

The Emotional Experience of In-Service English Language Teachers During Pandemic Virtual Classrooms

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ABSTRACT

The paper reports on an in-depth narrative inquiry of the emotional experience of in-service English teachers during virtual pandemic classrooms. The data are derived from the teachers' semi structured-interviews. The data were analyzed with Andy Hargreaves's emotional geography framework, which focuses on the physical aspects of schooling. Through five stories that recount their experiences in different physical emotional geography, they understand and misunderstand different aspects of schooling during virtual pandemic classrooms. The stories will raise various physical geography emotions, both positive and negative emotions. They will need them to create strategies to manage their emotions. In conclusion, as teachers, they need to understand each other's work emotionally.

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1. INTRODUCTION

Covid-19 affected the teaching of language in Indonesia. Since distance learning was declared by the Indonesian Minister of Health on June 2020 (Indonesian Ministry of health regulation, 2020), next the declaration went to the education field in April 2021 (Policies of Indonesia Ministers, 2021), including language teaching as part of education. Before explaining the deep of language teaching, the exposition was beginning from education conditions in Indonesia during covid-19 pandemic. As supporting the Government program that was changed from face-to-face learning into remote teaching in all aspects, especially for education programs. The policy followed the international education obligation that all schools in all countries where more than 190 countries with almost 1.6 billion learners, the students in all countries about 94% were affected (Indonesian Ambassador to UNESCO, 2021 (in Mashabi, S (March 06, 2021)) change from face-to-face to remote teaching learning (Goel and Gupta, 2020; Saud et al., 2020). All education for all countries felt the new environment and had to adapt to the situation (e.g., Ardington, Wills, & Kotze, 2021). The limitation of the explanation directly to the English language teaching environment during covid-19. English language teaching is one of the education areas that was also influenced by the pandemic. The teaching was applied in Indonesia, including Junior High School education starting in 2013 (Indonesian Government regulation, 2013). Thus, English teaching was taught by the Indonesian English teacher far from the pandemic. There was explained the English teaching before

the pandemic and post-pandemic. Starting from the 2013 English curriculum that explained the face-to-face teaching and learning process, the teaching-learning used five steps beginning with opening, questioning, observing, implementing, and presenting, the steps namely the scientific approach (Indonesian Ministry Education, 2014). The five steps were applied in face-to-face teaching-learning, although the media had already been used. On the other hand, during covid-19, teaching-learning in Indonesia moved to remote teaching that needs online media for the infrastructure of teaching online (Carr and Hayes, 2015; Kaplan and Haenlein, 2010; Mulyono and Suryoputro, 2020a)

The differences in the way of teaching-learning between offline and online made the teachers switch transitions in their feelings as teachers. Positive and negative varieties responses were shown by the educators. The teachers who want to learn in a new teaching-learning process will have innovative experiences because online classrooms need fast movements beginning with the materials of the lessons and supporting infrastructure for online teaching-learning (e.g., Watermeyer, Crick, Knight, & Goodall, 2021). Despite the positive, they began to have difficulties. The movements of the online teaching atmosphere were fast. It will be a problem for slowly difficult teachers to adapt to this situation (Yandell, 2020; Moser, Wei, & Brenner, 2021). Teachers need an introduction to the online teaching format with having to force little in all their teaching practices during covid-19 (Allen et al., 2020). The typical methods for distancing or online teaching would be delivery by the teachers, and they considered emergency remote teaching to respond to the situation (Hodges, Moore, Lockee, Trust, & Bond, 2020, March 27). The technical view point of teaching online was explained. Furthermore, the teachers' challenges were not only technical but also how they dealt with themselves to confront the situation, including the technical systems which impact the psychological of the teachers (Taylor, 2019). One of them follows the varieties of emotions that were raised during the teaching-learning process. Because of the work demands, they felt distressed thinking at higher levels (Aperribai et al., 2020; van der Spoel et al., 2020) and confused due to they have to professional teaching in online teaching (UNESCO, 2020a). They need help or probably even shout. The story from earlier research (i.e., before the COVID-19 pandemic) told that the teachers who were felt low levels in their job, did not want to know their professional degree, and susceptible to burnout and stress until they chose to leave their profession (Blomeke et al., 2017 ; Klassen & Chiu, 2011; Madigan & Kim, 2021). Hadar et al. (2020) trusted that not all teachers had the same emotional problems. It depended on how teachers cope with themselves, such as by giving them support.

