A PHOTOVOICE STUDY ON STUDENTS EXPERIENCES IN LISTENING TEXT TO ENGLISH

THESIS

Submitted in Partial Fulfillment of the Requirements for Degree
of Bachelor of Education in English Education

WALISONGO

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ABSTRAK

Title : A Photovoice Study on Students Experiences in
       Listening Text to English
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This research aims to understand students experiences in listening text to English. Eight students participated in the interview and photo-taking sessions. Each respondent represented one faculty at UIN Walisongo. In this research uses a qualitative visual ethnography design using photovoice. This research uses photovoice as way of gaining a deeper understanding of their experiences when listening text to English. Purposive voluntary sampling method was used to select participants who fulfilled the predetermined criteria. The criteria included students who had taken English 1 and 2 as an indicator of relevance to the research topic. Data were analyzed using inductive thematic analysis. The data was gathered in July 2023. Four main themes emerged from the photographs selected by the participants and the narratives they had written: (1) listening language difficulties; (2) emotional feelings; (3) learning methods; and (4) strategies to overcome difficulties. The results showed that regarding the learning experience of listening to English texts, it was revealed that some participants had experiences of difficulty in listening to English texts or in English audio.

Keywords: English, Higher Education, Learning experience, Listening text, Photovoice.

DEDICATION

All the praises and thanks to the Almighty Allah, who has blessed
the researcher to complete this thesis successfully. I dedicate this
thesis to my dear parents, siblings, extended family, friends, and all
the compassionate individuals who have provided unwavering
support, motivation, and boundless love throughout the
researcher's journey.

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10. All the members of PBI 2019

11. And all of my friends who can not be mentioned one by one. Thank you for being my friend.

12. For myself, thanks for not giving up

MOTTO

هُدًى وَذِكْرَىٰ لِأُوْلِى ٱلْأَلْبَـٰبِ

"A guide and a reminder to people of reason"

(Al-Mu'min 54)

"The same should not be differentiated. Those who are different should not be equalized"

(Gus Dur)

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CHAPTER I
INTRODUCTION

This chapter discusses the research background, the research questions, the research objectives, and the significances of research.

A. Background of the Research

Photovoice is a participatory action research (PCR) method developed in the 1990s by Caroline Wang, a professor at the University of Michigan School of Public Health, and Mary Ann Burris, a research associate at the School of Oriental and African Studies at the University of London (Wang & Burris, 1997). In Photovoice, people are considered leaders in their own lives. Photovoice originated as a public health tool for working with communities to ground emerging problems in the communities' own definitions of their concerns. Photovoice has three main objectives: (1) allow participants to recollect and think about their community's strengths and flaws, involving people in an active process of active listening and dialogue; (2) promote introspection and critical dialogue about personal and community problems; and (3) reach politicians of that area(Sobande et al., 2021).

It empowers community members to engage actively and critically with such concerns, using photography to identify and advocate for changes they feel necessary for their communities to thrive(Wang & Burris, 1997). Using principles of Paulo

Freire and feminist theory, Wang and Burris conceived Photovoice as a process of awakening critical consciousness and enhancing its development. Wang and Burris designed Photovoice to be a method for participatory action research using a form of documentary photography. They based the approach upon both feminist and Freirian theories that emphasize the central role of people themselves in critically reflecting on, discussing, and defining the situations of their everyday lives, using photographs that they take.

So far, from the various literature that researchers have searched, the use of the Photovoice method has experienced developments in the study field. In recent years, this method has been applied in different research fields. Photovoice was applied in public health study by Melanie, Photovoice was used to elicit perceptions of Nigerians on healthy diet, health care, and activity habits(Martinez-Vargas et al., 2020). Photovoice was applied in educational study as done by Mahzad, study wants to explore the effect of photovoice on intercultural sensitivity and reflective thinking (Karimi et al., 2019)

Photovoice has also been applied in environmental research performed by Cash, photovoice has also been used with homeless men and women, to record their daily lives and to communicate their needs to politicians(Duffy, 2011). Photovoice was applied in migration, in a study by Burris &

Xiang, performed in China, with women working in rice fields in Yunnan district. Women are viewed less important than men. Through Photovoice, they can express themselves and become fighters for their rights (Wang et al., 1996). As participatory action research (PAR) the Photovoice method has been a strong tool in understanding participant experiences visually and narratively. In the study, participants used the camera to take photographs that reflected their views, challenges, and goals.

