

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

This research was conducted on students in the English Education Department class of 2020 who had taken an essay writing course in the previous semester. There were 79 students in English Education Department class of 2020. Where of the 79 people are required to fill out 3 pieces of google form links which are filled out periodically. It has been found that 32 people have filled out the link, but they did not fill in completely for the 3 links. It was found that only 4 people filled out the 3 links in full. This invention is divided into 2 parts. To find out how is students' emotional experience in the process of writing essays and to find out the how is emotional experience affect students' ability to write essays.

#### **1. Students' Emotional Experience in The Process of Writing Essays**

From the results of observations made by researcher in 3 stage with several dates that have been previously scheduled.

- a. Class A: Introduction (20-22 September 2022)

: Body Paragraph (23-25 September 2022)

: Conclusion (26-28 September 2022)

b. Class B: Introduction (19-21 September 2022)

: Body Paragraph (22-24 September 2022)

: Conclusion (25-27 September 2022)

c. Class C: Introduction (23-25 September 2022)

: Body Paragraph (26-28 September 2022)

: Conclusion (29 Sept- 01 October 2022)

In this chapter, the writer wants to explain the findings based on the data that the writer finds in the field. Data was collected through photovoice and interviews.

The selected photovoice texts are 12 photos obtained from four students because they routinely send essays and photovoice results via the Google form link provided. In addition, their photovoice was chosen because it reflects their writing experience and the photos they take are original shots of themselves.

For analysis purposes, each category is colored to make it easier for the reader to identify. The underlined words represent the emotional feelings expressed by each student. The following are photos of research and data obtained by researchers:

### a. Introduction


	<p>I took this photo when I was at campus this afternoon. At that time, the rain pouring heavily, and I took it after it becomes little.</p>	<b>Context</b>
	<p>This photo shows how the flowers are keep blooming when the surrounding is a gloomy day. It was the same thing with my mood when I was writing this introduction.</p>	<b>Reason</b>
	<p>I was a bit confused with the works that my lecturer gave, (portrayed as gloomy day) but at the same time I feel happy when I recalled back my memory when I visited Batakan beach with my friends (portrayed as blooming flowers).</p>	<b>Emotion</b>

FIGURE 4.1 Student 1 Introduction

Described in this photovoice, this student uses flowers that bloom after it rains to describe his feelings in writing an essay in the introduction section. He associated the metaphor of a cloudy sky and blooming flowers with his writing experience at that time. At first he was confused by the works his lecturer gave him during lectures (he described them with a gloomy sky. However, after that he felt happy because he remembered the beautiful moments when he visited Batakan beach with his friends (he described it with blooming flowers that bloom after the rain).



	This photo was taken when I was walking around my “kost”.	<b>Context</b>
	I saw some falling withered leaves from a tree. I think this is happen because it’s the time, or the leaves are lack of nutrition. This is like what I was thinking when im writing this essay.	<b>Reason</b>
	I feel pity for them who smoke. Their lungs are like this leaf, withered and nearly comes to its end because of smoking.	<b>Emotion</b>

FIGURE 4.2 Student 2 Introduction

As seen in the photovoice evidence above, He used the leaf metaphor to illustrate his feelings in writing the introduction here. He believes that the withered leaves that fall from the tree are leaves that are lacking in nutrients or that it is time for the leaves to fall. Just like how he felt, he felt bad for people who smoked. He also illustrated that the lungs of a smoker are like the withered leaves, because smoking makes the lungs unhealthy.

	I took this photo when I was watching a video on youtube in my room and then I wanted to make it.	<b>Context</b>
	Besides that, I also really like making homemade snacks instead of having to buy them. I think, by making your own food it will be more fun and taste better guaranteed than buying it. Another reason was that it was raining at that time and I thought about making my own food.	<b>Reason</b>
	This photo expresses my mood and thoughts at that moment.	<b>Emotion</b>

