EFL STUDENTS' EMOTIONS DURING THESIS WRITING

THESIS

Submitted in Partial Fulfillment

of the Requirement for Gaining the Degree

of Bachelor of English Language Education

WALISONGO

By:

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ii

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ADVISOR NOTE

To

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Assalamu'alaikum Wr. Wb.

I inform that I have given guidance, briefing, and correction to whatever extent of the following thesis identification:

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Wassalamu'alaikum Wr. Wb.

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iii

ABSTRACT

Title   : EFL Students' Emotions During Thesis Writing.

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For final semester students, the thesis writing period is a challenging time. It takes mental strength, and physical because there can be many stages to go through. In the final stage, students can present the results of their research in front of the examining lecturer. This process is often feared by students. The reason is, students can be asked using various questions from examiners about the research. So it is not strange that students feel daunted and afraid. So that not a few students experience mental health problems during the thesis making process. This study aims to explore the emotional experiences of final year EFL students during the process of working on a thesis. The method used in this study was to use narrative inquiry. The research data obtained from the results of virtual interviews were analyzed using an emotional geography framework by Hargreaves. The

results showed that while working on the thesis, final year students experienced emotional challenges. That during the thesis work process, students experience emotional challenges that they feel anxious, agitated, stressed, confused, angry, and disappointed. This finding is expected to be able to provide information related to the emotional condition felt by final year students. In addition, it is an evaluation material so that in the future both students and the campus community are able to collaborate in the process of completing the final project to final year students. And able to provide information related to emotional geography experienced by EFL students, especially final year students.

MOTTO

"Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya."

Al-Baqarah ayat 286

"Jauhilah hal-hal yang menyakitimu."

Umar bin Khattab

"jangan terlalu dikejar,karena apa yang menjadi milikmu akan mencari jalannya untuk menemukanmu."

Ali bin Abi Thalib

"Selalu berfikir positif."

DEDICATION

I dedicate this thesis to my supervisor, guardian lecturer, lecturers in English education, and all those who have helped the author to finish this thesis, especially to my beloved mother (Ibu negara), father who has passed away (Dad, this is for you), brother - brother, and friends who have accompanied me until now.

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Finally, the writer realizes that this thesis is still not perfect. That way, the writer is happy to accept criticism and suggestions to make it better. The writer also hopes that this thesis can be useful for future readers.

Semarang, 22 September 2022
The writer,

Catur Krisna Nur
1803046010

x

TABLE OF CONTENT

CHAPTER I
INTRODUCTION

A. Background of the Research

Developing the education and writing skills of Indonesian university students is an urgent task to realize the spirit of a World Class University (WCU), which is the future hope of all Indonesian universities. A student as a registered intern and college student is usually between the ages of 18 and her 24. Students enter adulthood and at this stage students are responsible for their own developmental stage (Yabu, dkk, 2013, 1).

Based on Santrock (2002, 74) in Desiana Nur Hidayah (2012, 63) the developmental tasks that students complete are common decisions about careers, values, family, situations, and lifestyles that are met. Challenges in student development are due to changes that occur in several functional aspects of the individual: physical, psychological and social. The more educated you are, the more responsibility you have to take on. One of the requirements of the student's responsibility is to complete the degree on

time by completing the thesis. The Ministry of Research, Technology and Higher Education (RISTEKDIKTI) issue a new policy in 2015 that dissertation writing not be a requirement for completion of undergraduate (S1) courses. To limit the possibility of cheating in the final project.

A complete thesis or dissertation is a critical and important point achieved through continuous concentration (Blair, 2016, 1). Students majoring in English must, of course, write their dissertation in English. Writing a paper in English is a difficult task, especially for authors whose second language is English (Paltridge & Starfield, 2007, 44). Writing a dissertation in English is a compulsory task for students majoring in English in both English Pedagogy and English Literature.

Thesis is the most difficult process for final-year students. Students need physical strength, mental strength, and financial strength to complete their thesis. Also, there are many steps to go through. It starts by finding titles and topics, suggests seminar exams, collects data, analyzes data and draws conclusions. In the final stage, students present their

research results to the exam tutor. This process is often feared by students. The reason for this is that students are asked different questions than the Eocene test on research. So it's no surprise that students are intimidated and intimidated. A significant number of students have mental problems during their thesis.

Perceived difficulties included an iterative revision process, difficulty obtaining certificates, length of supervisor response after completion of the thesis, limited research time, and busy and hard-to-find supervisors. (Maritapiska 2003, in Wulandari, 2012). From a scientific point of view, a student beginning to work on a thesis should pay attention to the choice of research topic, realistic current plans, and know what has to do with writing a scientific paper. students cannot finish their studies on time. In this case, the thesis supervisor plays a very important role in preparing the final report for the student. Quite a few high school graduates have problems with their bosses. This indicates that the appearance of the mentor has a great influence on the degree of completion of the student's script.

Of course, all students are familiar with the names of research journals. Using research journals as references is important in dissertation work as it helps students to conduct their research. When writing a paper, the references serve as a benchmark for starting research. Some scientific journals are now published in electronic format. According to Lancaster, e-journals are journals that are available in electronic media. Journals are generally available in electronic form through databases hosted online.

In fact, students have trouble finding references. Finding the desired journal takes time. Some academic advisors often require students to use journals with specific rules. This includes English compulsory journals and minimum certain ranked journals. A previous study focused on the emotions experienced by Indonesian students abroad during the COVID-19 pandemic (Johanes, Martin & Yenny, 2020) and found that the emotional experiences differ when dealing with the Covid-19 pandemic (Suprihatin, dkk, 2020).

There is not much research on student emotions, much less in the context of Indonesian

students working on papers. This is why researchers are conducting research to examine how efl students deal with emotional challenges in the process of working on their thesis. There is also limited research that has focused on feelings of the purpose of this study is to determine the emotional experience of senior students as they immerse themselves in the process of writing a paper.

B. **Question of the Research**

1. What emotional experiences do final year students feel during the process of working on a thesis?

2. What emotional challenges do final year students feel and how do final year students overcome emotional challenges during the thesis process?