Listening is a basic language skill that is consistently interconnected and interdependent with the other language skills of speaking, reading, and writing. According to Jayendran, listening can be defined as the ability to receive information that learners can use to acquire the knowledge needed for using the language argued that listening is important in the language classroom since it serves as a fundamental means of input for learners(Purdy et al., 2017). Listening involves understanding a speaker's spoken message, and is considered a challenging skill to master because a high level of concentration and attention is needed to understand the sound or content given.

The problem faced, by Indonesians listening to the pronunciation of fellow Indonesians (non-natives) is still somewhat reasonable. However, the problem is different when Indonesians listen to native speaking English. Differences will

arise, and it is tough to understand what native people say. Such as audio English talks, movies without subtitles, music given by teachers to students, and TOEFL tests. Students sometimes need to repeat several times to understand a little what native people say.

Listening to native speakers can be a frustrating experience because native speakers of a language may have an accent, talk at a fast pace, and use a set vocabulary(Jia & Hew, 2022). Students are sometimes frustrated by their failure to understand words when listening to native speakers, even when they know the words. According to Charles and Trenkic, English speakers (non-native) often find it difficult to identify words produced by native speakers (native), this happens even when all the words are known to them (Hidayat et al., 2019)

Some of EFL students in Indonesia, English courses in classrooms and schools are the only thing in a place where they are exposed to the target language. At the same time, the practice of learning in the classroom puts more emphasis on educating (only conveying material) and the use of language is less emphasized. This happens because they do not understand what native speakers say, which leads students to feel that listening is a very difficult part of English.

Discussing the problems faced by students learning English is more interesting when addressed using student

perspectives. Students in the world of education often complain about problems in speaking English, especially in terms of understanding native speakers' speech. In fact, the skill to speak English is very important in the world of education and work. When they try to learn it, they get frustrated and don't want to continue learning the language. But the demands of the future force them to keep learning it, for example, because of the requirements to be accepted on campus, requirements to graduate from campus (TOEFL test), or dream job requirements that require a listening test as one of the selection stages.

As far as the researcher's knowledge, there has been no earlier research that examines students' experiences in learning listening, especially in the context of higher education. This study has the main goal of exploring students' experiences in learning listening using the photovoice method.

Based on the research background above, the researcher is interested in conducting research with the title "**A Photovoice Study on Student's Experience in A Listening Text to English**"

B. Research Question

Based on the background of the research above, the problem statement is formulated in the question from in the following "What is the student experience in listening text English"

C. Research Objective

Based on the research questions above, the research results of this study are: To explain students' experiences in listening text English.

D. Study limitations

Research restrictions are needed to maintain the focus of the research:

1. This study is focused on finding out students experiences in listening to English texts.
2. This study is conducted to monitor the problems faced by students.
3. This study aims to understand students' experience in listening to English texts

E. The Significance of The Study

The findings of this research are expected to contribute to English Teaching and learning in the following ways:

1. Theoretically

   The findings of this study are expected to enrich our understanding of students' experience of learning listening by using the photovoice method.

2. Practically

   The findings from this study are expected to enrich our understanding of how photovoice can provide an approach from the students' perspective. On the other hand, this study can be utilised by future researchers as a source of knowledge and guidance to conduct relevant research.

3. Pedagogically

   a. For the researcher

      1. Hopes that this research can be used as one of their references in a research assignment on the field " A Photovoice Study on Student's Experience in Listening to English."

      2. Get hands-on views about using photovoice in the field of education and language.

      3. This research allows researchers to gain deeper insights into a research problem or topic from the

participants' perspective, which may be difficult to understand through conventional research approaches.

b. For the students
    This research can give students the opportunity to develop their speaking, writing and analytical skills. They need to think critically about the experience they are conveying and think about how to convey through the images they choose them.

c. For the teachers
    This research allows teachers to gain a deeper understanding of their students' experiences. By seeing the world from the students' point of view, teachers can better understand students' feelings, challenges and needs.

CHAPTER II
LITERATURE REVIEW

This chapter discusses theoretical framework and previous researches.

A. Previous Researches

The author of this thesis took into account several previous researches that were relevant to it. These are:

Sally Wai-Yan Wan (2020), Jennifer Boddy (2018), Marc Behrendt (2019), Duke D. Biber (2020), M. Candace Christensen (2020), Nadia Raniaÿ (2019), M.G. Steyn (2017), Mahzad Karimi (2019), Jared R. Dmello (2021) To has conducted research related to the use of photovoice to determine perspective, sensitivity, critical awareness, and experience. Sally Wai-Yan Wan and Carson Ki-Wing Chu, use pictures to describe 'live' experiences and gently express 'subconscious' feelings without a linguistic burden on potential teachers. The results show that many of the photos have captions that express their worry, confusion, and sadness. This study shows that Photovoice can be very powerful for actually engaging prospective teachers in a reflective conversation using multimodal elements (Wai-Yan Wan et al., 2021).