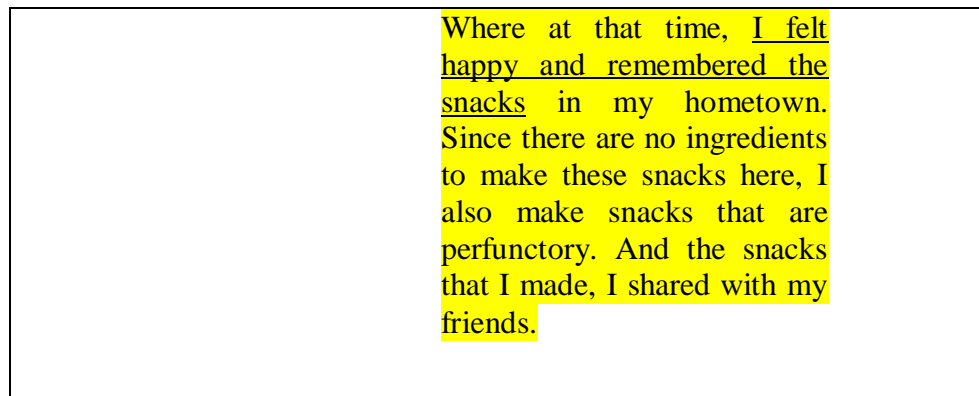


FIGURE 4.3 Student 3 Introduction

The photovoice above illustrates how she feels happy with the task of writing her essay this time, namely in the introduction section. What she wrote here shows how important it is to feel happy when we do a job that we do. She expressed her mood and thoughts at that time with a photo of a homemade snack that she made herself. According to her, making your own food (snacks) will be more fun and you can guarantee that it will taste better than buying it.

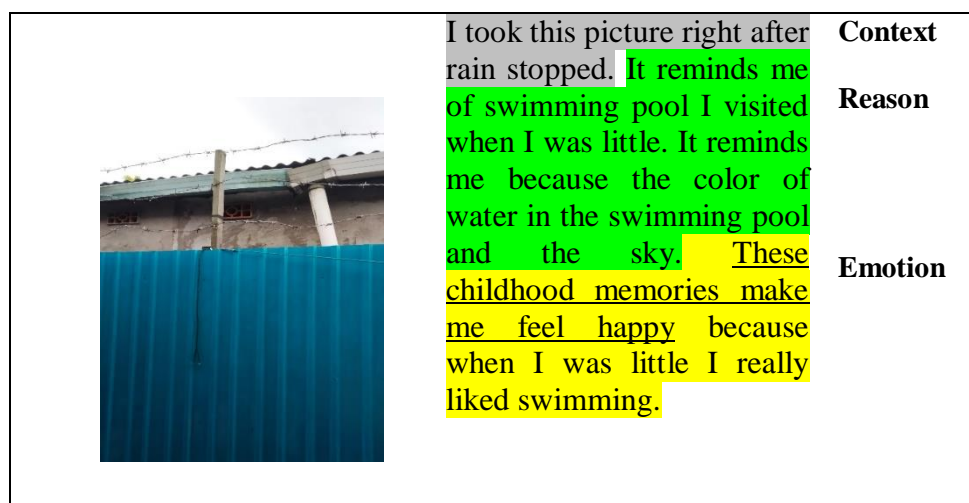


FIGURE 4.4 Student 4 Introduction

As seen in the photovoice evidence above, she illustrates her feelings this time with the metaphor of the blue color obtained from the blue sky and buildings in the photo, where the blue color is defined as the color of water in a swimming pool. She childhood memories with her father and young brother while playing in the pool made her feel like she was growing up and it made her feel happy.

