

**PORTRAYING STUDENTS' EMOTIONAL
EXPERIENCES IN WRITING A RESEARCH
PROPOSAL: A PHOTOVOICE STUDY**

A THESIS

Submitted in Partial Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan in English Education Department



By :

LIU AMANAH
SN. 2520057

**ENGLISH EDUCATION DEPARTMENT
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K.H ABDURRAHMAN WAHID PEKALONGAN
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MOTTO

“For indeed, with hardship (will be) ease. Indeed with harshness (will be) ease.”

(Q.S. Al-Insyirah: 5-6)

“If you can't fly then run, if you can't run then walk, if you can't walk then crawl, but whatever you do, you have to keep moving forward.”

(Martin Luther King Jr)

“If you don't walk today, then you have to be ready to run tomorrow.”

(Martin Luther King Jr)

ABSTRAK

Mahasiswa merupakan orang yang sedang menempuh pendidikan pada suatu program studi di perguruan tinggi. Untuk menyelesaikan program S1 seorang mahasiswa wajib menulis proposal penelitian. Proposal penelitian membahas topik tertentu sebagai pedoman untuk melakukan penelitian lebih dalam. Emosi adalah perasaan intens yang ditujukan kepada seseorang atau sesuatu yang merupakan reaksi terhadap seseorang atau kejadian. Peneliti seringkali mendengar dan melihat banyak mahasiswa yang mengalami aspek emosional dalam menulis proposal penelitian. Mahasiswa yang bisa mengelola emosi nya dengan baik kemungkinan resiko terkena emosi negatif menjadi lebih sedikit dibandingkan dengan mahasiswa yang tidak bisa mengelola emosi nya dengan baik. Berdasarkan latar belakang masalah diatas, penelitian ini bertujuan untuk menemukan (1) Untuk mengetahui emosi mahasiswa Jurusan Tadris Bahasa Inggris dalam menulis proposal penelitian (2) Untuk mengetahui kenapa mereka mengalami emosi tersebut? Metode yang digunakan dalam penelitian ini adalah metode kualitatif dengan desain photovoice. Untuk mengumpulkan data, peneliti menggunakan teknik photovoice *Showed* dari Wang & Burris (1997). Penelitian ini melibatkan tiga mahasiswa undergraduate jurusan Tadris Bahasa Inggris dari tahun ke empat, lima, dan enam. Analisis tematik dari Braun dan Clarke (2006) dan teori dari pekrun (2006) digunakan untuk menganalisis data. Hasil penelitian secara ringkas menunjukkan bahwa (1) Emosi mahasiswa dalam menulis research proposal lebih didominasi emosi negatif (2) Terdapat beberapa faktor yang memengaruhi mahasiswa mengalami emosi tersebut, antara lain: kurang nya motivasi, revisi terus menerus, sulit menemukan teori, dan fokus dalam menyelesaikan study.

Kata kunci: emosional mahasiswa, pengalaman, proposal penelitian

ABSTRACT

College students are people who are studying in a study program at a university. To complete an undergraduate program, a student is required to write a research proposal. Research proposal discuss specific topics as a guide to conducting deeper research. Emotions are intense feelings directed towards someone or something that are a reaction to a person or event. The researcher often hear and see many students who experience emotional aspects in writing a research proposal. Students who can manage their emotions well are less likely to be at risk of experiencing negative emotions compared to students who can not manage their emotions well. Based on the background of the problem above, this research aims to find out (1) To reveal students' emotional experiences in writing a research proposal (2) To reval why do they experience these emotions. The method used in this research is a qualitative method with photovoice design. To collect data, the researcher used the *Showed* photovoice technique from Wang & Burris (1997). This research involved three students majoring in English Education from the fourth, fifth and sixth years of undergraduate degree. Thematic analysis from Braun and Clarke (2006) and theory from Pekrun (2006) were used to analyze the data. The research results briefly show that (1) Students' emotions in writing a research proposal are dominated by negative emotions (2) There are several factors that influence students experienced these emotions, including: loss of motivation, contstant revision, difficult to find theories, and focusing on completing studies.

