, Interview, January 5th 2023)	Comfort
53.	ED	*"Confused"* (ED, Interview, January 5th 2023)	Discomfort
54.	ED	*"Can. Because later, I can find out the English. After that, this is the translation"* (ED, Interview, January 5th 2023)	Comfort
55.	ED	*"No. No. because it was fun"* (ED, Interview, January 5th 2023)	Comfort
56.	ED	*"Not yet. Because not yet, Sis"*	Discomfort

		(ED, Interview, January 5th 2023)	

Sociocultural Geography

No.	Name	The emotions	Level of Emotion
1.	LNU	*"Yes, it's quite comfortable compared to men, mixed, like that"* (LNU, Interview, January 4th 2023)	Comfort
2.	LNU	*"It's quite difficult because I do not know the meaning. Worried"* (LNU, Interview, January 4th 2023)	Discomfort
3.	LS	*"Hard and happy. It's better if it's just a female, even though their voice can't be controlled."* (LS, Interview, January 4th 2023)	Comfort
4.	LS	*"Yes, sometimes it's difficult, sometimes it's fun. When I find words or meanings from our*	Neutral

		mother tongue into English, it's easy. But if not, it's hard.'' (LS, Interview, January 4th 2023)	
5.	FAQ	*"Just normal"* (FAQ, Interview, January 4th 2023)	Neutral
6.	FAQ	*"Yeah, that feeling, at first it was nervous, then later when it's done, maybe in the middle or at the end, it just feels smooth, like that.''* (FAQ, Interview, January 4th 2023)	Comfort
7.	DQR	*"It is comfortable. More comfortable with only female''* (DQR, Interview, January 4th 2023)	Comfort
8.	DQR	*"More nervous, more difficult too. Only that''*	Discomfort

		(DQR, Interview, January 4th 2023)	
9.	BB	*"Comfortable" (to have girls' mates only)* (BB, Interview, January 4th 2023)	Comfort
10.	BB	*"Hard when do not know the English"* (BB, Interview, January 4th 2023)	Discomfort
11.	APS	*"More comfortable" (to have girls' mates only)* (APS, Interview, January 4th 2023)	Comfort
12.	APS	*"Bit confused, because I cannot speak English well"* (APS, Interview, January 4th 2023)	Discomfort
13.	FPR	*"Just normal"* (FPR, Interview, January 5th 2023)	Neutral

14.	FPR	*"Yeah, confused"* (FPR, Interview, January 5th 2023)	Discomfort
15.	ZSR	*"Just normal"* (ZSR, Interview, January 5th 2023)	Neutral
16.	ZSR	*"Bit difficult. Nervous"* (ZSR, Interview, January 5th 2023)	Discomfort
17.	AF	*"Comfortable"* (AF, Interview, January 5th 2023)	Comfort
18.	AF	*"Difficult. Sad"* (AF, Interview, January 5th 2023)	Discomfort
19.	ZU	*"Comfortable"* (ZU, Interview, January 5th 2023)	Comfort
20.	ZU	*"Yeah, happy"* (ZU, Interview, January 5th 2023)	Comfort

21.	BRA	*"Calmer"* (BRA, Interview, January 5th 2023)	Comfort
22.	BRA	*"Confused"* (BRA, Interview, January 5th 2023)	Discomfort
23.	DPK	*"Happy"* (DPK, Interview, January 5th 2023)	Comfort
24.	DPK	*"Some are confused"* (DPK, Interview, January 5th 2023)	Discomfort
25.	ARW	*"Confused"* (ARW, Interview, January 5th 2023)	Discomfort
26.	ARW	*"Difficult"* (ARW, Interview, January 5th 2023)	Discomfort
27.	ED	*"Happy"* (ED, Interview, January 5th 2023)	Comfort

28.	ED	*"Confused and definitely in trouble"* (ED, Interview, January 5th 2023)	Discomfort

Professional Geography

No.	Name	The emotions	Level of Emotion
1.	LNU	*"Asking. First, using dictionary, if I cannot find, ask the teacher"* (LNU, Interview, January 4th 2023)	Comfort
2.	LS	*"I can open the dictionary first. If there is phone, I can google or ask to the teacher or friends"* (LS, Interview, January 4th 2023)	Comfort
3.	FAQ	*"Asking to friends who know it or to the teacher. When feel lazy, do not look for (in dictionary). But when I do not feel lazy, I look for it"* (FAQ, Interview, January 4th 2023)	Comfort

4.	DQR	*"Asking to the teacher or friend directly. Before it, I open the dictionary first. But if I am lazy to open the dictionary, directly ask to"* (DQR, Interview, January 4th 2023)	Comfort
5.	BB	*"Asking. Friend"* (BB, Interview, January 4th 2023)	Comfort
6.	APS	*"I ask to the friend or teacher"* (APS, Interview, January 4th 2023)	Comfort
7.	FPR	*"Asking. Looking for in dictionary"* (FPR, Interview, January 5th 2023)	Comfort
8.	ZSR	*"Asking to the teacher or to friend who is more understand"*	Comfort

		(ZSR, Interview, January 5th 2023)	
9.	AF	*"Asking"* (AF, Interview, January 5th 2023)	Comfort
10.	ZU	*"Asking. Trying"* (ZU, Interview, January 5th 2023)	Comfort
11.	BRA	*"Asking to friend or teacher"* (BRA, Interview, January 5th 2023)	Comfort
12.	DPK	*"Asking to teacher or asking to friend"* (DPK, Interview, January 5th 2023)	Comfort
13.	ARW	*"Asking"* (ARW, Interview, January 5th 2023)	Comfort
14.	ED	*"Asking. First, looking for. If there is nothing, ask to"*	Comfort

		(ED, Interview, January 5th 2023)	

Political Geography

No.	Name	The emotions	Level of Emotion
1.	LNU	*"Helped enough. Not (nervous)"* (LNU, Interview, January 4th 2023)	Comfort
2.	LS	*"Nervous, afraid of making mistake"* (LS, Interview, January 4th 2023)	Discomfort
3.	FAQ	*"Just directly asking if really do not know. Not (shy)"* (FAQ, Interview, January 4th 2023)	Comfort
4.	DQR	*"Nervous only. If ask to friend, no"* (DQR, Interview, January 4th 2023)	Discomfort
5.	BB	*"Nervous"* (BB, Interview, January 4th 2023)	Discomfort

6.	APS	*"Yeah, nervous"* (APS, Interview, January 4th 2023)	Discomfort
7.	FPR	*"Sometimes shy, sometimes not brave"* (FPR, Interview, January 5th 2023)	Discomfort
8.	ZSR	*"Afraid (when ask to teacher)"* (ZSR, Interview, January 5th 2023)	Discomfort
9.	AF	*"Hmm… Just normal"* (AF, Interview, January 5th 2023)	Neutral
10.	ZU	*"Just normal"* (ZU, Interview, January 5th 2023)	Neutral
11.	BRA	*"Nervous (when ask to teacher). Normal (when ask to friend)"*	Discomfort

		(BRA, Interview, January 5th 2023)	
12.	DPK	*"Nervous (when ask to teacher). Normal (when ask to friend)"* (DPK, Interview, January 5th 2023)	Discomfort
13.	ARW	*"Just normal" (both)* (ARW, Interview, January 5th 2023)	Neutral
14.	ED	*"Just normal (when ask to friend). Bit awkward (when ask to teacher)"* (ED, Interview, January 5th 2023)	Discomfort