

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

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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.