C. **Objectives of the Research**

1. To explain the emotional experiences do final year students feel during the process of working on a thesis.

2. To explain the final year students overcome emotional challenges during the thesis process.

D. Scope and Limitation

This research focuses on Efl Students' Emotions During Thesis Writing. Then this research is limited by several things. First, the study focuses on the emotional experiences felt by final year students. Second, this study focuses on how final year students during their thesis work overcome the emotional challenges felt.

CHAPTER II
RELATED OF LITERATURE REVIEW

A. Previous Research

Johanes Leonardi Taloko, dkk, (2020) conducted research entitled **"Emotional Geographies Experienced by an Indonesian Doctoral Student Pursuing her PhD in New Zealand during the COVID-19 Pandemic."** This study aims to examine the emotional experiences of international students enrolled in PhD programs as the COVID-19 pandemic hits New Zealand. The results of this study demonstrate that during a doctoral study impacted by COVID-19, participants experienced a range of emotions triggered by physical, sociocultural, moral, occupational, and political factors, as well as all of these. It shows that you have experienced how to overcome the feelings of A parallel to the research conducted is the use of Hargieves' emotional geography. There are differences between previous studies and Sekaran. Previous studies have used international students, but I wanted to use EFL students.

Suprihatin, dkk, (2020) conducted research entitled **"The Emotional Geography of International Students in Online Bahasa Indonesia Learning during the COVID-19 Pandemic."** This study aims to examine the emotional experiences of international students learning Indonesian for Foreigners (BIPA) online during the COVID-19 period. The results show that learning Indonesian online affects the emotional geography of international students. International students experienced positive emotions such as intimacy, security, happiness, seriousness and success. However, they also experienced negative emotions such as confusion, fear and shock while learning Indonesian online. This shows that international students need to have and maintain a positive feeling in order to be successful in learning Indonesian online.

Yongcan Liu (2016) conducted **"The emotional geographies of language teaching."** This article reports an in-depth narrative case study on the emotional experiences of immigrant ESL teachers in the UK educational professional community. The data

comes from her 3-month "emotion diary" and her 6 interviews while the teacher was teaching a preschool English program at a university in the UK. Using five stories recounting her experiences in different emotional areas, this paper explores how teachers understand and misunderstand different aspects of schooling and how they express different positive and negative emotions. To survive, she also had to use a wide range of strategies to manage her emotions.This study highlights the need to understand each other's work emotionally. This impacts both teachers and administrators. The parallels in this study are similar to those that used Andy Hargreaves' Emotional Geography to analyze the research findings. The difference is whether this research targets teachers or final-year students.

Andy Hargreaves (2000) conducted **"Mixed emotions: teachers' perceptions of their interactions with students."** This paper describes the conceptual framework, methodology and some outcomes of the project on Educational Sentiment and Educational Change. Introduces the concepts of emotional intelligence, how emotions work,

understanding emotions, and the geography of emotions. This paper uses interviews with her 53 teachers in 15 schools to explain the main differences between the emotional geographies of primary and secondary education. Elementary classes are characterized by physical and professional intimacy that creates greater emotional intensity. But under the conflicting conditions of forces in the classroom, where the intensity is sometimes negative. Secondary education is characterized by increasing professional and physical distancing, leading teachers to treat emotions as interventions in the classroom. This distance threatens a fundamental form of emotional understanding on which quality teaching and learning depend, the paper argues. A common denominator in this study is the use of emotion as the main theme of this study. The difference lies in the participants used. If this study uses teachers as participants.

Andy Hargreaves (2005) conducted **"Educational change takes ages: Life, career and generational factors in teachers' emotional responses to educational change."** This paper examines the relationship between teachers' emotions

and teachers' age and career stage based on the experience of educational reform. Based on an analysis of interviews with 50 Canadian elementary, middle, and high school teachers, we explored how teachers of different ages and career stages responded emotionally to changes in education, and how age- and occupation-related I am analyzing how I attribute reactions to my colleagues. A similarity to this study is the same theme: emotions. The differences lie in the participants used and the focus of the study.

Andy Hargreaves (2001) conducted **"Emotional Geographies of Teaching."** This paper introduces a new concept in education and the social sciences: the concept of emotional geography. Emotional geography describes the patterns of proximity and distance in human interactions that shape the emotions we experience regarding our relationships with ourselves, each other, and the world around us. This essay describes her five emotional geographies (sociocultural, moral, occupational, physical, and political) and their implications for teacher-parent interactions. A parallel of this study is the sentiment of geography as the

main focus of the study. The difference is that this study focuses on explanation and different participants.

B. Literature Review

1. Thesis writing

The graduation thesis is the final work of the student. Thesis Guide Education Teacher and Training Faculty UIN Walisongo states that the dissertation is the result of systematic and methodical independent research by a student under the guidance of a supervisor in order to be a prerequisite for the acquisition of an academic said to be research. His bachelor's degree according to established rules. Items used in dissertation research can be obtained through laboratories, libraries, or field research. The topic of the dissertation is compatible with the research programme.

Students majoring in Literature or English Language Education must write their thesis in English. In writing this thesis, students will either conduct field research or library research, which they will compile according to their field of study. This

work was written according to the guidelines of each university, but although the method of making this work is the same, there should be at least differences between each university. PhD students place great value on the ability to write a persuasive thesis. By participating in this process, students learn how to conduct research and how to present research results (Wang & Yang, 2012, 212).

Writing a dissertation is very closely related to writing. Of course, writing this paper should give the final result of an existing problem or phenomenon. Writing a thesis is not necessarily just about writing and communicating ideas and thoughts, but the text also needs to be a reference. Writing with his methods and research - research done in previous studies. There is also a supervisor who is writing this work. Of course, it is the responsibility of this supervisor to point out the appropriateness and correctness of the student writing this work, and the results of writing this work will be presented and their work will be tested, so the supervisor's The role of writing is very important. When students struggle with writing, tutors should

investigate what may be behind it (Shaw & Lawson, 2015, 200).

The dissertation stage is the most difficult process for final-year students. To write a thesis, students need physical strength, mental strength, and often financial strength. Also, there are many steps to go through. Starting with the determination of titles and themes, proposals for seminar exams, data collection, mock exams and comprehensive exams. In the final stage, students present their research results to the exam tutor. This process is often feared by students. The reason is that students are questioned with a variety of questions to test the validity of their research. Therefore, it is natural for students to feel anxiety and fear.