The teacher emotion cases were found by other researchers. The first explanation was from Zhang Limin and Jiang Lianjiang, who studied in the Faculty of Education, The University of Hong Kong, HKSAR, China with the article published in 2022 titled: The role of emotion in Chinese preschool teachers' identity construction. This study aimed for the researcher to know how preschool teachers confront the emotion their identities and professional stayed in the naturality. The study used a qualitative design which did the observations and interviews. There were three main points of the findings: Emotion:1. the barometer of identity, 2. a strategy of identity, 3. The commitment of the preschool mediator as an identity. The main first point means that as teachers they had to love their work to make a positive mood every day in classrooms. The second point means that controlling emotion depends on how the strategies used by the teachers. The third point means as long as the teachers considered their commitment as teachers, they would be handling the negative emotions. The next story was from Mostafa Nazari and Sedigheh Karimpour with the title of their journals: The role of emotion labor in English language teacher identity construction: An activity theory perspective, published in 2022. The first author studies at the Department of Foreign Languages, Kharazmi University, Tehran, Iran, and the second author study at the Department of English Language, Mazandaran University of Medical Sciences, Sari, Iran. The story is told about the English language teachers' emotions in having differences with school obligations. The researcher used grounded theory, qualitative approach, and semi-structured interview and narrative frames. The findings of the story were: (1) In subjectivity and adopted identities, the emotional labor of managing cases.

The teachers had different opinions from the school observers, but they could not refuse the requirements. Emotion affected teaching in the classrooms. Because of the harboured of the teachers, they

show up their expressions in their classrooms to change the way of teaching based on their styles that are different from the observers' role. Aligning with teachers' emotions and the role. Thinking about the future teaching-learning in their schools made them have peacing with their emotions. They considered the happening after they were not teaching again in the schools. It would confuse the students and the schools. The third emotion studies were from Indonesia, especially from Buleleng, Bali where the authors' name was Hani Yulindrasari who studies at Universitas Pendidikan Indonesia, Indonesia, and Putu Rahayu who studies at Ujianti Universitas Pendidikan Ganesha, Indonesia which the research title: "Trapped in the reform": Kindergarten teachers' experiences of teacher professionalisation in Buleleng, Indonesia that published on 2017. This study used interviews and FGD methods. The research explained the emotional happened on kindergarten teachers on their well-being and confront the technologies. Professional Early Childhood Education (ECE) teachers, they (the ECE teacher) be the professionals to do all the roles of their work. Nevertheless, according to their opinions, sometimes they feel sad for the salary that was gotten by them that disproportioned as the responsibility their work. Their feeling with the development of technologies for innovating teaching-learning, they feel a lack of spirit remembering that they were not young as before.

The fourth previous studies came from Chantelle Warner and Wenhao Diao in 2022, who published research titled: "Foreign language teachers' emotion labor in crisis". They explained the feeling rules by the ELT, especially in pedagogy, focuses on teachers' emotions during the pandemic. The study used qualitative data and the data is helped by semi-structured interviews. The findings were shared with us about the ELT interaction with the students. Moreover, it showed the teachers' treatment in ELT online. The explanation is completed with the emotions' in making its positive need the support from both educators, administrators, and learners' environment. The fifth is that pre-service educators in the early childhood field influenced teachers' approaches to dealing with difficult emotions. Since quantitative approaches were utilised, investigating the educator's feelings wasn't necessary. The purpose of this research is to determine whether or not covid-19 ELT problem-solving was impacted by teachers' positive or negative moods. This study found that students experienced negative feelings when they were not in a straight path to follow the ELT virtual online classrooms titled "An approach to epistemic emotions in physics' teaching-learning." In 2022, the study was completed.