Keywords: students emotional, experiences, research proposal

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 thesis entitled **“Portraying Students’ Emotional Experiences In Writing A Research Proposal: A Photovoice Study”** can be completed. It is submitted to English Education Department, UIN K.H Abdurrahman Wahid Pekalongan to fulfil one of the requirements for Sarjana Pendidikan degree at English Education Department of faculty of Education and Teacher Training UIN K.H. Abdurrahman Wahid Pekalongan. This proposed study can be accomplished because of many supports from several people. Therefore, in this occasion I would like to express my sincere gratitude to:

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The Writer



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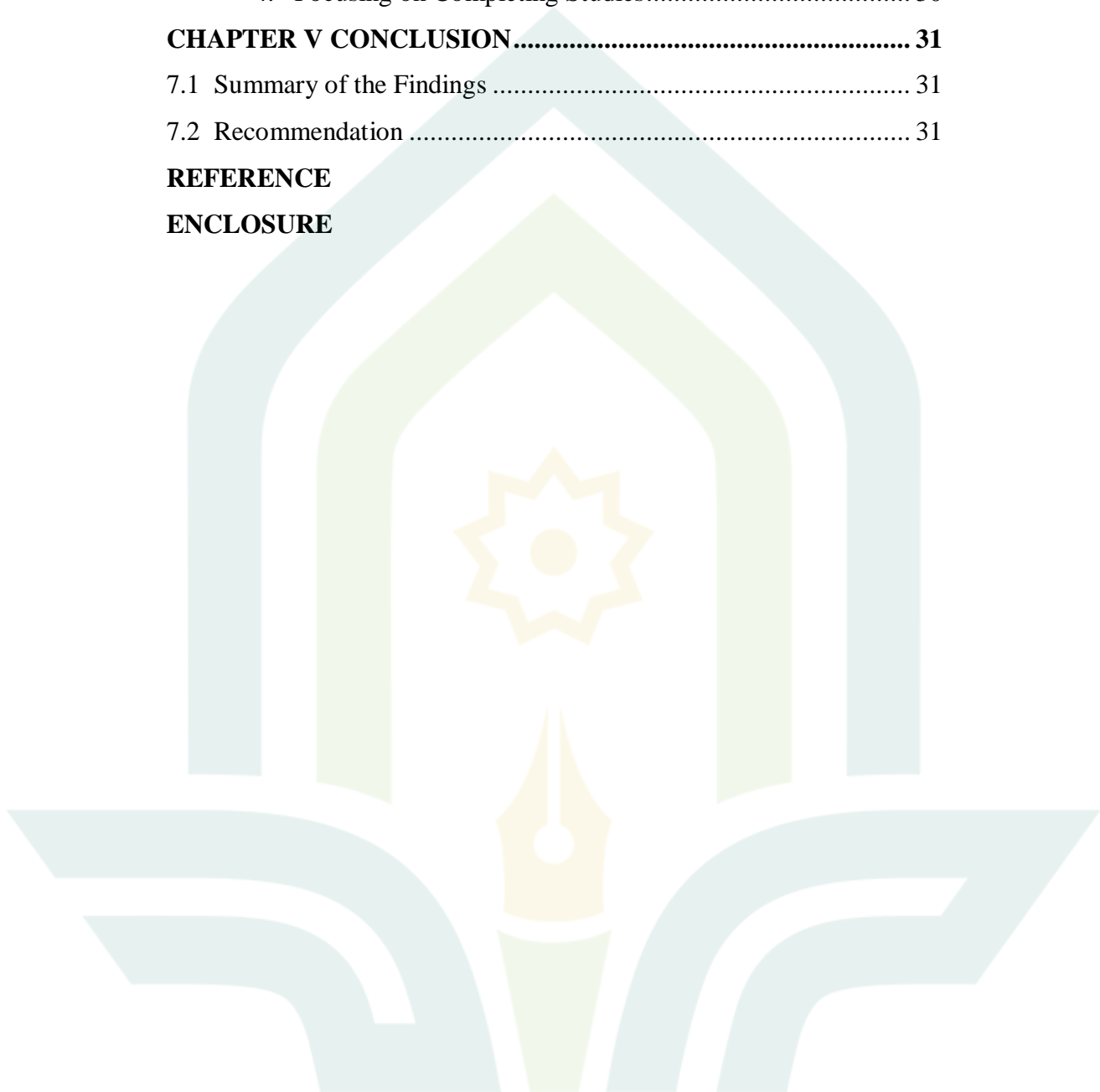
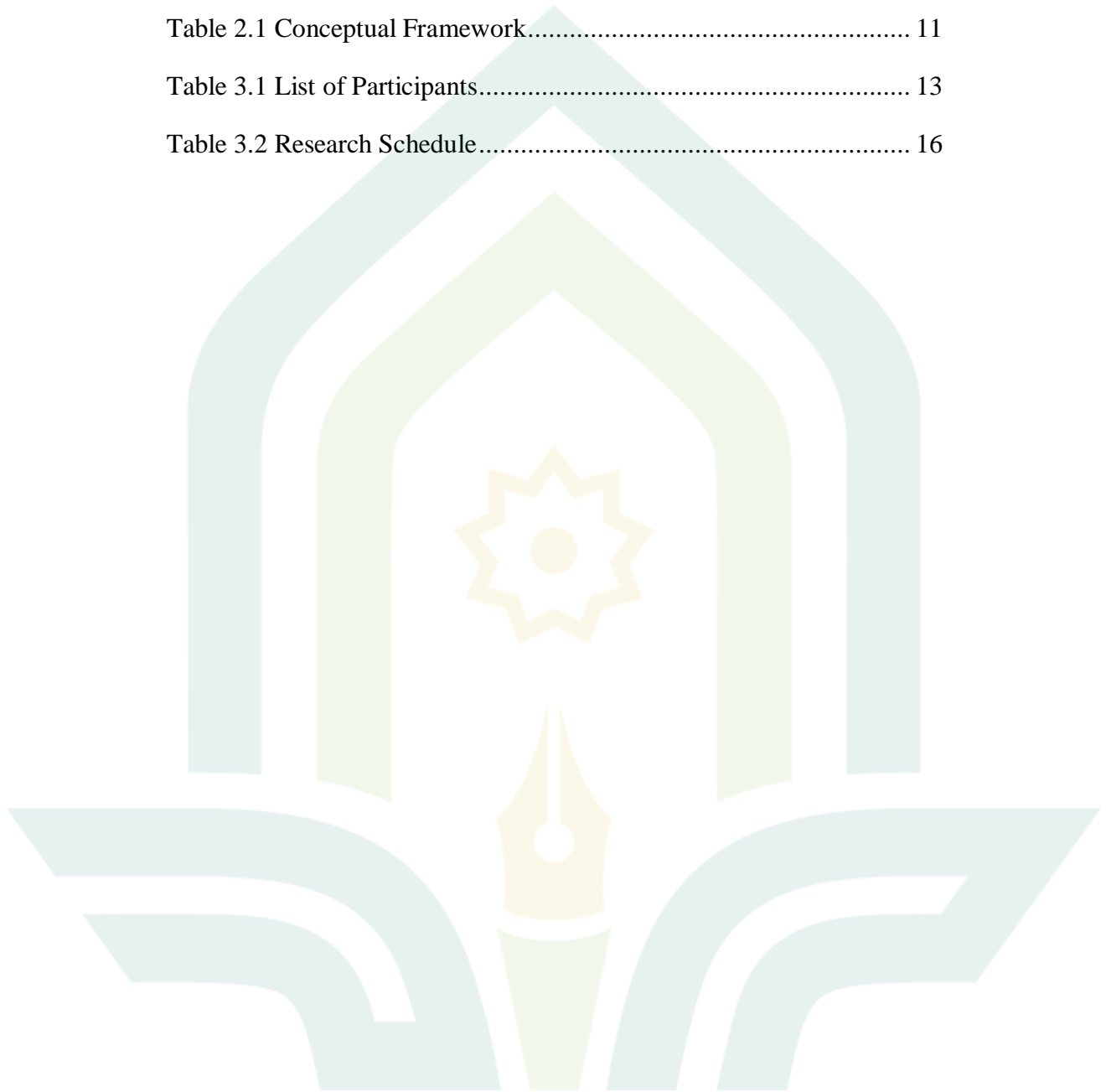