Emotions are part of education and organization more generally. Emotions limit the choices we face. It enables us to know, choose, judge and act on the values and preferences that guide us (Atley, 1991, 99).

2. Emotional geography

Emotions are part of education and organization more generally. Emotions limit the choices we face as humans. It enables us to know, choose, judge and act on the values and preferences that guide us (Oatley, 1991, 99). These feelings are reinforced by emotions and passions rather than completely impartial attitudes (Damasio, 1994, 100). Similarly, cognitive introspection can help us stay in the emotional bondage of others by choosing to think and comfort ourselves (Goleman, 1995, 200). In this case, it is explained that everything related to humans is called emotional training.

Negative emotions arise from dissatisfaction, anger, jealousy, frustration, and fear at demands from parents and surrounding environmental factors, and appear more frequently in other aspects during the thesis work process. It is important to involve the environment and create conditions that support graduate students. According to Denzin (1984, 137), emotional understanding is an intersubjective process that requires a person to sense the experiences of others and to feel them in order to compare them for

consistency. Of course, in the process of preparing a dissertation, every student goes through different experiences. Students and others are different from each other, starting with the title of the thesis, the research method, the supervisor, the feelings during the research process, the process of working on the thesis, and so on. Humans are social creatures by nature, so one way to create emotional understanding is through long-term intimate relationships with others.

Emotional problems arise because of the misunderstanding. Emotional fatigue is personal fatigue associated with personal feelings characterized by hopelessness and distress. Emotional exhaustion is the emotional exhaustion that occurs when pressure and exhaustion arise as a result of work characterized by depletion of emotional resources and lack of energy (Maslach and Jackson, 1981, 99-113).

Emotional fatigue occurs when a person works too hard. Emotional exhaustion experienced by an individual is characterized by depletion of emotional causes such as frustration, hopelessness, sadness, anguish, helplessness, and a tendency to

irritability. Maslach and Jackson (1981, 99-113) found that indicators of emotional fatigue were characterized by emotional disturbance, burden fatigue, morning fatigue, stress, frustration, feeling of having worked hard, and emotion. showed. What you already have is on the right side of the task. A study by Nabila and Sayekti (2021) found that IPB students experienced stress accompanied by physical symptoms such as fatigue and palpitations while writing their thesis. A similar study was conducted by her Dela (2019), who found that senior theses students were stressed while working on their thesis. Stress can come from depression and pressure, but also from conflict, when writing a graduation thesis. Looking at the illustration above, it seems that students who are writing their senior thesis are feeling the pressure.

According to Maslach and Jackson (1981, 99-113), features that influence emotional fatigue include physical, psychological, and social impairments. Physically, there are disturbances such as dizziness, upset stomach, weakness, loss of appetite, muscle tension, and insomnia. Low mental confidence, nervousness, frustration, despair. Socially, it is

characterized by the presence of ineffective communication and lack of care. Research on emotional fatigue is important. This study aims to explain how the dynamics of emotional fatigue affect students working on papers.

Masrach, dkk. (2001, 397-442) divide the dimensions of emotional fatigue into her three parts: physical, emotional and mental. The body is the image of the body that performs all work activities. Emotion is one of the dimensions that greatly influences human attitudes. Mental is defined as the dynamic roundness of a person's personality that is reflected in their attitudes and actions. In psychotherapy and psychiatry, the term mental is often used interchangeably with the word personality, to mean the whole element of the soul, including emotions, thoughts, attitudes, and emotions, which collectively define patterns of practice. Decide. Dealing with things that suppress emotions, joys, disappointments, etc.

The onset of this fatigue is due to the individual working hard, feeling helpless and feeling hopeless, which continuously forms a circle, creating

fatigue and discomfort which in turn leads to hypersensitivity. may increase potency. Leads to physical, emotional and mental exhaustion (Pines & Aronson, 1989, 397). People experience mental stress when they are tasked with too much work in a short period of time. Such a state leads to emotional exhaustion. Mental fatigue is not a symptom of work pressure, but a result of uncontrolled work pressure and a serious condition (Stanley, 2004). In other words, mental fatigue is a reaction to stressful working conditions. Referring to the results above, students are highly involved in the struggle to complete their papers. Emotional fatigue does not occur in students when we are confident that we can complete our papers well and meet expectations. Believing you can overcome the obstacles your students experience means controlling the pressures that arise.

Emotional understandings and misunderstandings in the classroom arise from what we call the school's emotional geography and human interaction. It consists of spatial patterns and experiences of proximity and distance in human

interactions and relationships that help create, structure, and color the emotions and feelings we experience. About our own and the world of others (Hargreaves, 2000, 7).

The concept of emotional geography helps identify support and threats to basic emotional bonds and school understanding that arise from forms of distance and closeness in interactions and relationships between people. Hargreaves showed that the geography of emotions has five important dimensions, including the physical/personal dimension, sociocultural dimension, moral dimension, occupational dimension, and political dimension. The five dimensions of are the basis for discussion in this study.

First, physical geography, which refers to the proximity or gap caused by the dimensions of space and time. Differences in space and time dimensions can lead to misunderstandings that require mutual understanding of emotions (Denzin, 1984, 1). Academic advisors are making it difficult for senior students to find magazines that meet their requirements and their academic advisors' wishes.

Moreover, misunderstandings of the dimensions of space and time lead to misunderstandings in many areas of life.

Second, moral geography refers to the kinships and/or gaps that arise because of differences in goals and desires to be achieved in professional practice. Third, sociocultural geography is related to proximity and/or inequality due to gender, race, ethnicity, language, and cultural differences. International students from different parts of the world have their own national characteristics, especially from a socio-cultural perspective. Each student has their own social habits for living in their new community.

