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SKRIPSI

**A NARRATIVE INQUIRY STUDY OF AN EFL PRE-SERVICE
TEACHER WITH EMOTIONAL DYSREGULATION:
STRUGGLES, STRATEGIES, AND ASPIRATIONS**

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UNIVERSITAS MUHAMMADIYAH SURABAYA
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TEACHER WITH EMOTIONAL DYSREGULATION:
STRUGGLES, STRATEGIES, AND ASPIRATION**

UNDERGRADUATE THESIS

**Presented for Partial Fulfillment of the Requirements for
an Undergraduate in the English Education Department
of Education, Communication, and Science Faculty**

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MUHAMMADIYAH UNIVERSITY OF SURABAYA
2026**

MOTTO DAN DEDICATION

Motto

"It always seems impossible until it's done."

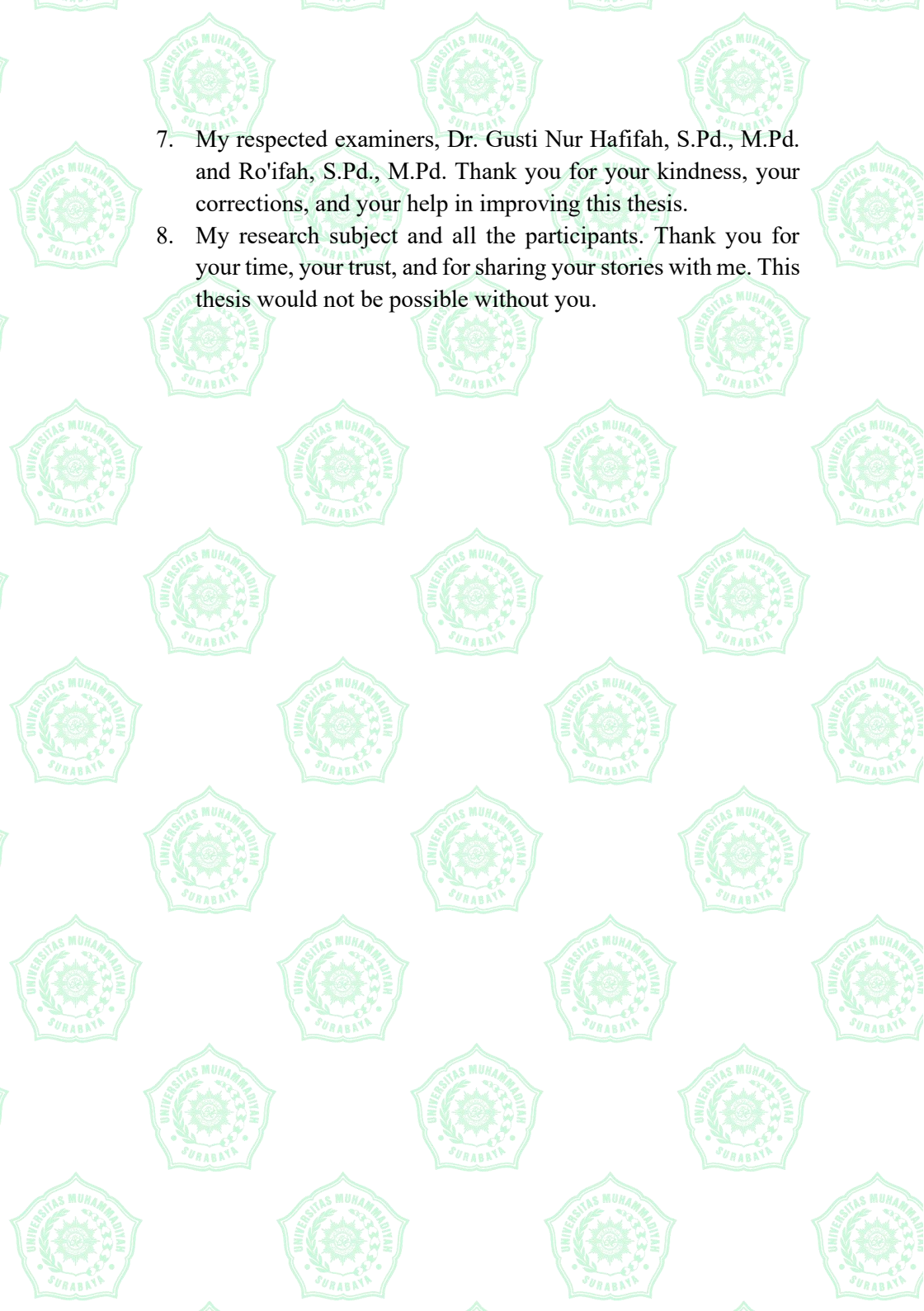
(Nelson Mandela)

"Man jadda wajada."