The previous studies showed that teacher emotions had been researched before. The similarity between the three of them was they explained the teachers' emotions; besides, they had a different focus. The first study focused on Presholer teachers who had an experience when rising emotions from themselves in confronting the education environments. Then the next study focused on English teachers who had a problem dealing with their schools' obligations and the effect on their self-emotion and the environment in the future. The third study focused on kindergarten teachers who had to manage their emotions because of their well-being and introduction to technologies. They also used a qualitative approach although different methods. The fourth study focuses on teacher emotion in teaching labor including the process, the challenges, and the strategies. Semi-structured methods completed the data. The fifth previous study informed about how the problem-solving of emotions was influenced by positive or negative feelings through quantitative data.

Based on the studies above, the researcher focuses on the emotional experience of in-service English teachers during the pandemic virtual classrooms. The research context is in Indonesia, especially in Surakarta Residences. The method that the researcher used was a narrative inquiry, with the data collection only from the semi-structured interview. Hargreaves emotional geographies theory focused on five emotional fields. There are Physical, Moral, Sociocultural, Professional, and Political Geographies.

2. METHODS

This research was carried out for five in-service English teachers in Central Java, Indonesia, specifically in the former Surakarta residency. The in-service English teachers were consisting of 2 males and 3 females and they had more than two years of teaching English experience then they had an average

of ages among 27th years old except for 1 female teacher, 45th years old. The gender, different ages, and duration of teaching experiences would be presented, moreover, they conducted virtual classrooms during the pandemic. This study was a qualitative study that uses narrative inquiry as the research method. Qualitative research is a process of naturalistic inquiry that seeks an in-depth understanding of social phenomena within their natural setting. The research focused on the "why" rather than the "what" of social phenomena and relies on the direct experiences of in-service English teachers during the pandemic virtual classrooms (Cresswell, 2018). Narrative inquiry records the experiences of an individual or small group, revealing the lived experience or particular perspective of that individual, usually primarily through an interview which is then recorded and ordered into a chronological narrative (Barkhuizen et al., 2013). In this research, the narrative inquiry was gotten by the experiences of four in-service English teachers through in-depth interviews, which were direct (face to face) and indirect (online) recorded. The data that would be collected from the participant is the in-depth interview in direct (face-to-face) and indirect (online) interviews. Of five in-service English teachers, there was only one teacher through face-to-face interviews, then the others through online interviews. In a direct dept interview, the researcher met the teacher directly. The researcher recorded the interview and took pictures during the interview. The researcher connected participants in the online interview using the WhatsApp application. The researcher gave the form of the questions then they answered the form by chat, voice note, or sending a soft file to chat. To complete the information, the researcher re-chat the participants to clear the data that was obtained.

The collected data was qualitative especially narrative inquiry. The data was gotten by the participants directly. There were in-service English teachers who are originally from Central Java and especially lived and taught in Surakarta residency. In-service teachers would be proposed as the research that would explain the emotions during virtual learning. They were males and females. The genders paid attention to how the males and females felt in their emotions. In addition, because the research would discuss the virtual pandemic classrooms, the researcher source not only the way of teaching by in-service teachers but also how they confronted teaching using virtual platforms. In this research, researchers used semi-structured interviews because semi-structured interviews have interview guides as resources to direct the interviews, but at the same time, the questions are usually open-ended to allow participants to elaborate and researchers to pursue developing themes (Barkhuizen et al., 2014:47). Based on the theory, the researcher had the dealing with the participants to get the information same as the research purpose. The researcher used thematic analysis in multiple cases. Thematic analysis is a repeating reading of the data, coding, categorization of data extracts, and recognition (Barkhuizen, Benson, Chik (2014)). However, thematic analysis is more frequently employed in studies involving multiple participants and multiple narratives. Indeed, thematic analysis was probably best suited to multiple case studies for this research because it opened up the possibility of comparing the narratives in a data set, establishing shared themes, as well as highlighting individual differences as the researcher highlighted the answer of the participants. A thematic approach was adopted to capture an in-depth understanding of the theme foci based on the topic category in this review (Grant & Booth, 2009, Chen, 2020). Open coding (Codes, concepts), Axial coding (Sub categories, categories), and Selective coding (Core category)

