

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion. The findings demonstrate the results of the participants' drawings, descriptions of emotional information, and students' difficulties in the process of writing a thesis proposal. The discussion provides a more detailed explanation of the findings.

A. Findings

This section presents an explanation of the findings obtained in the field. The data collected includes photos taken by the participants. The photos selected by participants may be based on aspects considered important by the participants themselves. For example, the photos may remind the participants of moments that trigger certain emotions, thereby assisting the participants in representing or illustrating their experiences during the process of writing a thesis proposal.

Subsequently, participants are requested to reflect and provide a description or explanation obtained through the interview about what the photo represents. This process enables students to articulate the meaning behind the image by understanding the context and reasons behind taking the photo, as well as the emotional experiences and difficulties encountered by students during the process of writing a thesis proposal.

The process of writing a thesis proposal is transformed into a writing framework, which is divided into three stages: the pre-writing stage, the

writing stage, and the post-writing stage (Hedges in Anugrah and Kurniasih, 2013). The results obtained include photos and descriptions from participants that describe each stage.

1. The Students' Emotional Experiences And Difficulties During Writing Thesis Proposal

This research shows how the six pictures that students gave to researcher managed to capture their emotionan experience and difficulties in the process of writing a thesis proposal. The researcher analyzed each of the six pictures, which were also accompanied by the results of six student interviews, one by one. Next, the researcher marked the students' statements that showed their emotions and difficulties in the process of writing a thesis proposal.

Table 4.1 Photo and Interpretation of Student 1


(Photovoice of student 1)	
	<p>This picture was taken at night when I couldn't sleep. All I could think about at that moment was whether I could finish building this lego. This picture illustrates my feelings in the early stages of writing the proposal, because at that time I felt confused and difficult in determining or making a research title and determining what kind of method I should use to realize the desired research. This was due to my lack of knowledge at the beginning of writing the proposal. This is the same as my feelings when I was confused about where to start with the lego arranging, and I also felt difficulties when I started arranging the lego parts. At the next stage, after I had organized the first part of the lego, there was a sense of worry that I felt, what if the next part of the lego was not as expected? The same thing happened with the proposal writing process in the middle stage when I had to write</p>

Figure 4.1

	<p>from chapter 1 to chapter 3. At that time, I really felt worried that my writing was not in accordance with the writing rules. In the final stage of writing, I felt relieved and proud of myself because I could finally finish writing this proposal. This is the same as my feelings when I succeeded in forming lego, because I felt very relieved and proud because I could arrange lego with the results of my own efforts, even though there were still shortcomings in their shape. The difficulty I faced was finding a theory related to the title of my proposal, so I had to read many articles to find a theory that really fit.</p>
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As seen in the photovoice evidence above, she took this photo when she couldn't sleep at night. From the reason the photo was taken, she used the lego metaphor to illustrate how she was assembling lego, the same as making a thesis proposal. From the beginning, she wondered if she could finish what she was building, like lego and this thesis proposal.

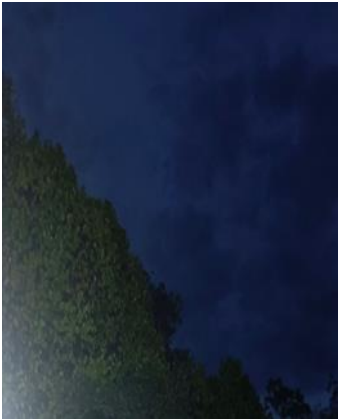
Confusion and distress were emotions that students felt in the pre-writing stage. She had difficulty deciding on a title and choosing the right method to realize the desired research. This confusion was analogous to her experience with assembling lego. When she photographed the lego, she said, "Can I finish assembling this lego?" which meant she had never had any experience before. So, she was similarly uncertain where to start and doubted her ability to finish what she had started, as she had been when trying to put together the lego parts.

At the while-writing stage, the student felt worried that the writing of the thesis proposal was not by the writing rules. This was like she was worried that if she continued, the other lego parts would not be as expected.

In the post-writing stage, there was a change of emotion to positive; she was relieved to be able to finish writing the proposal and felt proud of herself. This was like a feeling of pride and relief because she could successfully form lego with her efforts.

With the first step in the proposal, namely determining the title, she found herself having difficulty finding a theory that fit the title she had created, and this was illustrated as she determined what type of lego to make and had to look for the parts of the lego.