Of course, this practice can create friction in interactions among international students themselves or with their academic advisors, faculty, or the surrounding community, leading to familiarity and gaps in social interaction due to varying emotional levels. Location, professional geography is associated with proximity and/or disparity due to differing understandings of the norms of professionalism and professional practice. Learning and teaching methods

are greatly influenced by differences in professional standards. This affects our understanding of standards of professionalism. Practices that are considered good in one country's education system may be considered unnatural, inappropriate, or even harmful in another. Finally, political geography is the proximity and/or disparity created by different understandings of power, the views of others in particular positions (Hargreaves, 2000, 2001a, 2001b, 2005).

3. Narrative Inquiry

This research explores individual lives by extracting personal experiential information and how those experiences are formed and interpreted according to context (Schreiber & Asner-Self, 2011, 200). Narrative research design was chosen to provide insights for understanding the world around us (Webster & Mertova, 2007, 356). Narrative research is about learning about an individual's experiences over time and discovering the choices and events that occur over the course of life, rather than mere facts and truths. Using your own life

experience as the subject of your research allows you to explore what happens in real life in front of the Source.

In narrative research, researchers play specific roles as both collaborators and participants (James, 2018, 35-40). From initiating an investigation to presenting the data in the form of an academic paper, the narrative researcher is an extension of the thinking and representatives of the research subject. Because of that role, narrative researchers must always be vigilant when it comes to interpreting and conveying the ideas of their participants. Narrative elitism is increasingly used as a research strategy for understanding human experience (Reissman, 2008, 14).

The study of stories is concerned with the meanings and experiences revealed in stories (Clandinin and Connelly, 2000, 20). In education, this method is closely related to the work of Mani Clandinin and Connelly (1995, 2000) on curriculum reform in Canada. Referring to Bruner's (1987) idea of `Narrative knowledge', they argue that `narrative education, first the study of experience as history,

and above all the study of experience as a way of thinking about experience" (Connelly and Clandinin 2006, 477).

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This study used a narrative research design to explore the lives of individuals, seeking information about participants' experiences and how those experiences occurred. In narrative research, researchers play a unique role as collaborators and participants. From data collection to data presentation, researchers act as a liaison between participants' ideas and representatives. With this responsibility, narrative researchers must exercise care and caution when analyzing and writing down interview results.

Narrative design involves the generation, analysis, and reporting of life experience narratives as data, as well as methods of perceiving participants' experiences, to become important sources of knowledge and understanding. Most importantly, it aims to explore the experience of the participants. The main focus of the narrative researcher is to discover the choices and events that occur over the course of a participant's life, not the

truth, but the learning that is relevant to the participants' experiences over time. Doing is part of the process of analyzing what happens to the narrative researcher so that it can be used to examine the life problems that students face as final-year students working on their thesis. From this point of view, the ontological and subjective nature of this framework favors the holistic and trying to understand meanings formed from personal experience.

B. Participant

The participants in this study were Anna and Yuan (a pseudonym). Both participants had just completed their graduation ceremonies for S1 degrees. Participant selection is based on the participant's willingness to convey the page during the paper. In addition, the degree of completion of a participant's dissertation is also a factor in the selection of participants for this research.

C. Research Intruments

A research tool is a tool or equipment used by a researcher to collect data that helps the

researcher achieve satisfactory results. In this case, the analysis uses interviews as a research tool. Interview for data collection.

An interview is a research tool for collecting data using multisensory methods such as verbal, nonverbal, oral, and listening. Participants were given a space to react and express what they felt. Because interviews are flexible, they also give researchers an opportunity to gather more information. The research results obtained will help develop research questions.

During the interview, both the interviewer and the interviewee discuss the man's experience or the experiences they have had from their respective perspectives. In this case, the interview is not only related to collecting data about life, but is part of life itself.According to Dyer 1995, interviews have a specific purpose and are mostly question-based. By asking the source some questions. The interviewer should ask questions and the source's answers should be clear and as detailed as possible. An interview is a naturally occurring situation. It is different from everyday conversation. In interviews, researchers are obliged to regulate and follow the rules of the game.

D. Data Collection Procedure

The tool used in this study was an interview. Survey data was collected through virtual interviews using Zoom and Whatsapp applications. Each participant used Zoom and Whatsapp. Based on the agreement between participants and researchers, the Zoom first took place on July 1, 2022 at 11:30 am with Anna and with Yuan at 4:00 pm. Then, in the following interviews on August 26 and 27, 2022, Anna used the WhatsApp application type messages, and Yuan on August 27 and August 30, 2022, typed via the Whatsapp application and use voice her messages. The purpose of the interview is to solicit information and enrich narrative data. The questions asked of the participants focused on their emotional experiences during the paper and how they felt in different aspects of their lives.

E. Data analysis techniques

After conducting an interview, the next step is to skip the interview results in narrative form for further analysis. According to Widodo (2014, 101-

109), research already available in the form of trans-skipping plays an important role in the analysis of speech. social field.

Data analysis was performed using a theoretical framework from the geography of emotions formulated by Hargreaves (2000, 2001a, 2001b, 2005). This theori consists of five interrelated emotions: physical geography, sociocultural geography, moral geography, occupational geography, and political geography.

The first step is to listen to recorded conversations between participants and researchers via the Zoom application and read the interview results on the WhatsApp application. Then, enter the interview results in the form of transcripts for easier analysis. The next step is to select the conversational data to interpret. This is a written form. During this phase, researchers did their best to ensure that the words they chose conveyed their emotional experiences in order to interpret the message that the participants wanted to convey.

The next step is to identify patterns that recur in the data. The identification of this pattern stems from the process of assigning codes to specific

words/phrases that form categories related to the theory of geography of emotions. By providing this code, you can easily find processes that group subjects that match your sentimental geography theory. The final step is to double check the data to ensure that the interpretation is correct.

CHAPTER IV
RESULTS AND DISCUSSION

Based on the results of interviews with speakers using emotional geography consisting of physical geography, sociocultural geography, moral geography, professional geography, and political gegraphy, the following is presented.