### b. Body Paragraph

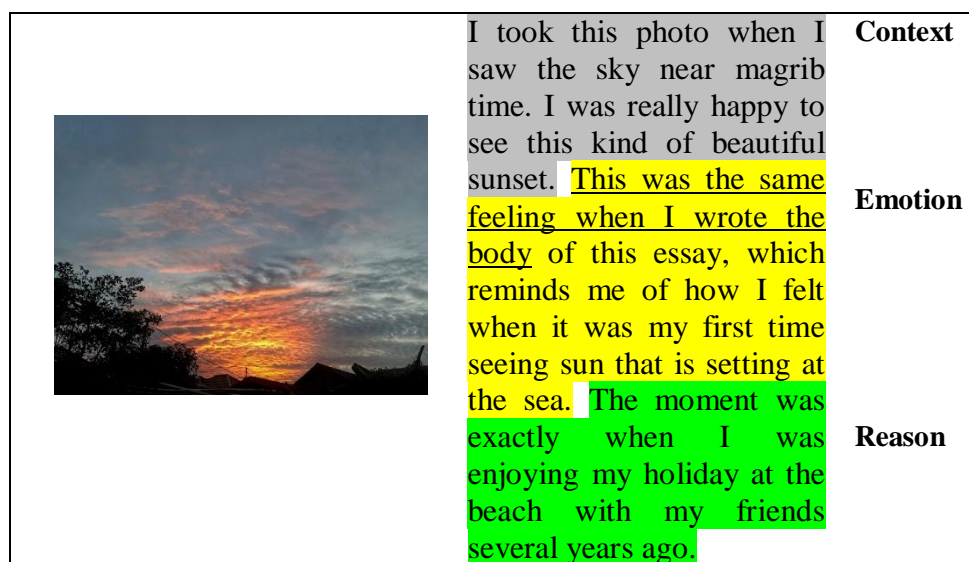


FIGURE 4.5 Student 1 Body Paragraph

As seen in the photovoice evidence above, he uses the metaphor of a beautiful sunset to illustrate his feelings when writing the essay in the body of this paragraph. He said that he felt very happy when he wrote this part of the essay, because he immediately recalled his memories with his friends while enjoying a Batakan beach vacation.



	<p>I took this photo when I was walking outside. I saw the moon shining so bright. I think moon tries to shine in the middle of darkness.</p>	<b>Context</b>
	<p>When I was writing this essay, <u>I feel thankful because I am avoided with the cigarette's danger while many of my friends are smoking and I'm not a smoker.</u> This is like a moon who shine bright in the middle of the dark night.</p>	<b>Emotion</b>
		<b>Reason</b>

FIGURE 4.6 Student 2 Body Paragraph


This photovoice describes how his feels lucky from his other friends. What he wrote here shows that he feels grateful because he does not smoke, while many friends around him do. He represented this feeling by shining the moon so brightly amidst the shadows of the night.

	<p>I took this photo when I was in the Tarbiyah faculty yard. To be exact, I took this photo on a sunny morning before entering class. Without me realizing it at that time I stared at the sky for so long, somehow when looking at the sky that was so beautiful <u>made my heart feel comfortable and calm.</u> It feels the same when I'm around a person who can make me comfortable by his side when I look up at the sky. I feel there is someone who is always near me. So, it</p>	<b>Context</b>
		<b>Emotion</b>

	<p>can be said if I feel nervous and confused then looking up at the sky can make me feel calm again. Therefore, one of the things in the world that can make me calm is when I look in amazement at the natural beauty that has been created by the Almighty.</p>	<p><b>Reason</b></p>
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FIGURE 4.7 Student 3 Body Paragraph

Pictured in the photovoice above, her took advantage of the clear sky to express her feelings when she wrote the body paragraph essay this time. She connected the metaphor of the sky with the author's experiences and feelings. At first she didn't realize that she was staring at the sky for so long, because somehow when she looked up at the sky she felt her heart comfortable and calm. Just like when she was writing this part of the essay, she felt calm and comfortable. She also feels that there is always someone close to her, but she doesn't know who that person is. It made her nervous and confused. Then looking at the sky can make her feel calm again.

	<p>I took this picture after I reread my paragraph. It reminds me of the bathtub lid in the swimming pool's bathroom. It made from ironwood. It's like my feelings when writing this section, <u>I'm a little confused to string words into a good sentence, but</u></p>	<p><b>Context</b></p> <p><b>Reason</b></p> <p><b>Emotion</b></p>
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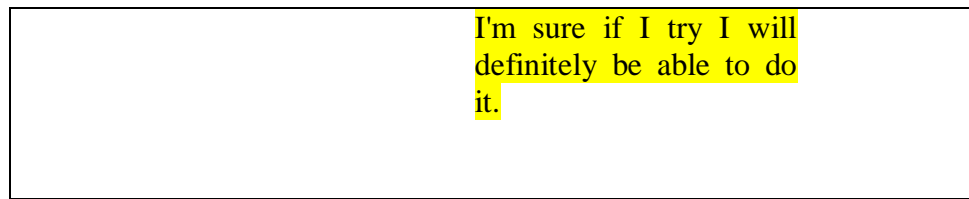



FIGURE 4.8 Student 4 Body Paragraph

This photovoice illustrates how she feels confused when stringing words in the body of this paragraph. She illustrated her feelings with a photo of ironwood. Ironwood itself is known as a very strong tree species. Usually often used as a material to make buildings such as houses, schools and others. The photo that she took here is of a wooden floor, which also has holes in it. The holes illustrate her confused feelings when assembling this part of the essay, but she never gives up. She keeps trying until finally this part of the essay is finished, just like how strong ironwood is.