Table 4.2 Photo and Interpretation of Student 2

(Photovoice of student 2)	
 <p>Figure 4.2</p>	<p>When I took this photo of the night sky, I thought about whether my friend would feel the same way looking at this night view. This photo of a dark night sky captures how I felt in the pre-writing stages of writing a proposal. At that time, I felt uncertain about finding direction in the midst of darkness, the same feeling as when I had to make decisions that were in line with my research goals. At the while-writing stage, feelings of anxiety arise when I begin to write the background. I worry that the results of my writing will not be good enough. This is the same feeling I have when I am searching for stars in the vast sky, anxious about whether I will find the right star or whether it will be lost in the dark. At the post-writing stage, I felt happy because I received permission from the lecturer to submit a seminar proposal, even though some revisions were needed. This happy feeling is like seeing the stars begin to twinkle in the dark night sky, giving hope and satisfaction after a period of anxiety. The difficult I faced while writing the proposal was that it was difficult to determine the title, so I changed the title several times, similar to looking for direction on a dark night full of doubt and intimacy, but finally found the right path.</p>

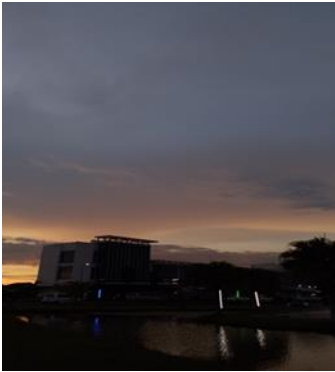
Drawing on this photovoice, this student made use the night sky to express her feelings during the process of writing her thesis proposal, and she also wanted to show her friend who was also writing a thesis proposal whether her friend felt the same way when writing a thesis proposal. As she looked at the night sky, she was in the darkness of the night, getting lost in the initial stage because she did not know what to do.

At the pre-writing stage, the student felt hesitant when she had to determine the right method to be able to achieve her research goals; this was like finding direction amid darkness. During the while-writing stage, the student felt anxious when starting to write the background for fear that what was written was not good enough and did not follow the rules of writing a thesis proposal. This feeling was described as like looking for the right star or getting lost in the dark.

After continuing to try, the student finally saw the stars that began to twinkle in the night sky. She felt happy after getting what she had hoped for, just as she felt during the post-writing stage when she got permission to go to the seminar and present the proposal she had written.

In the early stages, students had difficulty with titles, which resulted in frequent title changes, as she found a direction in the middle of the darkness and finally found one that was also consistent with her abilities so that she could complete her thesis proposal.

Table 4.3 Photo and Interpretation of Student 3

(Photovoice of student 3)	
 <p>Figure 4.3</p>	<p>I took this photo when I finished exercising. What I thought when taking this photo was that dusk teaches us that something that looks beautiful is mostly temporary, but the beauty of dusk will always come every day. This photo depicts my feelings during pre-writing, because I felt excited to be able to easily get ideas for making a title, but after I got a title, I felt worried about starting the process of working on it because I still had no experience in making a proposal, so I did other activities such as exercise to get a little idea and relax myself. In the next stage, after doing sports activities, I felt sweaty and a little tired and started to get tired, just like when I was working while writing chapter by chapter, but there were still a lot of mistakes and I wasn't careful enough, and I always got a lot of revisions from the lecturer, and I got down. Because one lecturer's words made me less enthusiastic and tired, and I also felt that the effort was greater than that of other friends, but my friend's process was easier. In the next stage, I felt happy and relieved because, at the last second of the closing of the proposal registration, the writing process of working on the proposal was finally correct and could be approved. This was the same as when I finished exercising and sat down to rest to reduce the feeling of tiredness, and at that time I saw how beautiful the sunset is. The difficulty in writing is that it is difficult to find relevant theories.</p>

As seen in the photovoice evidence above, the context of this photo was that she took it after she finished exercising to get inspiration for writing a proposal and to relax herself. She photographed the beautiful sunset sky because she wanted to teach us about something beautiful and


to illustrate the happiness of seeing a sunset, the same as the happiness after writing a thesis proposal.

Feelings of excitement and worry were feelings that the student felt during the pre-writing stage. The student felt excited when she was able to get ideas for research titles easily. However, she also felt worried when she started the writing process because of her lack of experience in proposal writing. Therefore, she tried to overcome her worries by exercising to generate new ideas.

The student felt tired during the while-writing stage. She felt tired when she made a lot of mistakes and was less thorough in each chapter, resulting in many revisions by the lecturer. In addition, there was a comment from the lecturer that made her feel down and doubt her efforts, even though she had worked harder than her friends. This feeling could be compared to feeling sweaty and tired after exercising.