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ENCLOSURE LIST

Enclosure 1 Participants consent & release form

Enclosure 2 Sample of result data analysis

Enclosure 3 Curriculum vitae



CHAPTER I INTRODUCTION

This chapter presents the introduction of the study. It consists of the background of the study, formulation of the problem, operational definition, aims of the study, and significances of the study.

1.1 Background of the Study

Writing a research proposal is the first step in a research project. Before carrying out research, the first thing that must be done is write a research proposal and ask for approval from either a supervisor or seminar proposal examiners. Requirements for a proposal vary depending on the program or degree. However, most research proposals tend to include the same important sections. Writing a research proposal is generally understood as part of the process of applying for a higher degree at an educational institution. Before writing the research paper (undergraduate thesis), students are required to start by writing the research proposal. However, many students have difficulty in writing their proposals and they are late in submitting their papers (Nasution, 2019). Moreover, there will be more challenges for EFL students in writing their proposal and research paper, because English is not the mother tongue of EFL students (Azizah & Budiman, 2017). This difficulty arises due to various factors, including emotional levels, which pose challenges for some students in achieving coherence, fluency, and the development of broad ideas. When writing a research proposal, students who were initially enthusiastic may face difficulties during the writing process. Therefore, this can lead external stimulation that changes their emotions to anxiety, stress, pain, etc., which means the students experience negative emotions. On the other hand, if the student responds to the problem calmly and enjoy it means the students experience positive emotions.

