

**EXPLORING YOUNG LEARNERS' FIRST-TIME EXPERIENCE
WITH FORMAL ENGLISH LEARNING: A NARRATIVE INQUIRY**

THESIS

**By
MUHAMMAD JALALUDDIN ROMI**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2025 M/1447 H**

**EXPLORING YOUNG LEARNERS' FIRST-TIME EXPERIENCE
WITH FORMAL ENGLISH LEARNING: A NARRATIVE INQUIRY**

Undergraduate Thesis

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In partial fulfilment of the requirements for the degree of
Sarjana Pendidikan

By
Muhammad Jalaluddin Romi
190101030960

**ANTASARI STATE ISLAMIC UNIVERSITY
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION STUDY PROGRAM
BANJARMASIN
2025 M/1447H**

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Rantau, June 23rd 2025

The Writer,



Muhammad Jalaluddin Romi



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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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Ketua Program Studi Tadris Bahasa Inggris menerangkan bahwa mahasiswa dengan identitas berikut:

Nama : Muhammad Jalaluddin Romi
NIM : 190101030960
Program : S-1
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Ketua Program Studi
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Afifah Linda Sari

Melayani Lebih Baik, Lebih Baik Melayani

APPROVAL

Title : Exploring Young Learners' First-Time Experience with Formal English Learning: A Narrative Inquiry
Name : Muhammad Jalaluddin Romi
SRN : 190101030960
Faculty : Tarbiyah and Teacher Training
Program : Undergraduate Study (S-1)
Department : English Education Department
Academic Year : 2024/2025
Place/Date of Birth : Tambarangan, 31 Agustus 2001
Address : Jalan Ahmad Yani, RT 4 RW 1, Kelurahan Tambarangan, Kec. Tapin Selatan, Kab. Tapin

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, June 17th 2025

Advisor

Hidayah Nor, M. Pd.

NIP. 198806242023212032

Acknowledged by
Head of English Education Department
Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin,



Afifah Linda Sari, M.Pd
NIP. 198711102015032004

VALIDATION

Title: Exploring Young Learners' First-Time Experience With Formal English Learning: A Narrative Inquiry,

Name: Muhammad Jalaluddin Romi, SRN: 190101030960 has been examined by the board of thesis examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

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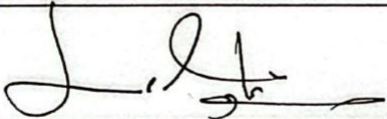
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Dean Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin



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

THE BOARD OF EXAMINERS:

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3. Hidayah Nor, M.Pd (Member)	

ABSTRACT

Muhammad Jalaluddin Romi. 190101030960. *Exploring Young Learners' First-Time Experience with Formal English Learning: A Narrative Inquiry.* Thesis. English Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Hidayah Nor, M. Pd. 2025.

Keywords: affective factors, emotional experiences, first-time experience, narrative inquiry, young learners

Learning English for the first time can bring various emotional and affective experiences for young learners, which may influence their learning journey in the long term. This study aims to (1) explore the emotional experiences of elementary students during their first-time formal English learning, and (2) examine the affective factors that influence their initial learning experiences, focusing on self-esteem and motivation. This study employed a narrative inquiry design, using semi-structured interviews and narrative frames with six fifth-grade students categorized as high, medium, and low achievers. Thematic narrative analysis was used to analyze the collected data while maintaining the coherence of each participant's story.

The findings showed that students experienced positive activating emotions (excitement and curiosity) during interactive activities, while negative activating emotions (nervousness and anxiety) appeared when facing unfamiliar vocabulary and when comparing themselves with peers. Negative deactivating emotions, such as boredom, were rarely found but occurred when activities felt repetitive. Regarding affective factors, students' self-esteem varied across global, situational, and task-based contexts, influencing their confidence during reading, writing, and speaking tasks. Motivation was both intrinsic (enjoyment, curiosity) and extrinsic (school requirements, future aspirations), affecting their engagement and persistence in learning English. These findings emphasize that first-time English learning experiences significantly shape students' perceptions, emotional responses, and participation, highlighting the need for emotionally responsive and student-centered learning environments for young learners.

ABSTRAK

Muhammad Jalaluddin Romi. 190101030960. *Exploring Young Learners' First-Time Experience with Formal English Learning: A Narrative Inquiry*. Skripsi. Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari. Pembimbing: Hidayah Nor, M. Pd. 2025.

Keywords: faktor afektif, *narrative inquiry*, pengalaman emosional, pengalaman pertama, siswa sekolah dasar.

Belajar bahasa Inggris untuk pertama kalinya dapat menghadirkan berbagai pengalaman emosional dan afektif bagi peserta didik usia sekolah dasar, yang dapat memengaruhi perjalanan belajar mereka dalam jangka panjang. Penelitian ini bertujuan untuk (1) mengeksplorasi pengalaman emosional siswa sekolah dasar selama pengalaman pertama mereka dalam pembelajaran bahasa Inggris formal, dan (2) mengkaji faktor afektif yang memengaruhi pengalaman awal mereka, dengan fokus pada kepercayaan diri (*self-esteem*) dan motivasi. Penelitian ini menggunakan desain *narrative inquiry* dengan wawancara semi-terstruktur dan *narrative frame* kepada enam siswa kelas lima yang dikategorikan sebagai siswa berprestasi tinggi, sedang, dan rendah. Analisis data dilakukan menggunakan *thematic narrative analysis* dengan tetap menjaga koherensi cerita dari setiap partisipan.

Hasil penelitian menunjukkan bahwa peserta didik mengalami *positive activating emotions* (kegembiraan dan rasa ingin tahu) selama kegiatan interaktif, sementara *negative activating emotions* (rasa gugup dan cemas) muncul saat menghadapi kosakata yang belum dikenal dan saat membandingkan diri dengan teman sebayanya. *Negative deactivating emotions*, seperti kebosanan, jarang ditemukan, namun muncul pada kegiatan pembelajaran yang kurang bervariasi. Pada faktor afektif, kepercayaan diri siswa bervariasi pada aspek *global*, *situational*, dan *task-based*, mempengaruhi rasa percaya diri mereka saat membaca, menulis, dan berbicara dalam bahasa Inggris. Motivasi muncul secara intrinsik (menikmati dan rasa ingin tahu) dan ekstrinsik (tuntutan sekolah dan cita-cita masa depan), mempengaruhi keterlibatan dan ketekunan mereka dalam belajar bahasa Inggris. Temuan ini menekankan bahwa pengalaman pertama dalam pembelajaran bahasa Inggris secara signifikan membentuk persepsi, respons emosional, dan partisipasi siswa, sehingga menunjukkan pentingnya menciptakan lingkungan belajar bahasa Inggris yang responsif secara emosional dan berpusat pada siswa sejak awal.

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A handwritten signature in black ink, appearing to be 'Muhammad Jalaluddin Romi', written over a horizontal line.

Muhammad Jalaluddin Romi

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