Table 1.1 Theory of Emotional Geography

Emotional Geography	Conceptual description
physical geography	Refers to the proximity or gap that occurs due to the dimensions of space and time. Differences in the dimensions of space and time have the potential to cause misunderstandings to the point of requiring an understanding of emotions between one another
Moral geography	refers to the kinships and/or gaps that arise because of differences in goals and desires to be achieved in professional practice.
sociocultural geography	Related to proximity and/or inequality due to gender, race, ethnicity, language, and cultural differences. International students from different parts of the world have their own national characteristics, especially from a socio-cultural perspective. Each

	student has their own social habits for living in their new community.
professional geography	Associated with proximity and/or disparity due to differing understandings of the norms of professionalism and professional practice.
political geography	The proximity and/or disparity created by different understandings of power, the views of others in particular positions

A. Finding

Physical geography: "still confused looking for journals in the data base."

The work must contain arguments from experts and the author of the work himself. The presence of an argument, not intended to be an expert. (1) provides a basis for the author/researcher to study the topic; (2) strengthens the researcher's reasoning and allows the writing of the paper to undermine the opinion element and increase the factual element; (Benestad, 2015, 20). Especially at this stage, students often find difficulties, especially when writing certificates. It is very important to follow the rules and write your bibliography correctly. Because if there is a problem with the name or the year, the font

may not be sanitized. Of course, this damages the referred authors and experts and indirectly leads to plagiarism (Bruton & Childers, 2016, 20).

Anna said that she had difficulty finding a journal for her thesis. She felt confused about how to find one that matched the title of the thesis he chose.

When you first look for a journal, you only know that you need a keyword. But still it's still too general because the keywords used are still wide, for example vocabulary and reflection, that's a bit of a difficulty again because it has to be specific again. Then start with a more specific one and thank God it's there even though it's still not that perfect. Confused, not confused either. The confusion is that you already know the keywords are just not appropriate because the general still hasn't searched for more specifics. (Anna, interview via Whatsapp, August 26, 2022)

Despite this, Anna was able to cope well with it. Because she is familiar with the data base to search. She said during lectures she was used to finding journals for lecture assignments.

But this is different from what Yuan felt. Yuan admitted that she had difficulty searching

because she was not familiar with the data base. She felt dizzy and at a loss as to what to do.

Which I feel like is dizzy. The first is because I didn't understand how to find a journal in the data base at first and gave up because I didn't find the journal.

Previously, it was not enough because I was also not a reader of journal articles, but when I started working on a thesis, I didn't want to have to be familiar with the database. (Yuan, interview via Whatsapp, August 27, 2022)

However, this was not a hindrance because Yuan solved it by asking friends or fellow boarding houses who were also working on the thesis to be asked for help explaining how to find journals in the data base.

Professional geography: "still confused by what the supervisor asked for."

A dissertation is the final project a college-level student must complete before earning a bachelor's degree. The task of writing a thesis is often seen as a difficult task for students and often poses certain problems. Many students did not graduate on time due to the obstacles they experienced.

Fear is one of the factors currently preventing students from writing papers. Students who experience anxiety may experience lower academic performance as memory is impaired and diminished when experiencing this anxiety (Minahan & Rappaport, 2013, 26). Increased anxiety can impede communication between supervisors and students in the supervision of dissertations (Huerta, Goodson, Beigi & Chlup, 2016, 20). Supervisor-student interaction in supervising thesis requires a communicative role that can influence cognitive, emotional, and behavioral patterns in students' thesis completion (DeVito, 2012, 20).

Both participants said that they were sometimes still confused about what the supervisor wanted during the guidance. Participants were too afraid to ask Back to be clear about what the supervisor was asking for. that's what Anna said over zoom.

Usually, if you run out of guidance (how many times) you feel confused about wanting to step up according to the dosbing. (Anna, interview via Zoom, July 01, 2022)

Anna felt confused and down when after the guidance because she didn't know what to do. This is one of the factors that Anna experienced being stuck when working on revisions from guidance. Anna has also done guidance without bringing the results of revisions from past guidance.

It was also revealed by Yuan. Yuan said through a Zoom meeting that he was difficult to do because of the busy schedule of the supervisor. it made her anxious and afraid that her thesis would be good or not, whether it was appropriate or not.

I'm an emotional person, it's easy to think about it. When eating, think about how the thesis continues. Often wonder if it's correct my thesis. Meanwhile, the supervisor is lacking in terms of guidance. So think and feel anxious whether it will be a boomerang when the hearing is later. (Yuan, interview via Zoom, July 01, 2022).

From Yuan's statement above it is understood that there is a feeling of worry and overthinking towards the thesis that is being worked on. She also felt worried during the hearing because she heard a lot of experience related to the hearing from friends who had already been before.

Sociocultural geography: "I am more comfortable offline guidance."

Both participants in this study were final year students who had worked on a thesis. But during the pandemic, it is certainly a barrier for them to work on their thesis, one of which is to do guidance. Although they are different batches, both Anna and Yuan are still in the pandemic period and the ethics of working on a thesis. When Anna was going to work on the thesis, she appeared. That's why Anna had to do the guidance online.

The difference is like I'm not satisfied, not quite right. Want to discuss guidance, yes, like a sigh. continue to be a lot of people yang guidance, while in love time in such a way. So it has to be fast. If you meet directly, you can chat more. (Anna, interview on Whatsapp, August 30, 2022)

The same was felt by Yuan. When the internship was over, Yuan decided to go directly back to the boarding house to do the guidance. Yuan feels that his supervisor should be met in person, not

online, to be more comfortable and free to ask questions.

If the guidance is convenient offline. My supervisor, if I didn't meet it directly, it felt like I was not directed enough. If I meet directly, I can freely ask about my thesis. But yes, the obstacle is that his mother is difficult to contact so you have to be patient if you want to ask for guidance. (Yuan, interview in whatsapp, August 30, 2022)

Moral geography: "feeling pressured to see around the already trial."

Herdiani (2012, 23) states that obstacles encountered in preparing the dissertation hampered the dissertation work process. Delay can have effects such as anxiety, stress, behavioral changes, and even depression. said it could happen. In this regard, dissertations are often seen as new to inexperienced students.

Excessive sources of stress (stressors) are threats (Rettob 2008, 60). This happens, for example, to a student who feels unable to complete his thesis. Sources of stress (stressors) can prevent students from completing their papers and cause students to finish their studies late. Interpersonal symptoms also

contribute to self-doubt in others (Astiko, 2013, 58). These symptoms manifest themselves in the form of unresolved papers and difficulties in data retrieval (Astiko, 2013, 59).

