ABSTRACT


This research aims at exploring emotional geographies of EFL teachers who taught in 3T areas in Indonesia. The teachers perceive varied emotions while they are teaching in those areas due to some aspects such as culture, professionalism, political power, and so on. Inevitably those emotions lead to the good or bad teaching and learning process. It is a narrative case study in which 2 participants took part in this study. The first is a male EFL teacher who taught in Asmat and the second is a female one who taught in Maurole. Both of them have participated in graduate program for frontier, outermost, and disadvantaged regions (SM3T). This research used journal and interview to get the data meanwhile method triangulation, member checking, and thick description are applied for the trustworthiness. Then, the data are analyzed using Interactive Model from Miles, Hubberman which consists of data condensation, data display, drawing conclusion and verification. The findings reveal 5 frameworks of emotional geographies namely moral, professional, political, physical, and sociocultural as proposed by Hargreaves. It is expected that this research will help our government to give comprehensive input of what is happening in 3T areas so they can use it to develop these areas.

Keywords: EFL teachers, emotional geographies, 3T, SM3T, narrative, teacher emotions