



**USING PHOTOVOICE TO EXPLORE EFL  
STUDENTS' EMOTIONS IN PRACTICING  
THEIR LISTENING SKILLS**



**RISKI MAULIDAH**  
**2520088**

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**A THESIS**

**Submitted in Partial Fulfilment of the Requirements for the Degree  
*of Sarjana Pendidikan* in English Education**



**By:**

**RISKI MAULIDAH**  
**2520088**

**ENGLISH TADRIS STUDY PROGRAM  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
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2025**

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*Assalamu'alaikum Wr.Wb.*

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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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## ACKNOWLEDGMENTS

Praise be to the presence of Almighty Allah SWT; thanks to His grace and blessings, I can finish my thesis and get a lot of support from people involved in conducting this research. Therefore, I would like to express my deepest gratitude to everyone.

1. First, I would like to thank my beloved family proudly. I am writing to thank my parents, Mr. Rohman Budiyo and Mrs. Suwaiba, and my sisters, who have always supported me in studying this major. I can finish this thesis with your support, prayer, and unconditional love.
2. Second, I would like to thank my supervisor, Fachri Ali, M.Pd., for supervising my thesis and letting me experience this incredible journey in our department.
3. Third, I am very thankful for all the lectures that taught me and opened my insight toward the world.
4. Fourth, I would like to thank everyone who contributed to my thesis. I apologize for not mentioning one by one, but I am very grateful for your help and support.
5. Lastly, I would like to say a big thank you to my self. Thank you for working hard and not giving up until this thesis is finished.



Thank you for successfully living your studies while working.  
Keep working hard, don't ever give up, you' and multitasking  
for all other challenges in the future. You have done the great  
thing and will always do. I believe in my self and always will.



## MOTTO

*“You don’t have to be great to start, but you have to  
start to be great.”*

(Zig Ziglar)



## ABSTRAK

*Praktik keterampilan menyimak (listening skills) oleh pelajar English as a Foreign Language (EFL) dapat memunculkan berbagai respons emosional. Penelitian ini bertujuan untuk mengeksplorasi jenis-jenis emosi yang muncul selama proses menyimak. Metode yang digunakan adalah photovoice, dan data dianalisis menggunakan analisis tematik. Partisipan dalam penelitian ini terdiri dari empat mahasiswa jurusan Pendidikan Bahasa Inggris yang telah menempuh mata kuliah Extensive Listening di sebuah perguruan tinggi Islam di Pekalongan, Jawa Tengah. Hasil penelitian menunjukkan bahwa mahasiswa mengalami emosi positif dan negatif. Emosi positif meliputi excitement, love, confidence, interest, dan amusement. Emosi-emosi tersebut berperan penting dalam membuat practicing listening menjadi lebih menarik dan tidak terlalu melelahkan, terutama ketika pelajar merasa antusias dalam menemukan hal-hal baru dari bahasa tersebut, atau ketika listening practice mereka kaitkan dengan minat dan hobi pribadi mereka. Sementara itu, emosi negatif mencakup anger, anxiety, frustration, tiredness/exhausted, dan fear. Emosi-emosi tersebut dapat menghambat kemajuan belajar pelajar dan mengurangi antusiasme mereka untuk berpartisipasi dalam aktivitas listening, terutama ketika mereka merasa stuck atau kesulitan memahami ucapan yang cepat atau aksen yang tidak familiar. Temuan ini mengindikasikan bahwa latihan keterampilan menyimak tidak hanya berdampak pada penguasaan bahasa, tetapi juga berpengaruh terhadap dinamika emosional pelajar EFL.*

**Kata kunci:** Pelajar EFL, Emosi, Photovoice

## ABSTRACT

*Practicing listening skills by English as a Foreign Language (EFL) learners can elicit various emotional responses. This study aims to explore the types of emotions experienced during listening practice. The method used was photovoice, and the data were analyzed thematically. The participants were four English Education students who had taken an Extensive Listening course at an Islamic university in Pekalongan, Central Java. The results show that the students experienced both positive and negative emotions. Positive emotions including excitement, love, confidence, interest, and amusement, play an important role in making listening practice feel more engaging and less tiring, particularly when students feel enthusiastic about uncovering new elements of the language or when the listening activity connects to their personal interest. While negative emotions comprised anger, anxiety, frustration, tiredness/exhaustion, and fear. These emotions can hinder the progress and reduce their enthusiasm for participating in listening activities, especially when they feel stuck or struggle to understand fast speech or unfamiliar accents. These findings indicate that practicing listening skills not only impacts language proficiency but also significantly influences the emotional dynamics of EFL learners.*

**Keywords:** *EFL Students, Emotions, Photovoice*

## PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my final project research entitled **USING PHOTOVOICE TO EXPLORE EFL STUDENTS' EMOTIONS IN PRACTICING THEIR LISTENING SKILLS** could be completed. It was submitted to English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfil one of the requirements for a Bachelor's Degree in English Education. This study was accomplished because of many supports from several people. Therefore, on this occasion, I would like to express my sincere gratitude to:

1. Prof. Dr. H. Zaenal Mustakim, M. Ag., as the rector of UIN KH. Abdurrahman Wahid Pekalongan.
- 2 Prof. Dr. H. Muhlisin, M. Ag., as the head of the Faculty of Education and Teacher Training, and All lectures of the English Education Department, UIN KH. Abdurrahman Wahid Pekalongan.
3. Fachri Ali, M.Pd. as my thesis advisor.
4. Rohman Budiyo and Suwaiba as my beloved parents, and Yunita Febryanti as my dear sister, who have given me endless support, prayer, advice, and encouragement while writing this research.
5. My dearest friends, who have fought through the journey together since the very beginning.

Pekalongan, 28 Mei 2025

Researcher

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# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

Listening is an everyday activity that has an important role in receiving information that involves complex affective, cognitive, and behavioral processes (Yurko & Styfanyshyn, 2020). Learning to listen is similar to studying other subjects like reading or even writing but Darti and Asmawati (2017) stated that the ability to listen can help improve other skills significantly. In listening, listeners have to pay attention to the topic and understand each of the words to get the full meaning of their conversation, like for example it's important for college students to deal with pronunciation in the classroom (Mulia, 2022). There are many benefits from practicing listening skill such as succesfull communication that will give listeners good communication skill and improve productivity, as well as ability to influence, persuade and even negotiate, even though there are still some people argue that learning english is difficult thing to do, Rusda et al. (2023). The other benefit is that listening skill can lead to greater productivity that can give more creativity and innovatif performance (McLean, 2005). From the benefits above listening considered as important skill because people can receiving massage or meaning effectively. Although listening skill is not easy and sometimes causing some barriers or challenges in practicing it.

Emotions thesmeles can arise when EFL students are practicing their English skills and can influence human cognitive processes, including learning (Pekrun, 2006) as well as in listening practicing skills. Emotions can be caused by internal factors originating from oneself or external factors from the environment. As Lazarus (1991) states, emotions make us

respond to various occurrences around us. Internally, students might feel stressed, disgusted, tired, or frustrated because listening is not an easy process. Externally, they might struggle to find good learning resources, suitable study subjects, or might find native speakers too difficult to understand (Wirza, 2018).

There are two types of emotions. Positive emotion and negative emotion. Positive emotion are pleasant feelings that arise from certain stimuli, such as happiness, interest, satisfaction, love, optimism, and other positive feelings. These positive emotion play important role especially in learning as well as in practicing listening skill. When EFL student experienced positive emotions they tend to be more motivated, more productive and have a optimistic outlook. In practicing listening, positive emotion can give strength to cope with stress and challenges (Barbara, 2011). Therefore, maintaining and fostering positive emotions can provide good benefits for EFL student who are practicing their listening skill.

Meanwhile negative emotion is the feeling that can arise from unpleasant stimuli, creating feelings of discomfort and distress. These are not only triggered by immediate situations but can also emerge when anticipated result and expectations are not met. In practicing listening, negative emotions can adversely affect learning process. When EFL students encounter obstacles and barriers, they may feel anxiety, confused, or even stressed which can interfere with information processing. This is in line with LeBlanc (2009) that stated stress and anxiety can disrupt attention and information processing, while Ashcraft and Kirk (2001) demonstrated that anxiety can reduce working memory capacity, which is crucial for processing information and also negative emotions can decrease student's motivation to learn, Schunk et al., (2008).

To obtain the data, the researcher was used the photovoice method which is a photography technique, offers a nuanced approach to communication by not only capturing visual messages but also by providing insights into the unique

perspective and personal experiences of the photographer (Wang & Burris, 1997). This method empowers individual to use imagery as a medium to articulate their narrative, shedding light on their lived realities, beliefs and values. Furthermore, photovoice serves as a powerful tool for advocacy and social change, enabling marginalized communities to amplify their voices and advocate for their rights. Through the lens of photovoice, individuals are able to share their stories authentically, fostering empathy, understanding, and social cohesion. As emphasized by Astuti et al., (2013) photovoice is transcend mere documentation, becoming a platform for self expression, dialogue, collective action, ultimately contributing to a more inclusive and empowered society.

Emotions of EFL students regarding their emotions while practicing listening skills have not been fully explored so this research aims to do the deeper investigation by explore what emotions experienced by EFL students in practicing their listening skills. The analysis results are expected to reveal the emotions they experience.

## **1.2 Formulation of the Problem**

This study addresses the following question:  
What emotions are experienced by EFL students in practicing their listening skills?