### c. Conclusion

	<p>This photo was taken in front of K building after class. I saw some flowers were blooming beautifully. I think flower is something that has their own beauty, no matter how it looks, whether it is blooming or not.</p>	<b>Context</b>
	<p>This point of view is similar with my feeling when I was writing the conclusion of this essay.</p>	<b>Reason</b>
	<p>From the beginning until this, <u>actually my feeling has no differences</u> because what I think is recalling my memory at that moment and I'm really happy with it.</p>	<b>Emotion</b>
	<p>Like the flowers, I think that nature has their own beauty, no</p>	<b>Reason</b>

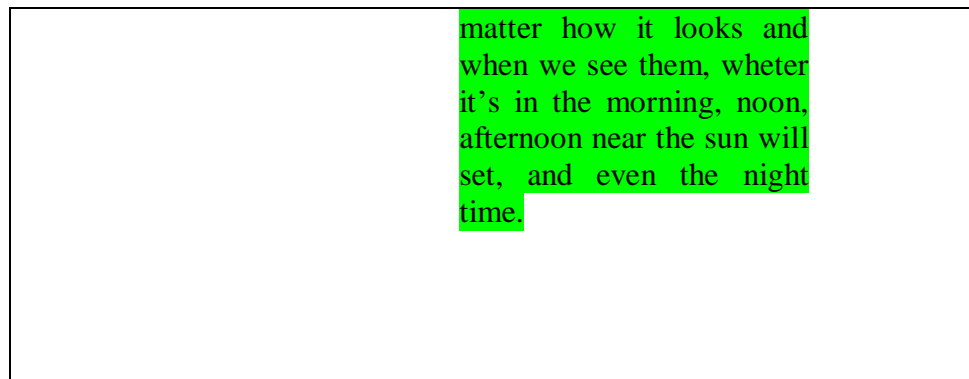


FIGURE 4.9 Student 1 Conclusion

This photovoice illustrates how he struggles to use and arrange the right words to become a meaningful clause or sentence. This participant uses the metaphor of a blooming flower to represent how he or she writes a coherent essay section. He explained that his feelings were no different from his previous feelings, namely that he was very happy because all he was thinking about was recalling his memories of being on vacation with his friends.

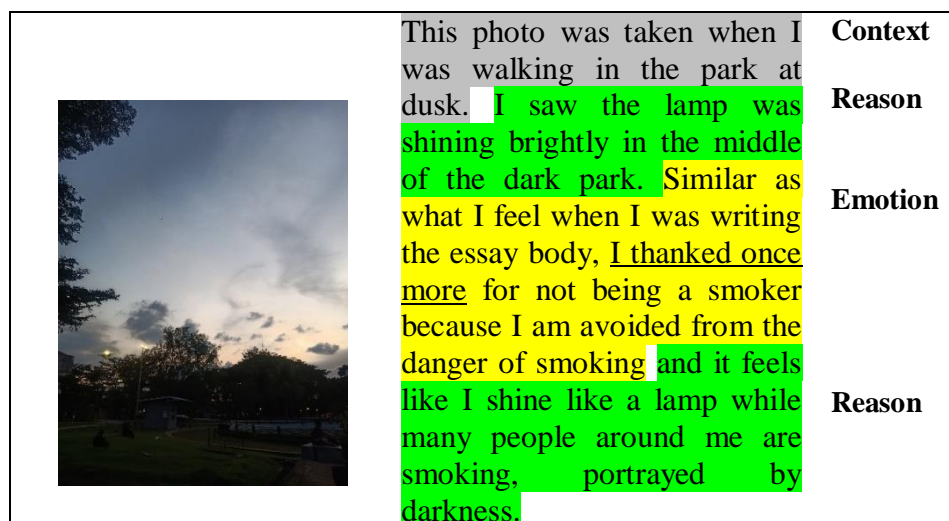


FIGURE 4.10 Student 2 Conclusion

Described in the photovoice this time, this student uses a shining light in the middle of a dark garden to express his feelings in

writing the conclusion essay. He associated the shining lamp metaphor with his experience writing this time. He thanked himself once again for not being a smoker and therefore he also avoided the dangers of smoking.

