

**EFL STUDENTS' EMOTIONAL GEOGRAPHIES IN
DIALOGIC LEARNING ENVIRONMENT: A CASE STUDY**



Intelligentia - Dignitas

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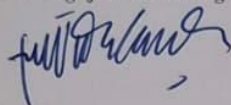
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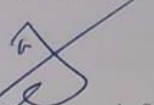
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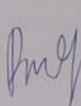
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ABSTRACT

Amelia Dinda Pramesti. 2025. *EFL Students' Emotional Geographies in Dialogic Learning Environment: A Case Study*. A Skripsi. Jakarta: English Language Education Study Program, Faculty of Languages and Arts, Jakarta State University, July 2025.

This qualitative case study explores the emotional experiences of Indonesian EFL students in a dialogic learning environment. Using Hargreaves' (2001) five emotional dimensions the data were collected through semi-structured interviews and classroom observations with four eighth-semester students enrolled in an online "Writing for Academic Purposes" course. Thematic analysis was used to examine how students experience and respond emotionally to dialogic interaction. Findings reveal that emotional engagement was shaped by spatial conditions, the feeling of being heard and acknowledged, language identity, lecturer support, and classroom power dynamics. While dialogic pedagogy fostered emotional safety and active participation, challenges such as language anxiety and digital barriers remained. The study highlights the importance of emotionally responsive dialogic teaching in EFL contexts.

Keywords: emotional geographies, dialogic learning, EFL students, emotional engagement, qualitative case study, thematic analysis



ABSTRAK

Amelia Dinda Pramesti. 2025. *EFL Students' Emotional Geographies in Dialogic Learning Environment: A Case Study*. A Skripsi. Jakarta: English Language Education Study Program, Faculty of Languages and Arts, Jakarta State University, July 2025.

Penelitian studi kasus kualitatif ini mengeksplorasi pengalaman emosional mahasiswa EFL Indonesia dalam lingkungan pembelajaran dialogis. Dengan menggunakan lima dimensi emosi dari Hargreaves (2001), data dikumpulkan melalui wawancara semi-terstruktur dan observasi kelas terhadap empat mahasiswa semester delapan yang mengikuti perkuliahan daring “Writing for Academic Purposes”. Analisis tematik digunakan untuk mengkaji bagaimana mahasiswa mengalami dan merespons interaksi dialogis secara emosional. Hasil penelitian menunjukkan bahwa keterlibatan emosional dipengaruhi oleh kondisi ruang belajar, perasaan dihargai dan didengarkan, identitas berbahasa, dukungan dari dosen, serta dinamika kekuasaan di kelas. Meskipun pedagogi dialogis mendorong rasa aman secara emosional dan partisipasi aktif, tantangan seperti kecemasan berbahasa dan keterbatasan digital tetap muncul. Studi ini menekankan pentingnya pengajaran dialogis yang responsif secara emosional dalam konteks pembelajaran bahasa Inggris sebagai bahasa asing.

Kata kunci: geografi emosional, pembelajaran dialogis, mahasiswa EFL, keterlibatan emosional, studi kasus kualitatif, analisis tematik

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Jakarta, 23rd July, 2025

Amelia Dinda Pramesti

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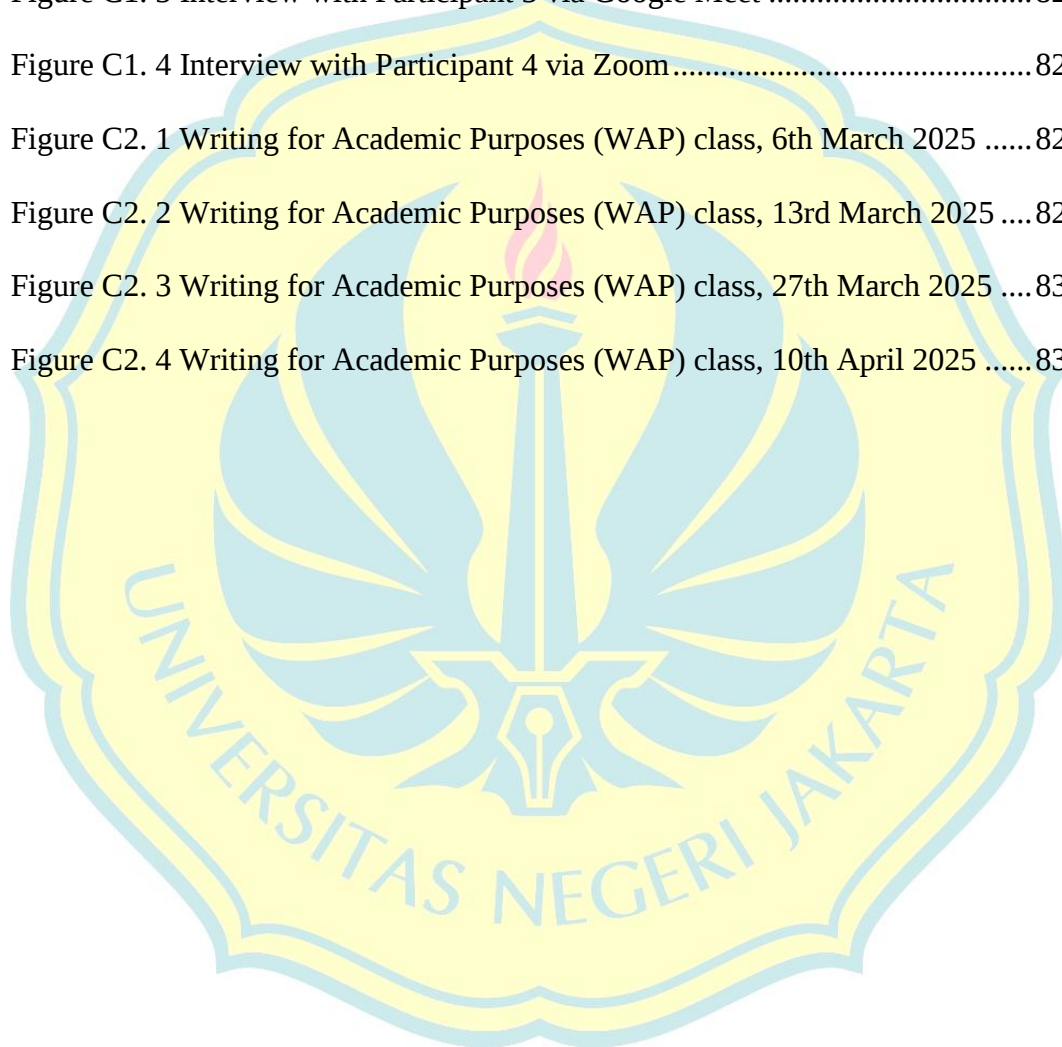
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