This was felt by Yuan. She admitted that he was stressed while working on the thesis. The emotions Yuan felt were mixed. She also felt anger, tiredness, and anxiety. Yuan also said that in addition to taking care of the thesis, she also did a side job, which was to teach private English. That's what makes his mind divided.

Emotions are really mixed when working on the thesis and what is certainly negative is all. Sometimes you like to get angry with yourself, your own dizziness, stress, anxiety too, and most often it's a feeling of envy when you see the other already at the trial and graduation. So always think about when you can design this thesis. As long as the guidance is more released and checked not in detail, so it is confused whether the thesis is correct or not. (Yuan, interview on Whatsapp, August 27, 2022)

These emotions are overcome by Yuan by doing hobbies or traveling. She thought that by Doing hobbies, she was able to for a moment forget the

thesis. But if you have seen the laptop then Yuan will remember the thesis.

The same was felt by Anna. Anna experienced ups and downs in emotions. She also felt anxious when she could get an autograph from the supervisor, when she could get a hearing. This was overcome by Anna by restoring her mood. Usually she would go for a walk or eat first so that she was in a good mood after which she was able to string together the words in the thesis. Anna is the type of student who works on the thesis (revision) approaching the next guidance.

As long as the guidance is anxious like when it's over (the hearing), when can it be able to sign it yes there is. How to overcome it, usually if you run out of guidance (how many times) feel confused about wanting to step up according to the supervisor. When the guidance has been given directions, it must be how but to write (thesis) again requires a good mood, assembled first to write again. So after the guidance I went first or ate first to raise my mood to be good, after that, I could write again. Usually working on the thesis is close to the next guidance. (Anna, interview on Zoom, July 01, 2022)

Anna also said that another way she overcomes to be more enthusiastic about working on the thesis is by forcing revisions by reading journals, asking the supervisor if you still can't solve the problem with the previous point, revising again, and participating in guidance every time it is held. At least join the guidance once a week.

Political geography: "direction from the supervisor."

Anna said that the supervisor helped her during the thesis work. The supervisor helps her confused about finding references, giving briefings when Anna is confused but not directly just giving clues. The role of the supervisor is expected to be able to reduce the problems that will be experienced by students in the thesis work process, but there are real conditions where the thesis supervisor is one of the problems for students in the process of working on their thesis.

Giving directions and helping problems such as references especially if there are references from some sites that are not data bases, it is better to just eliminate them. The supervisor also provides

solutions but by using clues so there is still effort from me not receiving so from the supervisor. (Anna, interview on Whatsapp, August 30, 2022)

This was also felt by Yuan. Although not as intense as Anna. Yuan therefore performs independently more often. Yuan asked a lot of friends who were in the thesis as well.

Therefore trying to ask the others who work on the thesis themselves. And you know, find a journal in the data base from friends. And it does get some. It's a bit less relatable but I still entered it in the thesis. (Yuan, interview in Whatsapp, August 27, 2022)

This made him confused and became carelessly looking for journals. She said that there are not many journals because there are not many who have done the same research. That's what made her confused and decided to look for a journal outside the data base.

1. **Analyzing data using Technique Triangulation Triangulation data**

The concept of Triangulation was developed by Denzin (1978, 60). Triangulation is widely used through the effort of combining or mixing different methods in research studies. In Action Research, the triangulation approach means a lot. If we draw the meaning of the Action Research paradigm implied a significant relationship with the demands of the use of Triangulation, it turns out that the use of Triangulation provides leeway/flexibility to strengthen its use in the field.

In this research, researchers used several techniques in data collection. The techniques that will be tasted are documentation and interview. Based on this method, the researcher tried to find the use of the triangulation method.

In the documentation that researchers found, according to Andy Hargreaves (2000) with the title "Mixed emotions: teachers' perceptions of their interactions with students." This study introduced the concept of emotional intelligence, how that emotional

works, understanding emotional, and emotional geography. Basic teaching is characterized by a physical and professional closeness that creates greater emotional intensity. But ambivalently with the condition of class strength, where intensity is sometimes negative. Secondary teaching is characterized by greater professionalism and physical distancing makes teachers treat emotions as a distraction in the classroom. This distance, the paper argues, threatens the basic form of emotional understanding on which high-quality teaching and learning depend.

Andy Hargreaves (2001a) conducted "Emotional Geographies of Teaching." This paper introduces a new concept in education and the social sciences: the concept of emotional geography. Emotional geography describes the patterns of proximity and distance in human interactions that shape the emotions we experience regarding our relationships with ourselves, each other, and the world around us. This essay describes her five emotional geographies (sociocultural, moral,

occupational, physical, and political) and their implications for teacher-parent interactions.

Andy Hargreaves (2001b) entitled The emotional geographies of teachers' relations with colleagues' explains that the emotional dynamics of teachers' relations with their colleagues by using the concept and theoretical framework of emotional geographies: one that is original to social science as well as educational research. The analysis is based on responses to interviews with 53 Canadian elementary and secondary teachers that included teachers' descriptions about critical incidents of an emotionally positive and negative nature involving their colleagues. A major finding is that when teachers work together, they value appreciation and acknowledgement as well as personal support and acceptance, but tend to avoid disagreement and conflict, whether they regard themselves as close friends or as more distant colleagues. It is argued that this significantly impedes the opportunities for improvement.

Andy Hargreaves (2005) entitled "Educational change takes ages: Life, career and

generational factors in teachers' emotional responses to educational change." This paper examines the relationship between teachers' emotions and teachers' age and career stage based on the experience of educational reform. Based on an analysis of interviews with 50 Canadian elementary, middle, and high school teachers, we explored how teachers of different ages and career stages responded emotionally to changes in education, and how age- and occupation-related I am analyzing how I attribute reactions to my colleagues.

In addition to Andy Hargreaves, there is also Yongcan Liu (2016) with the title "The emotional geographies of language teaching." This article reports an in-depth narrative case study on the emotional experiences of immigrant ESL teachers in the UK educational professional community. The data comes from her 3-month "emotion diary" and her 6 interviews while the teacher was teaching a preschool English program at a university in the UK. Using five stories recounting her experiences in different emotional areas, this paper explores how teachers understand and misunderstand different aspects of

schooling and how they express different positive and negative emotions. To survive, she also had to use a wide range of strategies to manage her emotions. This study highlights the need to understand each other's work emotionally. This impacts both teachers and administrators.

