

# CHAPTER I

## INTRODUCTION

### **A. Background of Study**

The four linguistic skills must be mastered by students when learning English, they are listening, speaking, writing and reading. One of the most difficult production skills for students of English as a second language (L2) and foreign language is writing. Students must have sufficient proficiency in grammar, lexicon, and other skills that influence the writing's coherence and cohesion. Besides that, they must be able to plan, organize, write, and edit their essay. In addition, writing skills included the ability to present clear ideas and persuade readers with those ideas. As a result of the skill combinations required during the writing process, students face a significant amount of difficulty.

Perkins & Kervick (2005) writing is a cognitive activity that requires writers to become aware of the various writing alternatives available to them. Writers need to be reminded and given more information about the alternatives given in order to create content and writing style decisions. There are some aspects of writing that writers should be aware of, such as how studied data and their own statements about that data might assist them convey most quickly and successfully to an audience.

Meanwhile, Brown (2014) claims the written product is often the

result specific thinking, composing, and editing methods that demand specialist talents, that not all speaker naturally possesses. The finding of writing pedagogy's compositional nature, that emphasizes students' ability to produce suggestions, arrange them concisely, use sample component and argumentative conferences to put them cohesive unit into a written text, revise text for clarity, modify writing for suitability, and start producing a final product.

Schutz & Lanehart (2002) Emotions have an impact on many parts of the teaching process and they can help or hurt learning by influencing abilities like classification, reasoning, and problem-solving (Greenleaf, 2022; Sutton & Wheatley, 2003). Negative emotions, for example, can diminish working memory and the likelihood of pupils employing cognitive techniques for more complex information processing (Linnenbrink & Pintrich, 2000). Positive emotions, on the other hand, have been demonstrated in scientific studies to boost problem-solving abilities, facilitate the recollection of affecting neutral and positive information, and aid decision-making.

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Based on the above the same can be said for issues with English writing skills. When learning a foreign language, it's natural to have some difficulties. It doesn't have to be difficult to learn to write in a new language. While it does have its share of challenges, there are always ways

to get around them.

In critical qualitative research, photovoice, or the use of digital photography, has been used to chronicle both participants' and learners' lived experiences. Photovoice, for example, is a method of collecting qualitative data in which participants are asked to document their lives using digital photographs (Call-Cummings et al., 2019; Koltz et al., 2010; Mulder & Dull, 2014). According to Widodo & Ferdiansyah (2013) Photovoice has been employed in the educational landscape to capture students' in-class and out-of-class experiences. Photovoice is a critical pedagogy that encourages students to speak up about their learning experiences (e.g., beliefs, values, emotions, or perceptions). As a result, this digital photography style can assist both teachers and students in expressing their lived experiences in a way that recognizes their agency and identity.

Based on observations, the researcher found that students in English Education Department in Banjarmasin in the essay writing course faced the same problems as mentioned above vocabulary, inadequate grammar skills, lack of ability to edit text for suitability, and understand English well. In fact, one of the most common mistakes students make is indecisiveness in writing. Most of the students feel hesitant when they write English, especially in the appropriate grammar rules. In addition, lack of confidence and shyness in asking questions are the causes of students making mistakes when writing English.

Another factor that is very influential is the students' feelings or emotions when writing essays, how the situation they feel when writing also greatly determines the results of their writing later.

Departing from this problem and studying previous research, the researcher is interested in **“Portraying Students’ Emotional Experience in Writing Essays: A Photovoice Study “.**

## **B. Definition of Key Terms**

To avoid misinterpretation of the title, the researcher explains the technical terms such as below:

### **1. Writing Problems**

It refers to the problems perceived the 4<sup>th</sup> semester students of the English Education Department in Banjarmasin, when they write essay in English. It sometimes happens in classroom and teaching and learning process.

### **2. Emotional Experience in Essay Writing**

Emotions influence many aspects of the teaching process and can aid or hinder learning by impacting abilities such as classification, reasoning, and problem-solving. This refers to the emotional experience applied by English students to overcome the problems of writing English felt by the 4<sup>th</sup> semester students of the English Education Department in Banjarmasin.

### **3. Essay**

An essay is a writing in which the author analyzes a topic of his or her personal viewpoint. An essay is a form of scientific paper that currently emerging, views, and beliefs. In another definition, an essay is a piece of writing that presents a viewpoint or an idea on a subject.