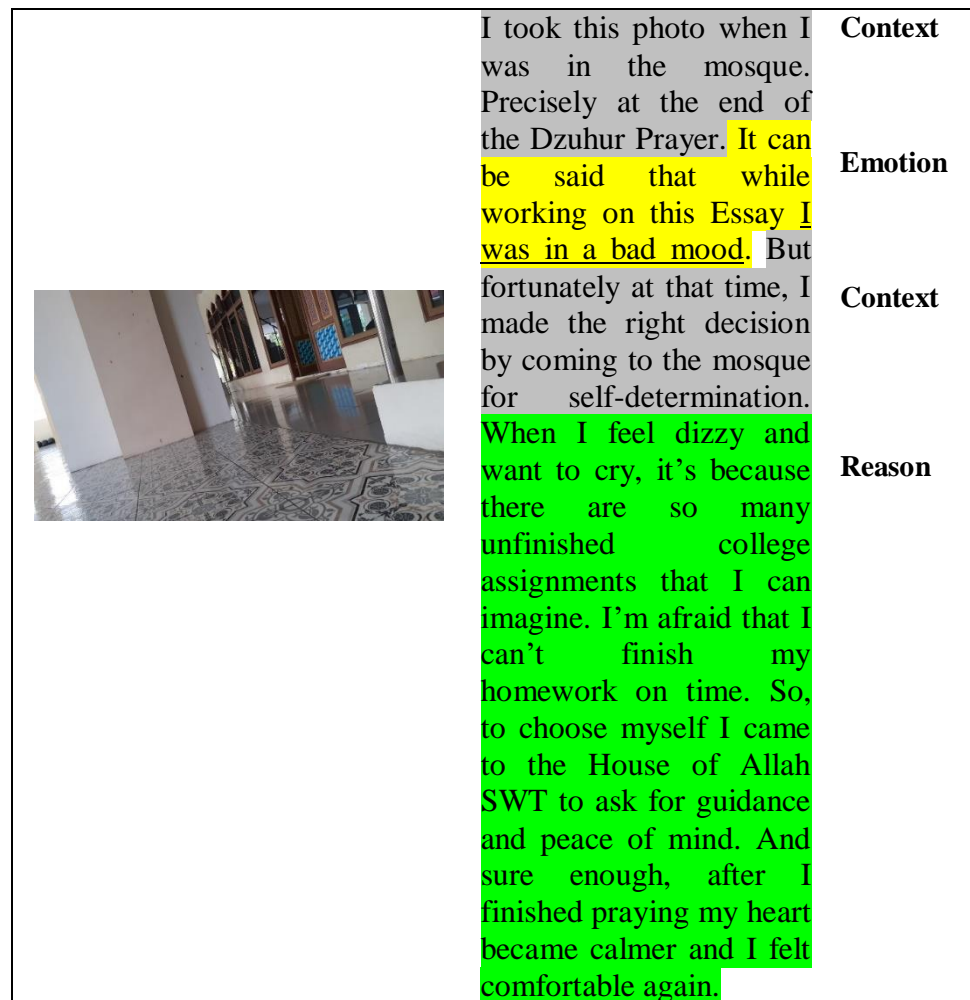


FIGURE 4.11 Student 3 Conclusion

As seen in the photovoice evidence above, she took this photo while at the mosque on campus. She used the floor metaphor to illustrate her feelings in writing the essay for the conclusion. She felt dizzy and wanted to cry because when she was writing the essay for the conclusion part, at the same time, many of her college assignments had not been

completed. Because of that, she was afraid that her homework would be neglected. It can be concluded that feeling sad makes her mind not calm in doing something.

