

**NARRATIVE IN FOCUS: HOW EFL LEARNERS USE
PHOTOGRAPHS TO REPRESENT THEIR LANGUAGE
LEARNING JOURNEYS**

**By
SITI NAMIRATUL AZKIA**



**ANTASARI STATE ISLAMIC UNIVERSITY
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**NARRATIVE IN FOCUS: HOW EFL LEARNERS USE PHOTOGRAPHS TO
REPRESENT THEIR LANGUAGE LEARNING JOURNEYS**

Undergraduate Thesis

Presented to Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

By
Siti Namiratul Azkia
220101030799

**ANTASARI STATE ISLAMIC UNIVERSITY
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
BANJARMASIN
2026 AD / 1448 AH**

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I, the undersigned, Siti Namiratul Azkia, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, 29th June 2026

The writer,



Siti Namiratul Azkia

PLAGIARISM CERTIFICATE



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UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.ftk.iain-antasari.ac.id

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Nama : Siti Namiratul Azkia
NIM : 220101030799
Program : S-1
Program Studi : Tadris Bahasa Inggris

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Ketua Program Studi
Tadris Bahasa Inggris



Afifah Linda Sari

Melayani Lebih Baik, Lebih Baik Melayani

APPROVAL

Title : Narrative In Focus: How EFL Learners Use
Photographs to Represent Their Language Learning
Journeys

Name : Siti Namiratul Azkia

SRN : 220101030799

Faculty : Tarbiyah and Teacher Training

Program : Undergraduate Study (S-1)

Department : English Education Department

Academic Year : 2026

Place/Date of Birth : Tabalong, 26th February 2004

Address : Muara Uya District, Tabalong Regency, South Borneo

After being checked and revised, the thesis has been approved to be examined in front of the board of Examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Banjarmasin, 29th of June 2026
Advisor

Dr. Rahmila Murtiana, SS, MA
NIP. 197107302005012004

Acknowledged by
Head of English Language Education Study Program
Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin,




Anda Sari, M.Pd
NIP. 198711102015032004

VALIDATION

Title: Narrative In Focus: How EFL Learners Use Photographs to Represent Their Language Learning Journeys Name Siti Namiratul Azkia SRN 220101030799 has been examined by the board of thesis examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Day : Wednesday
Date : 8th July 2026
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Dean Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin



Dr. H. Hamdan, M.Pd
NIP. 196604051993031005

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No.	Name	Signature
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ABSTRACT

Siti Namiratul Azkia. 220101030799. Narrative In Focus: How EFL Learners Use Photographs to Represent Their Language Learning Journeys. Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Dr. Rahmila Murtiana, MA. 2026.

Keywords: EFL Learners, Photograph, Language Learning Journey.

English as a Foreign Language (EFL) learning in Indonesia is generally assessed through formal academic outcomes. However, students' reflective and emotional experiences during their learning process are often ignored. This study aims to examine how photographs depict EFL learners' experiences in improving their English proficiency, as well as to identify the challenges they face throughout the language learning process. This study employs a qualitative approach using the Photovoice method, involving five students from the Department of English Language Education at UIN Antasari Banjarmasin. Data were collected through photo-elicitation and interviews. The results reveal two main findings. First, the participants' improvement in English proficiency occurred through three complementary learning pathways: formal, non-formal, and informal. Second, there were four main challenges the participants faced in developing their speaking skills: a lack of speaking partners, limited vocabulary, low self-confidence, and a fear of making grammatical mistakes. These challenges are multidimensional and interrelated, involving social, linguistic, and psychological factors simultaneously. Overall, this study confirms that the EFL learning journey is a complex, reflective, and learner-centered process, shaped by the accumulation of experiences across learning pathways.

ABSTRAK

Siti Namiratul Azkia. 220101030799. *Narrative In Focus: How EFL Learners Use Photographs to Represent Their Language Learning Journeys*. Skripsi. Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Dr. Rahmila Murtiana, MA. 2026.

Kata kunci: Pelajar Bahasa Inggris, Foto, Perjalanan Belajar Bahasa Inggris.

Pembelajaran bahasa Inggris sebagai bahasa asing (EFL) di Indonesia umumnya diukur melalui hasil akademis formal. Padahal, pengalaman reflektif dan emosional siswa selama perjalanan belajar mereka sering kali terabaikan. Penelitian ini bertujuan untuk mengkaji bagaimana foto-foto menggambarkan pengalaman peserta didik *EFL* dalam meningkatkan kemampuan bahasa Inggris mereka, serta mengidentifikasi tantangan yang mereka hadapi sepanjang perjalanan pembelajaran bahasa. Penelitian ini menggunakan pendekatan kualitatif dengan metode Photovoice, melibatkan lima partisipan dari Jurusan Pendidikan Bahasa Inggris UIN Antasari Banjarmasin. Data dikumpulkan melalui photo-elicitation dan wawancara. Hasil penelitian menunjukkan dua temuan utama. Pertama, peningkatan kemahiran bahasa Inggris peserta terjadi melalui tiga jalur pembelajaran yang saling melengkapi, yaitu formal, non-formal, dan informal. Kedua, terdapat empat tantangan utama yang dihadapi peserta dalam mengembangkan keterampilan berbicara, yaitu kurangnya mitra percakapan, kosakata yang terbatas, rendahnya rasa percaya diri, dan rasa takut melakukan kesalahan tata bahasa. Tantangan-tantangan ini bersifat multidimensi dan saling terkait, melibatkan faktor sosial, linguistik, dan psikologis secara bersamaan. Secara keseluruhan, penelitian ini menegaskan bahwa perjalanan pembelajaran *EFL* merupakan proses yang kompleks, reflektif, dan berpusat pada peserta didik, yang dibentuk oleh akumulasi pengalaman lintas jalur pembelajaran.

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Finally, the writer hopes that this research will be useful for the next researchers.

The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Muharram, 14th 1448 A.H
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Writer

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