Not only participants from teachers / education staff, there is also emotional geography research with student participants, namely from research from Johanes Leonardi Taloko, et al (2020) with the title "Emotional Geographies Experienced by an Indonesian Doctoral Student Pursuing her PhD in New Zealand during the COVID-19 Pandemic." This study aims to examine the emotional experiences of international students enrolled in PhD programs as the COVID-19 pandemic hits New Zealand. The results of this study demonstrate that during a doctoral study impacted by COVID-19, participants experienced a range of emotions triggered by physical, sociocultural, moral, occupational, and political factors, as well as all of these. It shows that you have experienced how to overcome the feelings of A

parallel to the research conducted is the use of Hargreaves emotional geography.

In addition, Gatut, et al, (2020) conducted research entitled "The Emotional Geography of International Students in Online Indonesian Learning during the COVID-19 Pandemic." This study aims to examine the emotional experiences of international students learning Indonesian for Foreigners (BIPA) online during the COVID-19 period. The results show that learning Indonesian online affects the emotional geography of international students. International students experienced positive emotions such as intimacy, security, happiness, seriousness and success. However, they also experienced negative emotions such as confusion, fear and shock while learning Indonesian online. This shows that international students need to have and maintain a positive feeling in order to be successful in learning Indonesian online.

Suprihatin, et al, (2020) with the title "Exploring the Emotions of Single International Students in Hong Kong Facing the COVID-19 Pandemic This narrative study aims to explore the emotional experiences of

international students in Hong Kong during the COVID-19 pandemic. Data in this study were garnered from the results of interviews with two single female students who were completing their doctoral studies at a public university in Hong Kong. We analyzed the interview data thematically with the Hargreaves's emotional geography framework (2001a, 2001b). Findings showed that the COVID-19 pandemic affected the emotional experience of international students in terms of the dissertation guidance process, psychological mental state, relationships with family, finance, and spirituality. This - 92 - empirical evidence may provide new insight into the role of emotionality in the completion of postgraduate studies during uncertain and worrying pandemic.

In interviews that have been conducted it was found that the data of this study is the result of interviews from participants of Efl Students' Emotions During Thesis Writing, it was found that the final year students experienced emotional challenges during thesis work. The participants told

stories during the interview about their experiences while working on the thesis.

During the interview, Anna said that she was quite familiar with the process of searching for journals in the data base. Because before when she was in college, she was used to journals and data bases. However, when the process started looking for titles, Anna struggled a bit because it had to be more specific not just in general. The different thing was felt by Yuan. She is not familiar in searching for journals in the data base. This is what makes feel difficult, but from the participants were able to cope well. Yuan said that many parties helped her in the process of working on the thesis. She also asked the friends who were working on the thesis.

When guidance is also they have many concerns including fear of not understanding what the supervisor is asking for. In addition, the participants felt whether the thesis was good, it was not in accordance with what the supervisor wanted. In addition, it is also difficult to see the supervisor because of busyness. This made the participants confused and afraid during the trial later.

Both participants agreed to choose to do offline guidance because they felt comfortable offline guidance made the participants free to ask questions regarding the thesis. If you go online, you feel less satisfied and less free to ask questions.

Both participants admitted that they were stressed when working on the thesis. When seeing that the friend has already had a trial, there is envy and asking when it can be heard. They experience unstable emotions. Feeling anxious when to get a signature as a condition of the hearing. The participants overcome this by doing hobbies, eating good food, or going out for a walk, Anna said that one of the tricks during the thesis work is to force yourself to work on the thesis / revision.

Both participants agreed that the role of the supervisor is very important, especially in the process of finding journals or references. The participants received information and clues to help them in working on the thesis. So the participants did not immediately get it but had to look for the clues that had been given by the supervisor. Even so, the participants told me that they had a little difficulty because the method they used was not much of a

journal or book that discussed it. So you have to really look for it and be careful in order to find it.

Based on the explanation of the documentation and interviews above, it can be concluded that there is a correlation between the documentation and the interviews that have been carried out. The participants had similarities in the emotional experiences felt after the interview results were grouped based on the theory of Andy Hargreaves.

It's just that on the other hand, the researcher also found some differences in the concepts used. As in the research conducted by Andy Hargreaves in 2000, 2001, 2005 conducted research with teachers as participants. Although it has different research objectives, in Andy Hargreaves' research, the same participants were used in each study.

In 2000, Andy Hargreaves conducted research on emotional geography. In this study, the concepts of emotional intelligence, emotional work, and emotional understanding were introduced.

In Andy Hargreaves research in 2001, Andy Hargreaves conducted research on the emotional geography of the relationship between teachers and colleagues with teachers as participants. In the study, there were findings that when teachers work together, they value an award and an appreciation and personal acceptance, but avoid conflict. They think they have a close friend relationship or just a co-worker. In the same year, Andy Hargreaves conducted research on emotional geography by introducing a new concept of emotional geography into educational and social science research.

Then in 2005 Andy Hargreaves again conducted research on the emotions of teaching teachers related to the age and career path of teachers based on the experience of educational changes. The same was done by Yongcan Liu who researched about the emotional experiences of immigrant teachers who taught second Languages.

But in theresearch conducted by Johanes, et al. has something in common, namely in the participant. Johanes researched Indonesian students studying abroad during the COVID-19 pandemic.

Likewise, research conducted by Suprihatin, et al. By conducting research related to the emotional experiences of single international students in Hong Kong in the face of the covid-19 pandemic. The same was done by Gatut, et al. Also conducting research on the emotional experiences experienced by international students in learning Indonesian online during the COVID-19 pandemic.

From the description above, it can be seen that there are differences in each study conducted by the previous research, namely from the selection of participants. And for the research that John, et al. did. Gatut, et al. and Suprihatin, et al have similarities, namely emotional geography and students. But what is different is only in participants where they use overseas students / Indonesian students who are studying abroad.