However, after continuing to try, feelings of happiness and relief emerged at the post-writing stage because she received approval and successfully registered at the last second of the application registration deadline. It was like when she took a break after exercising to relieve her tiredness. That's when she saw how beautiful the sunset was. The problem that she was faced with was that she found it difficult to find theories that were relevant to the research that she was doing.

Table 4.4 Photo and Interpretation of Student 4

(Photovoice of student 4)	
 <p>Figure 4.4</p>	<p>I took this photo in my room at night while I was doing my homework. When I took this photo, I was thinking about how to find the right mood so that I could complete my assignment on time. This photo illustrates my feelings at the pre-writing stage. When I was required to look for theory and add references related to research, I felt confused because I had to look for where and what kind of theory was appropriate to support my proposal. This is like the confusion I feel when I have to choose a menu of drinks that are appropriate for my mood while working on assignments. During the writing stage, I felt frustrated because my writing was still messy, and I couldn't get any references that could help confirm my writing until I wondered whether I could finish this proposal on time. This feeling is like after I found some kind of drink and was faced with too many choices. In the post-writing stage, I felt calmer because I finally began to understand what I was writing in this proposal, and I also received guidance from the academic advisor, although I had to revise continuously until the advisor finally allowed me to proceed to the proposal seminar. This is similar to how I feel when I manage to choose one of the many drink menus that are suitable to accompany me in my work, even though I have to constantly scroll through the menu on several food delivery service applications. The difficulty I faced while writing my thesis proposal was that it was difficult to determine the title because it required several theories, so I had to keep looking for reference sources from journals or books.</p>


Describe in photovoice that this student used drinks where the photo was taken in her room at night. She chose this photo to illustrate how she made the right choice to finish her thesis proposal on time, just as

she thought about how to find the right mood to finish the assignment on time.

This student felt a sense of confusion during the pre-writing stage when she had to search for theories and references that were appropriate for writing the proposal. This was similar to how she felt when she had to choose a menu of drinks that would be appropriate for her mood during the writing process. Feelings of frustration were emotions that the student felt at the writing stage. She said, "Will I be able to finish this proposal on time?" This thought arose when she was still feeling frustrated because her proposal writing was still messy and she had not yet received convincing references. It was like the feeling she got when she found several kinds of drinks and imagined that she had too many choices.

In the post-writing stage, the student felt calm because she began to understand the content of her proposal by receiving guidance from the academic advisor and had to make several revisions until she was asked by her lecturer to continue her proposal to the next stage. It was a similar feeling of calm when she managed to select one of the many beverage menus that were suitable to accompany her in completing her assignments, even though she had to constantly scroll through the menu on several food delivery applications. The difficulty for this student was that she had difficulty determining the title, which required her to look for multiple theories from multiple sources, as well as determining the beverage, which required her to look at multiple menus in the application.

Table 4.5 Photo and Interpretation of Student 5

(Photovoice of student 5)	
 <p>Figure 4.5</p>	<p>This photo was taken when I saw the cat sleeping on this printer, which made me think that my friends might be able to feel the feelings I experienced during the writing of the proposal. At the pre-writing stage, I thought that writing a proposal was not easy because it was my first time writing a proposal. So I felt anxious and doubtful at the same time when deciding on the title, which was my first step in starting to write this proposal, just like this cat sleeping on the printer reflects my uncertainty, like trying to find comfort in a confusing situation. In the while-writing stage, when I started writing the first chapter, I felt anxious about whether my writing was in accordance with the revision given by the lecturer. This cat, looking relaxed on top of the printer, reflects my efforts to find calm and confidence in the writing process, even though the anxiety remains. However, at the post-writing stage, I felt happy because I was able to make a proposal through my own efforts, from meeting with the lecturer for revision to getting permission from the supervisor to continue to the proposal seminar. This feeling is like a cat that can finally sleep comfortably in the place of its choice, giving hope and satisfaction after going through a process full of challenges. The difficulties I faced in writing the proposal, such as the difficulty in determining the title and having to revise it many times, were similar to looking for comfort in an unfamiliar place but finally finding the right position.</p>

As seen in the photovoice evidence above, he used the cat metaphor to illustrate his feelings in writing thesis proposal. He wanted to show his friends his feelings while writing the thesis proposal. The goal was to make them feel what he was feeling. Feelings of anxiety and doubt were the feelings this student felt during the pre-writing stage when he had

to decide on the title; it was like watching a cat sleep on a printer, trying to find comfort in a confusing situation. In the while-writing stage, the student still felt anxious as he began to write chapter by chapter, adjusting his writing to the lecturer's revisions.