3. FINDINGS AND DISCUSSION

The covid-19 pandemic had varieties emotional experiences in ELT teaching-learning. The teaching-learning, which uses virtual classrooms, had stories. There were showed five stories came to five in-service English teachers at the specifically Junior High School levels. The teachers came from different regions where near from city or village but they were still in Surakarta Residency. They are two male and three female in-service junior high school teachers. The average age among 27th years old, except for a female teacher who is among 45th years old, and the same working teaching-learning duration is more than 2 years which is told the narrative of emotions in virtual classrooms during the pandemic.

3.1 Mr. A's Experience: "Please be advised"

The first in-service teacher is Mr. A. He is categorized teacher near the city. He was born in 1996 account the age 27th. He has three years of English teaching experience. He taught in many grades, but as long of the pandemic, he focused on Junior High School specifically for the seventh degree. He told about the positive and negative experiences during the pandemic. The positive experience is the pandemic gave him rather have free space of energy to teach in the classrooms because the classrooms switch to virtual classrooms. The duration of teaching was not the same as the face-to-face classrooms, it had decreased the time of the virtual classroom. The negative side of him, the virtual classrooms, made him a new adaptation, especially in preparing the media that is not familiar teaching-learning virtual classrooms for both teachers and students. As a teacher, Mr. A wants to give the students the best. He hopes the changing of the new environment, the students, and all ranks of education could adapt quickly. Nevertheless, the real condition is different from his expectations. The challenges are raised. The lack of awareness of the environment in learning online made some of his students decrease in learning motivation. Mr. A guides them patiently. He obeyed the role but he could not force the students to follow the role because he was aware of the condition, the students live in the deep countryside where they do not have a to signal the internet and laptop or smartphone to support their learning. As an ELT teacher, he shared the stories when he teaches reading in the classrooms. He shared the PowerPoint via Google Meet. He asked some of the students to read the text, it would be also to check the students' activeness. The funny story is raised according to him. When he is waiting, the students read the text enthusiastically, the signal is loading, and in other stories, the students interrupt with their speaking. "When I am waiting for my students to read because I also take the assignment, suddenly the classrooms freeze. Some students said "sorry sir, there is no signal" whereas I am waiting for the students read the continuation of the text" (Interview, Wednesday, March 08, 2023). Technology readiness in teaching and preparing material and for the receiver is the obey obligation. Supporting all materials and the tools emerge for the students, the awareness of the emerging technology and students' motivation had to combine because they have relationships. Yet, the humanities role.

3.2 Mr. D's experience: "Keep Calm and Move Forward"

Mr. D is a teacher who had experience in virtual classrooms during the pandemic with their students in a junior high school where the location near the city. He is 27th years old. This is the three year of teaching English. Since he is teaching, he experiences virtual classrooms. He had a positive atmosphere for the teaching-learning. The student's naturism in joining the online classrooms made him get the learning forward on teaching. The support of the school's principal obligation in a virtual classroom is the spirit of him the next. On the other hand, technology is that way. The internet connection is the challenging teaching-learning. Mr. D just concentrated on his teaching-learning materials and tools for online teaching. He told me about his teaching in seventh grade in speaking classrooms. The classrooms are running smoothly except when the connection disturbs him and his classrooms. The teaching-learning does as well as usual. The difference is that it moves online. Technology helps him to learn and be an innovative teacher. "Yes, firstly I was confused, but it did not take a long time, I switch my teaching-learning online. I have no problem with my students. Oh yes, the internet connection is the problem." (Interview, Thursday, March 09, 2023). The situation sometimes made people stay in their position or want to move to the next steps better. He could learn more applications for English teaching-learning and then applied for his students. The students follow his instruction during the teaching-learning process.

