

CHAPTER V

CLOSURE

This chapter presents the conclusion of the study, which consists of conclusions and recommendations. The conclusion section summarizes the main findings of the study based on the results of the analysis conducted and answers the research questions. Furthermore, the recommendations section offers suggestions for students, educators, future researchers, and relevant parties interested in English language learning. It is hoped that the results of this study will contribute to the development of English language learning and serve as a reference for future research examining similar topics.

A. Conclusion

This study aims to answer two research questions “how do the photos represent EFL learners’ experiences in improving their English skills throughout their language learning journey”, and “what challenges do EFL learners face throughout their language learning journey”. Based on the participants’ reflections using the Photovoice approach, the study concludes as follows:

1. Participants’ English proficiency improved through three complementary learning pathways: formal, non-formal, and informal. In the formal learning pathway, corrections and feedback from teachers both regarding pronunciation and vocabulary mastery through routine activities such as daily vocabulary exercises at the Islamic boarding school have been shown to

increase participants' awareness of linguistic accuracy. In the non-formal learning pathway, an interactive and relaxed learning environment, such as an English language camp program, creates an enjoyable learning experience and fosters active participant engagement. Meanwhile, in the informal learning pathway, exposure to English through entertainment media such as television series and cartoons contributes to participants' vocabulary development, understanding of contextual language use, and listening skills in an unintentional manner, driven by their personal interest in the content they consume. Thus, it can be concluded that the improvement of EFL learners' English proficiency does not depend on a single learning pathway but is shaped by the accumulation of cross-pathway experiences that mutually enrich one another.

2. This study identified four main challenges faced by participants in developing their English-speaking skills, a lack of conversation partners, limited vocabulary, low self-confidence, and a fear of making grammatical mistakes. The lack of conversation partners at a similar level hinders the process of negotiating meaning necessary for the development of speaking skills, and in one case, it also led to the breakdown of previously correct pronunciation due to the influence of the social environment. Limited vocabulary made it difficult for participants to convey ideas orally and simultaneously triggered anxiety when speaking. Low self-confidence caused participants to tend to avoid public speaking situations or choose to use Indonesian as a safety

strategy. Meanwhile, anxiety about grammar caused participants to focus too much on linguistic accuracy, resulting in reduced fluency and comfort in communication. These four challenges do not exist in isolation but are interrelated and can reinforce one another, indicating that barriers to EFL speaking learning are multidimensional, simultaneously involving social, linguistic, and psychological factors.

Overall, the findings of this study indicate that the English language learning journey of EFL learners is complex, involving the interaction between available learning opportunities, the social environment, and psychological factors.

B. Suggestions

Based on the discussion and conclusion, the researcher gives some suggestions as bellow:

1. English learners are encouraged to take greater advantage of the various self-directed learning opportunities available outside the formal classroom, such as watching English-language content that aligns with their personal interests or participating in interactive non-formal learning programs. Learners are also advised to recognize that challenges such as nervousness, limited vocabulary, or anxiety about grammar are common experiences, so they need not be barriers to continuing to practice speaking actively including seeking opportunities to interact with conversation partners who can support their skill development on an equal footing.

2. For educators and English language teachers, it is recommended to consistently provide constructive corrections and feedback on students' speaking mistakes particularly regarding pronunciation and grammar in a manner that does not instill fear or stress in students. Educators are also advised to create more opportunities for speaking practice outside the classroom, given that the challenge of a lack of conversation partners tends to increase during educational transitions, such as moving from a boarding school environment to college.
3. For future researchers, this study can serve as a reference for developing similar studies on related topics, but with different participants, contexts, or backgrounds. Considering that the photovoice approach is able to describe a person's learning experience in detail and depth through a combination of visuals and narratives, this approach has the potential to produce rich findings when applied to various learning groups, such as students with cultural backgrounds, educational levels, or learning environments different from those in this study.