In this section, the researcher describes previous research on the use of the photovoice method to convey the experiences and perspectives of participants.

First research, Journal for New Generation Sciences, M.G. Steyn and G.D. Kamper (2019) entitled, Barriers to learning in South African higher education: Some photovoice perspectives. This study aimed to investigate the extent of learning barriers experienced by black students at Pretoria university. The study used 10 participants (four females and six males) from non-affluent backgrounds who were purposively selected. The study concluded that universities with diverse socio-economic student populations cannot limit their efforts to achieve student equity simply by providing study scholarships. The difference between this research and my research is that the above research aims to find out problems in learning, while my research focuses on the experience of listening to English texts. Similarity with my research, the same respondent uses high education.

Second research, The Journal of English Language Pedagogy and Practice, Mahzad Karimi, Azizeh Chalak, Hossein Heidari Tabrizi (2019) entitled, Employing Photovoice to Raise Intercultural Sensitivity and Reflective Thinking of Male and Female Iranian EFL Learners. This study aimed to investigate the impact of photovoice on intercultural sensitivity and reflective thinking. The participants were 48 intermediate EFL learners recruited from an English language institute in Isfahan, Iran and placed into a photovoice group (PG) and a

control group (CG). The results of this study revealed that photovoice resulted in higher levels of reflective thinking. The difference between Mahzad Karimi's research and my research. Mahzad Karimi's research used a quasi-experimental design, while my research only used a photovoice design. The similarity between this research and my research is that it gives participants the opportunity to express their learning experiences through photovoice.

Third research, The International Journal Social Work Education, M. Candace Christensen, Caitlin Caswell & Inci Yilmazli Trout (2020) entitled, A constructivist examination of using photovoice as a teaching method with MSW students and involving the larger community. This research aims to extend previous research by providing more evidence as to how using photovoice method generates critical consciousness for MSW students. There were 55 MSW students who participated, 47 females and 8 males. In this study, respondents were asked to write a reflection paper on photovoice research using questions prepared by the researcher. Results from the present study show that engagement with a photovoice project moves students to de-centre the social worker and to understand the role of resistance in social work practice. The difference between my research and M. Candace's research is that M. Candace's research uses reflection papers as the primary source of

research. Meanwhile, my research uses photos and narratives as primary data. The similarity between my research and M. Candace's research is that it uses the phovoice method to find out students' perspectives.

Four research, An International Journal of Qualitative Research, Quaylan Allen (2018) entitled, Photographs and stories- Ethics, benefits and dilemmas of using participant photography. This research was conducted in the West Pacific, USA. This research aims to examine the experiences of black middle-class students in school, including the ways they resist and accommodate school processes. The research used Erikson's interpretive approach, qualitative interviews, participant photography and field observations. In this study, interviews were used as the main method of data collection. As a result of this research, the power of participant photogtaphy can place black men as knowledge creators with photogtaphic representations of their ownership. The difference between this research and my research is the research method. This research uses the participant photogtaphy method, while my research uses the photovoice method. They both use the participatory action research (PAR) method.

acts as a tool that allows students to visually communicate their experiences, challenges, and feelings while in adolescence to adults that may be difficult to understand through oral or written communication (Lenette Caroline, 2013).

From all the previous research above, the researcher found that research using the photovoice method can be applied in a variety of different disciplines. The use of the photovoice method is mainly to understand more closely the perspectives and experiences of respondents. In this study, researchers used photovoice in educational fields to understand students' perspectives and english listing experiences.

B. Conceptual Framework

1. Photovoice as virtual method

Over the past decade, scientists have widely used visual methods to collect data (Flick). With the rapid growth of technology, social norms are increasingly visual. Photography is used to complement stories about everyday life or to show participants' views and ideals (photography as a form of performance). Participants actively engage with the main subject of the study while taking pictures of the events in their daily lives. Studies relating to everyday events that many people may take for granted seem to be particularly suited to this image-based method.