3.3 Mrs. G's Experience: "I prefer to choose offline teaching-learning."

She is a single English teacher, and the means of being single here is she is not married yet. She is 27th years old. She is an English teacher in a junior high school near the city. Before the pandemic, she taught in ninth grade, but the during the pandemic, she as it happens taught in seventh grade. According to her, seventh grade is the newest English learner. Moreover, they are already introduced by virtual classrooms. They meet firstly in technology adaptation togetherness with her new

environment. The differences in students' backgrounds made her align the virtual teaching-learning. There is students' enthusiasm in this learning but not all. Despite the signal error, some students' attendance list is sometimes loose. She could explain in detail in offline classrooms if the students do out of the obligation of the classroom, but she could not do it for virtual classrooms. She adds to her arguments that all the ranks of education, especially parents' attention, are important cases for online learning. She told her story when she taught grammar to her students in virtual classrooms. She usually teaches offline in explaining grammar, but nowhere does she teach online. She is following the decision of the English teacher discussion for the teaching methods. She used ZOOM to explain and showed the example of text in Microsoft word. Some of the students asked her to give the example as grammar structure after her grammar theory explanation. "You know what, usually we teach in direct classrooms, face-to-face, but now, online, and I should explain the grammar. How to explain the grammar when the students still do not understand teaching offline" (Interview, March 07, 2023). The participants know the researcher had experience in teaching English. The new situation of teaching English had no problem with the materials, nevertheless, she is concerned about how the materials are rich for students. The standardized for varieties students' character is her planning.

3.4 Mrs. S's Experience: "This is a different situation, but it's okay!"

Mrs. S is a married English teacher. She is among 29 years old. She has five years of teaching English with many degrees. When covid-19 affected teaching education she had two experiences in a different place. When the beginning of the covid-19, she taught at a junior high school near a city, and she was pregnant. In the new situation in teaching-learning, she had to adapt to switching offline to online teaching. She was the first experience to introduce online teaching and the students had good cooperation. Not long ago, she transferred to junior high schools in the village while she was born to a baby. She had to use the application or adapt the application applied before. The connection to the internet still had a problem. She preferred to choose to give the video and more submitting assignments more. In teaching language, she told her experience in the first school when she taught speaking. She used ZOOM and asked the all students to turn on the camera. The students repeat after the teacher's speaking and instruction. She added role-play for teaching online. The material is giving direction. She used the thing around students to be the directions. "yes, in that time I teach direction material. I used role-play. I asked the students to practice the direction with move hand from right to left, putting the thing beside them" (Interview, Thursday, March 09, 2023). Receiving the situation, made her confront her condition. When changing education, as a teacher, she should follow the rule. The response of the teacher decides the way of the teaching-learning and students' responses.

3.5 Mrs. Sri's Experience: "All gone be okay!"

Mrs. Sri is an English teacher for 1994 years. Her age among 45th. She complicated experience in teaching English. She teaches in village junior high schools. During the pandemic, her teaching moved to online teaching-learning. This is the first teaching in a new condition. As a senior teacher, she does not want to teach online extract. She taught as a rule and gave the assignment. She found not all the students obeyed her duty. She thinks this is very simple online teaching but still has students who do not follow. She thinks more about their attitude outset the offline classrooms. "I'm more worried about their attitude in online teaching learning because they outside from the teacher attention, and then about the assignment, many of them do not finish their work" (Interview, Friday, March 10, 2023). She used WhatsApp auto to make it easy in the assignment.

3.6 Physical Geography in The Pandemic Virtual Teaching on ELT teacher emotions

The virtual classroom experience influenced the teachers' feelings or emotions. The emotion raised is positive or negative. There were five stories by five ELTs affected by virtual classrooms in their emotions. The emotions used in Hargreaves's theory would be explained more about the Physical geography effect.