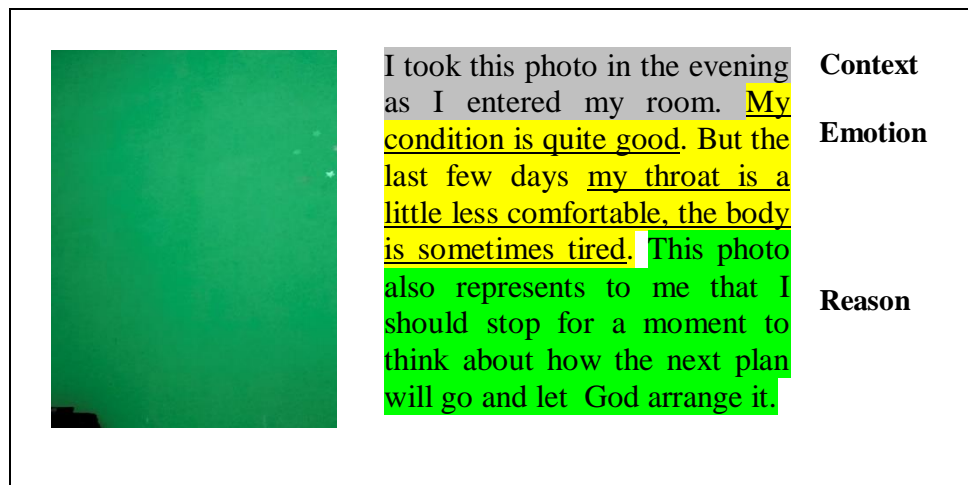


FIGURE 4.12 Student 4 Conclusion

Described in the photovoice this time, she used the walls of her room to express her feelings in writing the essay for this conclusion. She connected the green walls of the room and the feeling was that he wasn't feeling well and was tired. The photo above also represent that she has to stop for a while from all her activities that day and let God take part in arranging her plans for the future.

## 2. Emotional Experience Affect Students' Ability to Write

### Essays

#### a. Introduction

- 1) **Student 1:** It is explained in the photovoice above that he uses the metaphor of flowers and the sky to describe his feelings. This is in perfect harmony with the photos

taken. Where in the interview session with him, he explained that photos of blooming flowers and a gloomy sky are like him recalling his beautiful memories while at the same time he was facing many college assignments. In the interview session, he also explained that the only obstacle he encountered when writing the introduction essay was that his mind was divided where he had to focus on writing the introduction and other tasks he had to do.

- 2) **Student 2:** It was previously known that in the photovoice in this introduction section. He has explained why he chose the leaf metaphor to illustrate his feelings. The leaf he chose was a withered leaf that had fallen from the photo. He describes the leaves as people who smoke where the lungs of people who smoke are not healthy. Similarly, in the interview session, he also repeated his explanation a bit, that withered and crushed leaves were like smokers' lungs and he felt compassionate for the smokers' lungs. In the interview session, he also stated that the obstacle he experienced when writing the introduction essay was only in determining the topic for the essay.

- 3) **Student 3:** It has been explained in the photovoice, that she describes her feelings with a photo of a home-made snack that she made herself. She feels happy with the essay assignment this time, especially in the introduction section, because when she was writing this section she also missed home and snacks. The same thing was conveyed by her in the interview session, that she felt very happy and missed home cooking. Also in the interview session, she explained the obstacles she experienced when writing the introduction essay. She explained that when writing the introduction essay, she had no problems because at that time she was in a very good mood. But the obstacle is beyond his control, namely the weather. Because when she was writing an essay using her cellphone, suddenly there was a thunderbolt. So automatically she stopped writing for a while.
- 4) **Student 4:** Described in the previously described photovoice, she feels happy when she remembers her childhood playing in the swimming pool with her father and young brother. She illustrates this feeling with the metaphor of a blue sky and buildings that appear blue too. According to her, the color blue reminds her of those

fond memories of her childhood. In the interview session, she explained the obstacles she faced when writing this section, namely she was confused about what to make as an introduction in her essay writing this time. Because she felt confused, she also tried to write the body paragraph first.