Emotions are specifically meant to be episodic 'states' in the meaning of that they exist for a certain period of time and happened because of 'triggering event' which can be triggered externally or driven within oneself. Emotions play a fundamental role in

important events in our life. The emotional state of students can vary and have an impact on their ability to think required for writing. Positive emotions, such as motivation and excitement, have been found to enhance students' academic performance and learning over time, while negative emotions such as hatred and dissatisfaction are predominantly damaging (Pekrun, 2006).

Many previous studies have investigated students' emotions while writing a non-academic text. However, research investigating students' emotions in academic writing through a research proposal is still very limited. Therefore, this study will focus on how students' emotional experiences in writing a research proposal and why they experience the emotions. As stated by Aripin and Rahmat (2019) that English writing activities pose a significant challenge to non-English native learners, making it the most difficult skill to acquire. Therefore, this research aims to find out and dig deeper into students' emotional experiences in writing a research proposal. With this research, students can better control their emotions when writing a research proposal so that it will support the results of the proposal they prepare.

This thesis argues that supporting students in managing the emotional aspects of academic writing is a core element of a learning developer's work. In the role of researcher as a student, the researcher often hear and see many students who experience emotional aspects in writing a research proposal: for examples, students who procrastinate and have difficulty completing proposal revisions, or students who rewrite a paragraph over and over to find the right sentence. Therefore, the researcher is interested in conducting this study regarding students' emotional experiences in writing a research proposal.

1.2 Formulation of the Problem

There are two questions, that will be answered in this research:

1. How are the students' emotional experiences in writing a research proposal?
2. Why do they experience these emotions?

1.3 Operatinal Definition

To avoid misunderstanding about the terms in this study, the researcher provides some definitions related to the study as follows.

1. **Emotional** : Emotional is a condition in a person accompanied by certain feelings experienced when facing a certain situation (Yusuf, 2011).
2. **Experiences** : Is the experience gained from everyday life that occurs to humans, whether regarding experiences in the family environment, education and society (Ceballos, 2021).
3. **Research Proposal** : A research proposal is a guideline containing various activities and systematic steps that will be followed by a researcher in carrying out research (Sugiyono, 2013).

1.4 Aims of the Study

The aims of the study are listed as follows.

1. To reveal students' emotional experiences in writing a research proposal.
2. To reveal why do they experience these emotions.

1.5 Significances of the Study

1. **Theoretical** : This study contributed to Pekrun's theory and support theories related to the students' emotional experiences in academic.
2. **Empirical** : This study gives the empirical insights for students' regarding the emotional experiences of students' in writing a research proposal.
3. **Practical** : This study presents the information for

the readers about students' emotional experiences in writing a research proposal and why their experience the emotions.



CHAPTER V CONCLUSION

This chapter presents two main sections. The first section is the summary of the research findings that have been discussed before. The second section contains recommendation for university students, and future researchers.

5.1 Summary of the Findings

Based on the research results that have been collected and presented, it can be concluded that the emotional condition of English Education students in writing a research proposal is divided into two, namely negative emotions and positive emotions. Negative emotional conditions include frustration and boredom. While positive emotional condition include enjoyment. Students' emotional conditions are dominated by negative emotions.

There are many factors that influenced these emotions. Negative emotions are influenced by some factors, namely loss of motivation, difficulty to find theories, and constant revisions. Whereas, positive emotion influenced by a factor that encourage oneself to focusing on completing study.

5.2 Recommendation

Based on the conclusions that the researcher outlined above, the researcher provides recommendation that can be useful for students in managing emotions in writing a research proposals. The reommendation that can be conveyed from the results of this research are as follows:

1. To students, the author suggests to manage emotions as best as possible. In preparing a research proposal, do not need to worry and stress. Emotions must be manage well so that the research proposal can be completed quickly.
2. To future researchers, the author hopes to further expand the research subjects. However, the subject does not have to focus on just men or just women, because they have both different characteristics related to views on writing a research proposal. Apart from that, the researcher also

would like to suggest to future researchers to expand this research with different methods.



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