In the post-writing stage, the feeling of happy was what this student felt when describing this stage; he was happy to be able to complete the proposal with his efforts; it was like seeing his cat finally able to sleep comfortably in the place he had chosen. While writing the thesis proposal, he encountered difficulties in determining the title, which caused him to revise the title several times, just as the cat changed its comfortable position several times.

Table 4.6 Photo and Interpretation of Student 6


(Photovoice of student 6)	
	<p>I took this photo in my room after staying up late to learn English using this dictionary. When I took this photo, all I could think about was whether I could speak English well and fluently. This photo illustrates my feelings during the pre-writing stage because I felt it was difficult to determine and create a research title due to my lack of experience in writing proposal. This feeling is the same when I have to speak English fluently. I find it difficult, so I learn to improve my English. At the while-writing stage, I was afraid of writing a research gap when I didn't know whether the gap I made was correct or not for my research, so I immediately consulted my supervisor. At the post-writing stage, this stage is described by the feeling that I have succeeded in improving my speaking skills, which is the result of my efforts to learn English so far, and that the efforts do not betray the results. This is the same as being satisfied with the results of my proposal writing, which I try every</p>

Figure 4.6

	week to make progress on and produce results with the approval of the instructor. This is how I felt when I was confused about where to start learning English and I also found it difficult to remember vocabulary, learn grammar, and pronouns in English.
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Pictured in the photovoice above, she took the dictionary to express her feelings when she learned English. She related the dictionary metaphor to writing a thesis proposal because, as an English major, she had to write a thesis proposal in English. So she studied late into the night, wondering if she would one day be able to speak English well and fluently.

Feeling difficult was the emotion this student felt at the pre-writing stage when she had to decide on a title due to her lack of experience in writing a proposal. It was as if she had difficulty speaking English fluently and well. During the writing phase, the student was required to write chapters one through three of the proposal. In chapter one, the student had to identify the research gaps in the research background. At this stage, this student felt that the research area they were writing about was not appropriate.

However, in the post-writing stage, she ultimately felt satisfied with her efforts to successfully complete a proposal that was ready for the proposal seminar. During writing the thesis proposal, she faced difficulties in learning vocabulary, grammar, and pronouns in English.

B. Discussion

This section presents the findings of the data collected, which were used to answer the research questions. The research questions are as follows: How do the pictures represent the students' emotional experiences during thesis proposal writing? And what difficulties do the students face during thesis proposal writing?

The findings of this study indicated that students experience a range of emotional responses and encounter various difficulties during the thesis proposal writing process.

1. The Students' Emotional Experiences During Writing Thesis Proposal

The results indicated that students experienced a range of emotions during the thesis proposal writing process. These emotions appear at each stage of the thesis proposal writing process, which has been divided into three stages.

a. Pre-writing Stage

At this stage, students prepare the necessary materials for the writing process. They gather information, read relevant literature, and develop an outline of their thesis proposal. This process also involves the selection of an appropriate topic and the formulation of clear research questions. Moreover, students consult with their supervisors to obtain feedback and suggestions regarding the topic and structure of the proposal. This stage of the process allows students to experience a range of emotions, including positive and negative emotions.

Based on the findings, almost all students felt confused and experienced difficulties at this stage. They were confused in determining the appropriate title, theory, or method due to limited experience and knowledge about proposal writing. This was illustrated by Student 1, who felt confused and experienced difficulty in determining the research title. This was supported by Kristanto et al. (2014), who stated that confusion was one of the causes of the length of time required by students to prepare thesis proposals due to confusion in determining research topics. In the process of choosing a title that was in line with their abilities, students often felt anxiety that arose from the assumption that they felt incapable and worried that they would experience failure in preparing a thesis proposal, which had an impact on their self-confidence or caused doubt in preparing a thesis proposal.

b. While-writing Stage

Subsequently, students begin writing the first draft of their thesis proposal. During this process, students develop the ideas planned in the previous stage, writing paragraph by paragraph, often undergoing revisions and adjustments to ensure that their writing meets academic standards.