Mr. A said: "Lack of Students Motivation"

He is a village English teacher. His students lose their motivation to learn. Because it is online teaching learning, they need the property to keep following the classroom. Without a good signal, no laptop, and a smartphone they preferred to not join the classrooms. It is proved by the attendance list of the classrooms there was half of the students do not join the class. "I want to force my students to attend my classrooms but I can't. I should understand where they live, where we are" (Interview, Wednesday, March 08, 2023). Understanding the condition made him dampen his will to fulling the classrooms with my students. As a teacher, I should stay spirit to learn in my classroom. He is not angry and confused in confronting this problem, because it is about the techniques. Wherever why they do not join the class, he trusts them staying be good students and still want to learn. He should make the learning come to them. He forced him-self to give them a good server in making teaching-learning to the video, I sent the video for them, so they could learn anytime and anywhere. He gave them an assignment after finishing the material, but it has been paused temporarily. Thus, when they could not come to his classroom at that time because the signal or the smartphone has still been brought by the parents, they could learn and submit the assignment the same as other students.

Mr. D said "Keep Healthy"

Covid-19 instruct him to stay at home. He does not have really direct contact with others including his students. He is working in front of his laptop. Thus, he could not have any physical problems. He had not tired. Usually, he teaches his students in front of the class, but not online. I just sitting in my chair. I advise all of my students to keep their health. "Drinks vitamins and eat more vegetables to keep your healthy" (Interview, Sunday, October 09, 2022). Furthermore, in online teaching, he could combine classrooms. For example, when he teaches three of eighth grade, he could combine them in a time. it made him more space to rest. No serious problem, he thinks while he also had a problem with the connection. He always gives the materials but when it is not working in class, he shared the video. he does forget to give the assignment to the students it could be sending paper or making a video.

Ms. G said, "How about her beauty?"

She is fully teaching in her house. At the first, she was dizzy in making group class. As a 7PK homeroom teacher, she is looking for her students one by one on the list which consists of all of the seventh grades. And then she had to force the early students in junior high school to introduce online teaching-learning. The second problem with her beauty, she is aware. In online teaching, she could not feel tired physically because she only sits in front of the laptop. But she worries if she is making it to be habituation. In front of online teaching, she could not need to prepare more such as taking a bath, wearing a tidy uniform, makeover. It will be okay if it happens at times but for long period, she worries about herself being carried away by untidy women. The habituation of rarely taking a bath, not being tidy, and losing her style, she could not predict as a women teacher what would happen next. "I speak as a women teacher, in sometimes to make untidy it's okay, but how if it is a habit, I will forget how the way to use makeover and tidy" (Interview, Tuesday, March 07, 2023). She prepared the students to make them not forget about untidy problems. Then, the schools obeyed all students open all the cameras, and wear a uniform. According to her, by wearing a uniform, at least they will prepare to wear the clothes and remember how to tidy.

Ms. S said "Free means staying at home"

Online teaching learning made her stay in her house. She is no tired. "It was enjoyed teaching at home, I do not prepare more" (Interview, Thursday, October 13, 2022). She is enjoying it because she is no preparation for not need gas, not need to makeover, just free. There are no more activities.

Ms. Sri said "Tired in My Mind"

She is confused but she is tired to think more. "Actually, I do not tired physically, but I was tired more in my mind" (Interview, Friday, March 10, 2023). She felt old. She only gives the assignment to

the students whether they gave pay attention or not, and they submitted the assignment. She gets angry when the students could not fill out the assignment but she damped it. For what she angry if the condition something like this.