B. Discussion

The data of this study is the result of interviews from participants of Efl Students' Emotions During Thesis Writing, it was found that final year students experienced emotional challenges during thesis work. The participants told stories

during the interview about their experiences while working on the thesis.

During the interview, Anna said that she was quite familiar with the process of searching for journals in the data base. Because before when she was in college, she was used to journals and data bases. However, when the process started looking for titles, Anna struggled a bit because it had to be more specific not just in general. The different thing was felt by Yuan. She is not familiar in searching for journals in the data base. This is what makes feel difficult, but from the participants were able to cope well. Yuan said that many parties helped her in the process of working on the thesis. She also asked the friends who were working onthe thesis.

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Both participants admitted that they were stressed when working on the thesis. When seeing that the friend has already had a trial, there is envy and asking when it can be heard. They experience unstable emotions. Feeling anxious when to get a signature as a condition of the hearing. The participants overcome this by doing hobbies, eating good food, or going out for a walk, Anna said that one of the tricks during the thesis work is to force yourself to work on the thesis / revision.

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journal or book that discussed it. So you have to really look for it and be careful in order to find it.

CHAPTER V
CONCLUSION AND SUGGESTION

The conclusions of this study are presented in this chapter. Some conclusions are based on the results described in Chapter IV. In addition, the authors also offer some suggestions for guidance in doing further research on the same topic.

A. Conclusion

This study aimed to determine the experience of graduate students in the process of writing a dissertation using the Hargreaves Emotional Geography Framework (2000, 2001a, 2001b, 2005). Based on the results of research conducted in this study titled "Efl Student Emotions While Writing Thesis," researchers can make the following assumptions:

Students experience emotional challenges during the dissertation work process that make them feel anxious, excited, stressed, confused, angry, and disappointed. This is caused by many factors, such as misunderstanding what the lecturer is saying, pressure from the environment, friends who have finished their papers, confusion about how to find journals, etc. I

was finding it difficult to find journals because I am not very familiar with.

Later, even during the dissertation process, participants saw the world, especially Indonesia, facing the novel coronavirus pandemic with many deaths. Therefore, the campus encouraged people to work from home. However, for graduates, offline instruction can be provided by adhering to existing Government Covid Pandemic Health Protocol rules. Participants who chose offline thesis consultation chose offline consultation because they felt that it was difficult to get online consultation about their thesis. The offline guide allows you to ask questions freely.

However, the participants successfully coped with the emotional challenge factor. They are trying to find a way to find the diary. When participants feel tired or full, they refresh themselves by enjoying their hobbies, eating their favorite foods, or going on trips to relieve stress. Participants also ask friends and seniors about the paper. Strategize to complete your dissertation in a timely manner.

Support from parents, friends, caregivers, and campus also influenced participants. The supervisor gives the instructions, but it uses hints, so instead of

getting what they want right away, participants have to look for hints that the supervisor also provides. All that the participants did to deal with these emotional challenges was that they had good emotional intelligence because they were able to overcome their distress by responding appropriately and appropriately. (Extremera, 2020, 20).

B. Suggestion

Because this study focuses on final year students, there are not many journals, articles, or books that discuss the emotional challenges students. Researchers therefore want more research on emotional challenges in final-year students to complement the sources of research data related to emotional challenges. We hope to further explore the issue of emotional geography research by learning more about the emotional challenges that everyone faces and how to deal with them. It should be able to provide academic and non-academic information and insights for students in grades.

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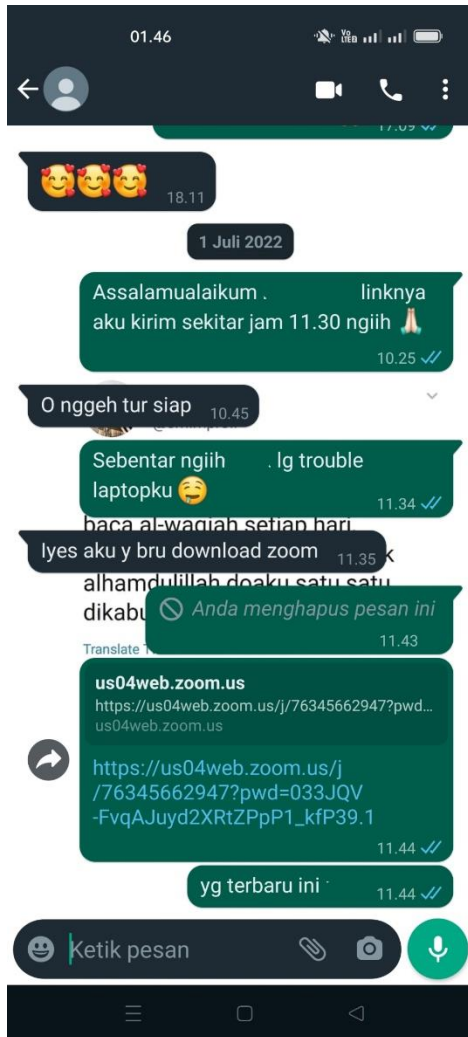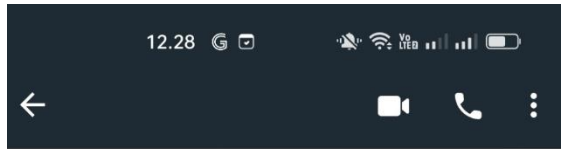
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DOCUMENTATION

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1 Juli 2022

Assalamualaikum . linknya
aku kirim sekitar jam 11.30 ngiih 🙏
10.25 ✓✓

O nggeh tur siap 10.45

Sebentar ngiih . lg trouble
laptopku 😅
11.34 ✓✓

baca al-waqiah setiap hari
Iyes aku y bru download zoom 11.35
alhamdulillah doaku satu satu
dikabu
🚫 *Anda menghapus pesan ini*
11.43

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Ketik pesan

1 Juli 2022

linknya aku kasih pas jam setengah 4 gpp? Atau mau sekarang ajj? 12.15 ✓✓

Set 4 gapapa tur 12.17

Okayyy 12.17 ✓✓

Wait 15.32 ✓✓

怡然
@srhimproll

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