**b. Body Paragraph**

- 1) **Student 1:** It can be seen from the photovoice that has been explained that in the body paragraph of this essay, he uses the metaphor of a sunset to illustrate his feelings at that time. In the interview session, he also explained that the photos taken had explained his feelings, namely that he was very happy when writing essays in the body paragraphs. Also in the interview session, he explained that in writing the essay for this section he found no problems or obstacles. Because the feeling of joy at that time made him enjoy working on essays in this section.
- 2) **Student 2:** In the photovoice that has been explained, he explained that he really feels lucky from his other friends, because he does not smoke while his friends are smokers. He illustrated this with a photo of the moon shining in the dark of the night. In the interview session, he added that the moon that we see in the photo is like a

person who abstains from smoking, they shine and are also grateful. Also in the interview session, he said that the obstacle he faced when writing the body paragraph essay was the difficulty in interpreting new sentences that explained the main topic.

**3) Student 3:** In the photovoice for this section, she has explained that she expresses her feelings by using the metaphor of the sky. She gives opinion that when she looks up at the sky she feels comfortable and at ease in her heart. It's the same as the feeling when writing an essay, which is comfortable and calm. In the interview session, she also explained the same thing, namely that her heart felt comfortable and calm when writing the essay in the body of this paragraph. The obstacle she faced when writing the body paragraph essay was that she was a little confused in arranging the order and she also had problems with vocabulary. So, she has to look up the vocabulary first in the dictionary and that takes more time.

**4) Student 4:** In this part of the photovoice, she illustrates her feelings with a photo of a floor made of ironwood. The floor is not tight and makes it visible on the sidelines between the ironwood there are holes. The holes describe



her feelings when writing this part, she feels confused to string words into sentences, but just like her strong ironwood, she never gives up trying and in the end she succeeds. In the interview session, she explained the obstacles she faced when writing this body paragraph. She explained that in fact there were no obstacles she faced in this section, because she believed that the body paragraph was the main part that he had to write in this essay. However, because in the previous introduction section she was confused about what would be the introduction part, then she wrote the body paragraph first and then she wrote the introduction after that.

**c. Conclusion**

- 1) **Student 1:** In this part of the photovoice, he uses a flower metaphor. Blooming flowers are his choice this time to express his feelings. In the interview session, he added a little more information that the photos he took represented his admiration for how beautiful the beach was, especially at sunset (he wrote this in the conclusion section of the essay). Also in the interview session, he stated that when writing the essay for the conclusion section he did not feel any obstacles the same as he wrote the essay for the body paragraph.

- 2) **Student 2:** Described in this part of the photovoice, he illustrates a shining light in the middle of a dark garden as a form of his feelings when writing. He thanked himself once again for not being a smoker. During the interview session, he added a bit of an explanation that the lights in the photo looked like people who didn't smoke and the dark parts that weren't exposed to the light were people who smoked, then he felt grateful he was like the lights because he didn't smoke. Also in the interview session, he explained that the obstacle he faced when writing the conclusion essay was that he found it difficult to give advice to readers based on the text of the essay he had written.
- 3) **Student 3:** In this conclusion section, she has explained in the photovoice above that she describes her feelings using the metaphor of a floor in a mosque. While writing the essay for the conclusion, she felt dizzy in her head and wanted to cry. This is because there are many college assignments that she hasn't finished and makes her afraid that her homework will be neglected. In the interview session, she slightly added that when writing this part, she was in a bad mood, apart from feeling dizzy

she also felt depressed. But, thankfully it didn't last long, she decided to stop writing for a while then she prayed. After praying, she felt her mind calm again. In this part, fortunately she doesn't feel any obstacles because according to her she only needs to summarize the previous sections and according to her it's still in the easy realm.

- 4) Student 4:** It has been explained in the photovoice this time, she feels unwell and tired because she has been carrying out her all activities. She described her feelings for this scene with a photo of a plain green wall. This photo also at the same time represent her feelings that she should stop for a moment from her activities today and then rest and surrender everything to God. In the interview session, she explained the obstacles she faced when writing this section, she felt that at first she was unsure about writing those few sentences into a conclusion. However, after she read it over and over again and made some corrections to her essay, she became confident and was able to finish it.

## **B. Discussion**

The discussion of this research consist of two parts. The first is about students' emotional experience in the process of writing essays. The second is about emotional experience affect students' ability to write essays.

### **1. Students' Emotional Experience in The Process of Writing Essays**

The introduction, body paragraphs, and conclusion are the three fundamental patterns that students use when writing essays. According to Oshima (2000), referenced in Sukma (2019), an essay should have three parts: an introduction, a body paragraph, and a conclusion.