Dedication

With sincere gratitude to Allah SWT for His endless grace, I dedicate this thesis with love and deepest respect to:

1. My wonderful parents, Ahmad Sutiyono and Rika Testinorita. You are my everything. Thank you for your endless prayers, your love, and your sacrifices. I am here today because of your support, and I hope I make you proud.
2. Myself, I want to thank you for not giving up. Thank you for being strong, for crying but still moving forward, and for finishing this long journey.
3. The special person beside me now. Thank you for being there. Watching you fight for your own goals taught me how to be brave and fight hard on my own to finish this thesis.
4. Someone from my past, thank you for the memories we shared. Even though we are apart, you motivated me to work harder and push myself to be a better person every day.
5. All my classmates, thank you for the laughter, the sweet memories, and for surviving this university life together.
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- 
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LEMBAR PERSETUJUAN PEMBIMBING

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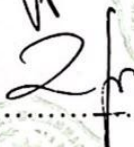
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PERNYATAAN TIDAK MELAKUKAN PLAGIASI

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Yang membuat pernyataan



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ABSTRACT

Regina Audi Yonrivania (20221111020). *A Narrative Inquiry Study of an EFL Pre-Service Teacher with Emotional Dysregulation: Struggles, Strategies, and Aspirations*. Thesis. English Education Department, Faculty of Education, Communication and Science, Universitas Muhammadiyah Surabaya. Supervisors: I. Jepri Ali Saiful, S.Pd., M.Pd., Ph.D., II. Dr. Waode Hamsia, S.Pd., M.Pd.

Professional preparation is a challenging emotional journey, especially for foreign language teachers in training. This study explores how an Indonesian EFL pre-service teacher with emotional dysregulation manages their emotions during university studies. Using a qualitative narrative inquiry approach, data were gathered through in-depth interviews, observations, and field notes. To ensure data validity, interviews were conducted with the participants' parents, three classmates, three lecturers, and historical psychological records. The findings reveal that the participant experiences severe emotional struggles caused by academic pressure, social evaluation, language anxiety, and unexpected rules. These challenges often lead to tantrums or passive behavior. For coping with these issues, the participant uses adaptive strategies such as cognitive reappraisal, digital device distractions, and spatial regulation by dividing their home into private recovery zones. Additionally, strong support from family and friends acts as a buffer against burnout. Despite these psychological barriers, the participant's future aspirations to become a unique English teacher, work abroad, or become a creative content creator serve as a powerful motivation to remain resilient. This study suggests that teacher training institutions should provide early emotional screening, inclusive curricula, and flexible career pathways for students with special emotional needs.

Keywords: *Emotion Regulation Strategies, Narrative Inquiry, Pre-Service Teacher.*

ABSTRAK

Regina Audi Yonrivania (20221111020). *A Narrative Inquiry Study of an EFL Pre-Service Teacher with Emotional Dysregulation: Struggles, Strategies, and Aspirations*. Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Pendidikan, Komunikasi dan Sains, Universitas Muhammadiyah Surabaya. Dosen Pembimbing: I. Jepri Ali Saiful, S.Pd., M.Pd., Ph.D., II. Dr. Waode Hamsia, S.Pd., M.Pd.

Persiapan profesional merupakan perjalanan emosional yang menantang, terutama bagi calon guru bahasa asing. Penelitian ini mengkaji bagaimana seorang calon guru bahasa Inggris sebagai bahasa asing (EFL) asal Indonesia yang mengalami gangguan regulasi emosi mengelola emosinya selama menempuh studi di perguruan tinggi. Dengan menggunakan pendekatan penyelidikan naratif kualitatif, data dikumpulkan melalui wawancara mendalam, observasi, dan catatan lapangan. Untuk memastikan validitas data, wawancara dilakukan dengan orang tua peserta, tiga teman sekelas, tiga dosen, serta catatan psikologis historis. Temuan menunjukkan bahwa peserta mengalami pergulatan emosional yang parah akibat tekanan akademik, penilaian sosial, kecemasan bahasa, dan aturan yang tidak terduga. Tantangan-tantangan ini sering kali memicu amukan atau perilaku pasif. Untuk mengatasi masalah-masalah ini, peserta menggunakan strategi adaptif seperti penilaian ulang kognitif, mengalihkan perhatian dengan perangkat digital, dan regulasi spasial dengan membagi rumahnya menjadi zona pemulihan pribadi. Selain itu, dukungan kuat dari keluarga dan teman berperan sebagai pelindung terhadap kelelahan. Meskipun menghadapi hambatan psikologis ini, aspirasi masa depan peserta untuk menjadi guru bahasa Inggris yang unik, bekerja di luar negeri, atau menjadi pembuat konten kreatif menjadi motivasi kuat untuk tetap teguh. Studi ini menyarankan agar lembaga pendidikan guru menyediakan skrining emosional dini, kurikulum inklusif, dan jalur karier yang fleksibel bagi mahasiswa dengan kebutuhan emosional khusus.

Kata Kunci: Calon Guru, Inkuiri Naratif, Strategi Regulasi Emosi.

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The researcher acknowledges that this thesis has limitations and shortcomings. Therefore, constructive feedback and suggestions are sincerely welcomed for further improvement. It is hoped that this work may offer useful insights for readers and serve as a helpful reference for future researchers interested in related topics.

Surabaya, April 28th, 2026

A handwritten signature in black ink, appearing to read 'Regina Audi Yonrivania', with a long horizontal stroke extending to the left.

Regina Audi Yonrivania

NIM.20221111020

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