### **C. Research Question**

Based on the above, the researcher study and concentrate on:

1. How is students' emotional experience in the process of writing essay?
2. How is emotional experience affect students' ability to write essays?

### **D. Objectives of Study**

Based on the research questions above, the objectives of this research are stated as follows:

1. To find out how is students' emotional experience in the process of writing essay.
2. To find out the how is emotional experience affect students' ability to write essays.

### **E. Significance of Study**

The result of this research is expected to contribute to the field as

follows:

### **1. For the students**

It is hoped that the findings of this study would be useful awareness about the importance of writing skills in English students and the importance of emotional experience that occur when writing essays. Each student experiences different emotions when writing essays, where these emotions affect their focus when writing essays, besides that students also have the motivation to understand material related to writing skills such as pronunciation, grammar, vocabulary, etc.

### **2. For the lecturers**

In this study, English lecturers can improve their understanding of the emotional experiences used by students in learning to write essays, and the results of the research was provided feedback to them about what emotional experiences are used by students in writing essays. English lecturers may expect them to be motivated to find the best emotional experience in student essay writing.

### **3. For other researchers**

Other researchers have new references about emotional experience in writing essays and find out students' problems in learning to write essays. So, to solve student problems, researchers can understand every emotion experienced by students when writing essays.

## F. Previous Study

Several authors conducted research on the formation of problem found and learning strategies in essay writing. There has been some past research that are relevant to this topic.

The first researcher was carried out by Ananda (2021) from Faculty of Teacher Training and Education Sriwijaya University. Her research entitled "*The Relationship Between Students' Emotional State and Writing Competence*". The association between students' emotional states and their writing ability is the topic of this study. The goal of this study is to see if there is a link or correlation between students' emotional states and their writing abilities. The participants in this study are all students enrolled in Sriwijaya University's English education department. A total of 63 eighth-semester students were included in the study. This research uses quantitative methods. This study's data was gathered through the use of a questionnaire to assess emotional state and writing assessments to determine students' writing ability. Emotional situations, according to this study, have little bearing on pupils' writing ability.

The second researcher was conducted by Ferdiansyah, et al.,(2020) from Sulthan Thaha Saifuddin State Islamic University. Their research entitled "*Photovoice in the English as an Additional Language (EAL) Writing Classroom: No Need to Rush to Love Writing Because Love Will Grow with Time*". The goal of this study was to record the participants' life experiences in the writing class in terms of their

emotional experiences. This research employs a qualitative approach. This study was chosen among 15 students who complied with the researcher's standards, and 3 participants were chosen based on the researcher's rules. Where participants are requested to choose and arrange the most powerful photo that is oriented to narrative/story construction and adapt the story to their audience, data is collected using photovoice. In addition, this study found that photovoice and interfaces can boost student autonomy, innovation, and motivation when it comes to language teaching.

The last researcher was conducted article by Waight (2021) from Journal of Further and Higher Education. Her research entitled "*Doctoral writing as an assemblage in space and time*". The focus of this article is to answer the question, "How do doctorate students experience writing in terms of space and time?" While previous research has identified academic writing as a social and physical activity, few have examined the material and temporal assemblages that facilitate ordinary academic writing experiences. This paper draws on photovoice interviews with 11 doctorate students as part of a new materialist ontological approach. Using 'feeling' as the unit of study, the paper analyzes the capacity of location, materiality, and time to influence and be influenced by writing experiences. This 'spacetime mattering,' in which people, objects, the environment, and emotion all play a role, means that writing experiences are neither processual or homogeneous, but rather continually dynamic



assemblages of intra-actions. The article concludes with ideas aimed at altering our perceptions about doctoral writing, which is critical to PhD achievement. It also adds to a growing body of work that applies new materialist theory to higher education research.

Researchers found similarities and differences based on explanations from previous studies. The similarity with this research is about emotional experience and writing, this research was used a qualitative method, namely photovoice. The data collection instrument and the subject of this study differ from those of earlier studies. The first study used a quantitative method, the subjects were 63 eighth-semester students were included in the study who filled out the questionnaire. The second research used photovoice, the research subjects were 3 students were chosen based on the researcher's rules. The last research used photovoice and interview methods, the research subjects were doctoral students and the focus of the research was space and time. Meanwhile, in this study, researcher focused on the emotional experience of students in essay writing courses. To get data from this study, researcher was conducted research by means of photovoices and interviews, the subjects are fourth semester students at Antasari State Islamic University.