At this stage, almost all students experienced negative emotions such as anxiety, frustration, fear, and fatigue. Chaplin in Kristanto et al. (2014) explained that anxiety is an unpleasant emotional state in response to a threat from an object that is not yet clear. This was felt by Student 2,

who stated that she became anxious while writing the background of the research and worried that her writing was not good enough. This anxiety also reflected the fear and worry she felt. Based on Masruroh (2020), anxiety in writing a thesis was often caused by ignorance in determining ideas and research plans. Students felt this due to a lack of knowledge and experience in writing a thesis proposal.

c. Post-writing Stage

At this final stage, after completing the initial draft, students engage in the proofreading process to correct writing errors and ensure the completeness of the structure and content in order to improve the final quality of the thesis proposal, allowing students to proceed to the proposal seminar stage.

After students had often experienced negative emotions, at that stage, all students experienced pleasant feelings. Those who initially felt difficulty, anxiety, fear, and doubt then looked proud, satisfied, and happy because they had successfully completed the thesis proposal. As expressed by Student 6, initially she felt difficulty in writing the proposal. However, she realized that with her own efforts, she managed to complete it and felt her own satisfaction. Wach (2019) also observed that positive emotions, such as pride and satisfaction, were frequently experienced by students and could assist them in persisting in writing tasks. With these positive feelings, students could enhance their motivation and confidence to complete the next stages of the thesis. In

accordance with the findings of Amin et al. (2023), it was concluded that positive emotions facilitated rational thinking and increased motivation, while negative emotions had the opposite effect.

2. The Students' Difficulties During Writing Thesis Proposal

The researcher identified several difficulties encountered by the participants during the process of writing a thesis proposal, based on the findings obtained from each stage of this study.

a. Determine The Research Title

Many participants encountered challenges in determining a research title due to the challenge of identifying a topic that is both specific and relevant to the field of study. This difficulty was reflected in the statements of Student 5, who indicated that he had encountered difficulties in determining the title and had changed the title on multiple occasions. As observed by Hasanah (2018), students' lack of comprehension of a new subject will constrain their creativity in generating ideas, resulting in the proposed title being too familiar to the selectors and less engaging. This is consistent with the findings of Zuriati (2017), who observed that many students reported difficulties in writing proposal, particularly in identifying a suitable topic for their proposal, particularly when market-related. When students select a market topic, their proposal title is frequently rejected, resulting in a new title change.

b. Find Relevant Theory

Some participants during proposal writing indicated that they encountered difficulties in identifying theories that were relevant to the research title. As stated by Kurniati et al. (2010), theories that are appropriate to the title or research problem are required to meet the standards of scientific writing. In line with the findings of Siregar (2014), which indicate that the use of irrelevant theories can result in suboptimal research outcomes. The lack of appropriate theory inevitably necessitates a considerable investment of time and resources in the form of extensive reading, encompassing articles, journals, books, and other relevant literature in order to identify and select an appropriate theory.

c. Lack of English Ability Includes Grammatical Problems, Vocabulary, and Others

One of the many problems faced by students is as described by Wahyuningsih (2018). Students majoring in English Education are required to write research proposal in English, which presents a challenge for the student because writing is not their native language. As mentioned by Student 6, she found it difficult to recall vocabulary, master grammatical rules, and understand pronoun usage in English. Wahyuningsih (2018) additionally noted that the process of transforming ideas into English sentences often requires the use of correct grammar and difficult vocabulary choices when writing research proposal.

d. Find The Appropriate References

As Hasanah (2018) observed, students frequently encounter difficulties in identifying references that are suitable for the subject matter under study. Student 4 indicated that she encountered difficulty identifying appropriate references to assist in the writing of her proposal and was uncertain about the right sources to look for. Although the campus provides library facilities, as stated by Hasanah (2018), not all resources needed and desired by students can be accessed easily. These include books, international journals, as well as files and other supporting documents.

e. Lack of Confidence in Writing Thesis Proposal

Obtaining a title could lead to feelings of doubt among students about their ability to start writing or about the quality of their writing, which could have an impact on the thesis proposal writing process. Wibowo (2017) stated that lack of motivation, laziness, and confidence in students would affect the process of completing a thesis proposal. This was also supported by a statement from student 5, who expressed feelings of hesitation and anxiety when starting to write and when the resulting writing was not appropriate, as it was his first experience writing a thesis. As stated by Sara Mardiyansah (2018), students who had high self-confidence in learning English, especially in writing skills, tended to achieve better results in writing than students who had low self-

confidence. It could thus be concluded that students with low self-confidence were likely to achieve low results in writing.