## **1.3 Operational Definitions**

Based on the thesis title, the researcher provides the following definitions:

- a. Listening: One of the crucial language skills, considered a fundamental part of the communication process, and a method for understanding the information they have heard (Brown, 2006).
- b. Emotion: A term to define various reactions or responses that can arise from or towards something, such as

feelings of anger, fear, sadness, joy, surprise, and others (Cabanac, 2002).

- c. Photovoice: A photographic technique that can display a person's perspective, expression, opinion, or view, and can be described as a method to convey messages through a photo or image (Wang & Burris, 1997)
- d. EFL Student: Individuals who study a foreign language that is not commonly used in their place of residence (Johnson, 2008).

#### **1.4 Aim of The Study**

This research aimed to explore EFL students's emotions in practicing their listening skills using photovoice method.

#### **1.5 Significance of The Research**

##### **1. Theoretical Use:**

This research contributes to providing knowledge about EFL students emotions in practicing their listening skill, contributes to Jean-Marc Dewaele (2010) and other theories on foreign language learning by exploring the emotions that EFL students may experience while practicing their listening skills.

##### **2. Empirical Use:**

The result of this research provides an empirical perspective on EFL Student's emotions in practicing their listening skills.

##### **3. Practical Use:**

This study provides information to readers that in practicing listening, some emotion may arise. For lecturers, this research provides knowledge about EFL Student's emotions while practicing their listening skills, and then guides their EFL Students and channel those emotions into positive driving force in their listening learning process.

## CHAPTER V

### CONCLUSION

#### 5.1 Summary of the Findings

The findings of this study highlight a range of positive emotions experienced by EFL students during listening practice using the photovoice method. Emotions such as excitement, love, confidence, amusement, and interest emerged as students engaged with listening activities that were meaningful, novel, and personally relevant. These positive affects, as categorized by Martin and White's (2005) Appraisal Theory, contributed to increased motivation, emotional engagement, and cognitive resource development. The presence of such emotions aligns with Fredrickson's (2001) broaden-and-build theory, where positive emotional states expand learners' thought-action repertoires and enhance their long-term learning potential. This suggests that creating emotionally supportive and enjoyable learning environments can significantly enhance students' listening performance and overall language development.

However, the study also revealed several negative emotions that may hinder listening comprehension and learner engagement. Emotions such as anger, anxiety, frustration, tiredness, and fear were identified as obstacles that stemmed from challenges like fast-paced input, unfamiliar vocabulary, and cognitive overload. These negative emotions, mapped within the Affect system as forms of unhappiness, insecurity, dissatisfaction, and disinclination, indicate the emotional strain students may experience during complex listening tasks. When left unaddressed, such emotions can reduce learners' willingness to participate and affect their language learning outcomes. Therefore, it is crucial for educators to recognize and respond to these emotional responses by incorporating adequate scaffolding, emotional support, and

learner-centered strategies to help students manage difficulties more effectively and maintain their motivation.

## **5.2 Recommendation**

Before presenting the recommendations, it is important to acknowledge several limitations of this study. The research involved a relatively small number of participants, which may limit the generalizability of the findings. Additionally, the study focused solely on listening skills and employed a single qualitative method, photovoice, without incorporating data triangulation. These limitations suggest the need for further research to explore emotional experiences in different language skills and learning contexts using a broader range of participants and mixed methods approaches.

Based on the findings and discussion of this study, several recommendations can be made to support EFL students in managing their emotions while practicing their listening skills. These recommendations are directed towards, students, educators, and future researchers to enhance the effectiveness of listening instruction and create a more positive learning experience. For students, it is important to develop self-regulation strategies to manage emotions during listening practice. Setting realistic goals and tracking progress can help build confidence and reduce frustration. Students should also choose listening materials that they find enjoyable and relevant to their interests to increase motivation. Additionally, practicing active listening techniques, such as note-taking and predicting content, can improve comprehension and reduce feelings of helplessness. Managing anxiety through relaxation techniques, such as deep breathing or mindfulness, can also help students stay focused and calm during listening activities.

For educators, it is essential to create a supportive and engaging learning environment that fosters positive emotions while minimizing negative ones. Teachers should incorporate a variety of listening materials that cater to students' interests, such as music, podcasts, and interactive activities, to make listening

practice more enjoyable. Additionally, providing regular positive reinforcement and constructive feedback can help build students' confidence and motivation. To address frustration and anxiety, teachers should introduce listening strategies, such as breaking down difficult audio clips, using subtitles initially, and gradually increasing listening difficulty. Encouraging students to reflect on their progress and celebrate small achievements can also help reduce negative emotions and enhance motivation.

For future researchers, they are encourage to explore emotional experiences in other language skills, such as speaking or reading, using a large number of partisipants or combining photovoice with other method is also recommended gain deeper and more varied insight. By implementing these recommendations, EFL students can experience a more positive and productive listening learning process. Addressing the emotional aspects of listening practice not only improves students' comprehension skills but also enhances their overall language learning experience, making them more confident and motivated learners.



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