3.7 Discussion

The paper presents five stories of In-Service English Language teachers' emotional experiences in covid-19 conditions with virtual teaching-learning. The stories focus on their experiences of their experiences in virtual classrooms, the effects of the pandemic on English teaching-learning, factors that raised the effect of teaching-learning, and teachers' strategies for teaching-learning innovations. The stories focus on the physical, moral, socio-cultural, professional, and political points of view of virtual classrooms that were analyzed based on Hargreaves's emotional geography framework (Hargreaves 2000, 2001a, 2001b, 2005). Johnson and Golombek (2020) point out that a major omission in its focus has been 'what teacher educators do', in other words, 'LTE pedagogy'. They argue that LTE pedagogy needs to 'be recognized as a central domain in the knowledge-base of LTE' (p. 117). A learning community provides time and space for this to happen and creates an opportunity for 'emotional understanding' of each other's work (Denzin 1984, 1). The five teachers also found physical emotion. Mrs. S told that she felt tired when she taught the students in online condition. She was married and had a child. When she taught in her house, she had two focuses, they were her family and her job. She should divide her time to manage her activities and become fair for all focused. Even she felt stress and frustration because she was tired not only of her physic but also of her thought. Mr. D also had the conditions but the difference was Mr. D still had enough time to threaten himself and applied for a healthy life. It was because he didn't marry. Different from Mr. A that he enjoys body teaching and learning online because he felt that he did not need to go anywhere but just sit on his chair. The physical feeling also felt by Mrs. G. She prefers to go to the school and meet the students directly than see the students only in front of the media background. She was stressed when the students couldn't deep attention to online teaching-learning. Especially when she teaches seventh grade who already have adaptation. Mrs. Sri as a senior teacher responded casually that the condition should be understood.

During this process, emotions such as guilt, shame, and self-doubt could emerge, requiring constant emotional work and management (Zembylas 2007a). The finding had shown that five teachers had moral and emotional. The happening by the readiness of the teachers in online teaching learning made them surprised. Their preparation to teach the students was served by them, such as the materials, methods, and media. Nevertheless, the feedback for the serving preparation was not fair. Sometimes they found problems with the technique. Thus, their giving in distributing explanation of the material, the implication for the methods, and the use of the media were maximum yet distributed. They meet with different gender and ability of the English language learner. Moreover, they should be taught through virtual teaching-learning how to handle the students to still attend in the classrooms, how to explain the materials while sometimes the connection was not supporting, and how they would have a close connection and interaction between the teacher and students while they were not meeting directly. The teachers almost give up on the conditions. Yet, their teacher soul solved the challenges that should have been solved with their innovation, including the approach for closing the teacher and students' correlation between the lessons and intimacy. The experiences of the new teaching-learning models made these five teachers' obstacles. Besides they were master English teachers, the online teaching-learning models need innovative teachers both material mastering and media innovating. All teachers were mastering English materials, of course, be caused that was their field. Next, in innovating the media they had to learn to use the functions. All teachers' schools' pearls of wisdom recommended the teaching-learning moved online. As teachers, they are obligated to the rule maximal. They followed to teach online, including all the preparations. Nevertheless, the principals guide them in their teaching-learning process through their control. They were not directly going to site work. They were full of trust for the teachers in the process of virtual teaching, but they had the responsibility of their teaching and learning.

4. CONCLUSION

In general, this study is aimed at looking at the emotional experiences of in-service English language teachers during the pandemic virtual classrooms. Based on the findings described in the previous chapter, it can be concluded as follows. The researcher concluded that the four teachers had different stories about experiencing the virtual teaching-learning process although the intimacy of their stories was the same in that they were describing their experience in their teaching and all stories that they deal with in the virtual classrooms such as the consequences of teaching-learning during virtual classrooms, finding of the cause of virtual classrooms problem. That was about the tools or using the media. And also, told the researcher about their feeling when they thought in the classroom. The experience clarified that the virtual teaching-learning process during the pandemic virtual classrooms had three experience scopes. They were about the challenges in teaching-learning, the preparation in using media including the readiness of the teachers and media itself (the owning of tools media and internet data), and the rising of any feelings expressed by the teachers in the online teaching process. Based on the teachers' stories, the researcher conclude that they had the emotional effect of the pandemic in their virtual teaching-learning classrooms. In physical geographies, they felt tired, enjoy, or just so-so. The physical factors were done by the teachers themselves because they were less in managing their time and arranging their schedule thus, they felt tired because over use their energies. Managing time, healthy life, and patience were the key point to decreasing their physical emotions. The limitation of the study was not explaining more detail about the approach, methods, and techniques of English online teaching-learning, the study was focused on the teachers' experiences in virtual classrooms teaching learning. The suggestions for the next research were found about the innovations in confronting emotional geographies in teaching online. They would find another methodology that would help them in innovation research with more specific participants and another context.

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