The findings of the data obtained from the results of research through photovoice conducted with students show how varied the emotional experiences they felt when writing the essay. Some of them feel happy because while remembering memories as a child or during the holidays. There are also those who feel pity for remembering the dangers of smoking for the health of the body. There are also those who feel comfortable and calm when looking up at the sky. This supports the idea put forward by Knaller (2017) that writing is intimately connected to one's emotions. The self,

judgment, understanding, awareness, media, activity, environment, economy, and modes of communication are just a few factors that can affect a person's writing emotions.

The emotional process of each student in writing essays is different in each part:

- a. Some feel happy from the introduction until to the conclusion because he always remembers the memories when he was on vacation with his friends.
- b. There are also those who feel compassion in the introduction because he felt pity for his friends who smoked, gratitude in the body paragraph and conclusion because he felt that when many of his friends smoked he chose and endured not to do that.
- c. There are also those who feel happy at the introduction because she makes home-made snacks and it makes her remember her hometown, comfortable and calm in the body paragraph because she feels that there is always someone beside her and sad at the conclusion because she feels a lot of work and obligations that she has not completed simultaneously.
- d. Then there are also those who feel happy at the introduction because she was remembered the holiday moments with their family, feel confused at the body

paragraph because she was hesitant to compose good sentences and feel unwell and tired at the conclusion because of the many activities she did that day.

What they were thinking at the time and the brand's emotional state at the time had a big impact on the things mentioned above. According to Noguiera (2014), an individual's emotional experience is a product of the events that have an impact on them as well as how they perceive and communicate those events.

## **2. Emotional Experience Affect Students' Ability to Write Essays**

Based on the results of interviews conducted with students, it was found that there was an affect from emotional experience on students' essay writing skills. From several interviews conducted with the student concerned, it was found that this affect was able to support or interfere with the student's ability to write essays. This is consistent with Nogueira's (2014) theory that emotions have a significant impact on various aspects of learning and can either enhance or hinder learning by influencing these skills.

As in the case of student 1 in the body paragraph section, he explained in the interview session that he had no problems writing essays in that section. That's also because he

enjoys writing and also while recalling his memories during the holidays. This shows a feeling of enjoyment and pleasure in making the student feel that he has no obstacles in writing his essay. It was different with student 3 who had problems when writing essays in the body paragraphs as well, she felt a little confused about compiling vocabulary in this section, because on the one hand there were many vocabulary words that she didn't know the meaning of and therefore she had to look up vocabulary in the dictionary and it takes quite a long time. There is also student 2 who feels obstacles when writing the essay for the conclusion section, he finds it difficult to give suggestions from the essay he wrote to readers.

The information above is consistent with Knaller's (2017) statement that writing is a process that can extend further than text and language and is not just an activity related to verbal and textual media. When creating an artwork, production aesthetics-related emotions play a significant role. Even though the connection is based on emotion, this is consistent with UWA (2019), who claims that even the most basic experiences can lead to subjective experience. This experience can then lead to a variety of feelings and emotions, which are experienced differently by each person.

Then based on the results of interviews conducted with

students, in conclusion they all agreed that the influence of emotions greatly influenced the results of their essay writing.

- a. Some of the affects they feel were positive emotions, such as a feeling of enjoyment which can encourage students to be calmer and happier in working on their essays.
- b. There were also an affect that they feel negative emotions the students' writing ability in writing essays, such as feeling anxious, confused, even sad which indirectly disturbs and hinders students which makes them confused in completing their essays. Apart from that, the factors that make these negative emotions occur can also be due to external factors that are not related to a person's emotional problems, for example, such as the lack of vocabulary knowledge that occurs in student 3 when writing essays in the body paragraphs. Therefore, she has to look up the vocabulary first in the dictionary and it takes a longer time.

According to Linnenbrink & Pintrich (2000), positive emotions can facilitate decision-making, facilitate the recall of affecting neutral and positive information, and enhance problem-solving skills. Greenleaf (2022); Sutton & Wheatley (2003), while negative emotions can decrease students' working memory and the likelihood that students will use



cognitive strategies to handle more complex data.