One of the benefits of using image-based techniques is that it allows people to express their own feelings and experiences, something that may be difficult to do with more conventional qualitative procedures such as interviews (Wagner et al., 2016). In this context, the use of images provides a platform for participants to visually frame their own stories, engaging a strong subjective aspect in the study.

This is an innovative use of visual technology in social and qualitative study. By utilizing photography and images as tools to detail individual experiences and viewpoints, such research is able to dig deeper and provide richer insights into how people make sense of the world around them. As visual technologies continue to change, the role of images in social research in the future may become increasingly important and significant(Nevo & Vaknin-Nusbaum, 2020).

Also, based on an individual's point of view and cultural background, multiple viewers can have diverse interpretations of the same picture. For example, study has found that a person's cultural environment generally influences the impression they convey. Certain images have personal meanings (things in the image that have an emotional basis but are difficult to describe in words) and public meanings (widely recognised parts) (Gunilla, 2008). The power of photography's "voice" to evoke emotions beyond the visual description,

which is useful as data, is what makes it important in qualitative study. Each picture includes various "voices" that are unique to the photographer as well as to each viewer and interpreter (Neeson, 2020).

In this context, it is important to understand that images are not static entities with a single meaning. Rather, they are highly subjective mediums that can be interpreted differently by different people. Cultural environments, personal experiences and individual perspectives play a big role in how one sees and responds to images. Therefore, in qualitative research, images can be used as a tool to study the diverse views and experiences of participants.

The importance of using images in qualitative research also lies in their ability to build emotional connections and represent nuances that are difficult to express in words. In this regard, images serve as powerful tools of expression, allowing researchers to approach study subjects in a more profound and emotional way (Tragant et al., 2021). Along with the development of technology and creativity in qualitative research, images continue to be a useful source of data and an effective communication tool.

One unique way, called Photovoice, has been praised as a useful tool in participatory action research. It was created in the 1990s and takes inspiration from documentary

photography, feminist theory, and Freire's Education for Critical Consciousness theory. Participants are urged by Photovoice to use photography to define, represent, and improve their community (Warne et al., 2013). This achieves a number of goals, including fostering critical discourse, encouraging reflection, and influencing local policymakers to make changes.

2. Photovoice in high education

The utilization of Photovoice in university courses has drawn great attention due to its remarkable ability to spark interest and develop strong research skills among students. This innovative technique empowers students to utilize the power of photography as a tool to express their thoughts, experiences and views on important problems in education. As students participate in the Photovoice methodology, their involvement develops through different stages, each of which adds to their overall learning experience(Steyn & Kamper, 2011).

Firstly, students are provided with a camera, giving them the means to record visual representations of their experiences, both within and outside of the academic environment. This important step in the process encourages students to explore their surroundings, finding inspiring narratives that may have

escaped their attention before. The camera becomes their empowering tool, allowing them to visually record their most cherished educational journeys.

After the photography phase, students are asked to choose topics that have personal meaning, topics that align with their values, beliefs and goals. These topics often relate to themes such as social injustice, educational equality, or environmental problems. By giving students the freedom to choose topics close to their hearts, Photovoice ensures that their engagement is not only fuelled by academic motivation, but also by real passion and commitment.

Next, students enter the introspection and analysis stage as they carefully study the images they have captured. This introspective process encourages students to understand the layers of meaning in their visual narratives, unravelling the stories embedded in each picture. The goal is not only to record images, but also to express profound messages that illustrate the essence of their chosen topic.

The culmination of this process happens through group presentations or discussions, where students articulate the meanings and messages contained in their photography. These platforms serve as spaces for students to voice their views, start dialogue, and communicate their insights to their classmates and lecturers. Through this exchange, a rich fabric of stories

with diverse viewpoints is formed, contributing to a deeper knowledge of complex problems in education(Sobande et al., 2021).

At its core, Photovoice in university classes is a transformational approach that elevates students beyond the role of passive learners, empowering them to become active researchers and advocates. It nurtures their research skills, encourages critical thinking, and strengthens a deeper connection between their academic endeav ours and the real-world problems that mean most to them. This method emphasizes the importance of integrating creative and participatory approaches in education, eventually equipping students with the skills and passion to make meaningful contributions to their communities and society at large.

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Photovoice has a variety of uses in the academic setting. For instance, using photography as a tool to foster critical awareness or as a tool for reflection might help students make sense of their educational experiences. Additionally, students

can utilize their pictures to identify and address issues that exist on campus or in the local community by using Photovoice in action research (Wass et al., 2020). In higher education, photovoice allows students to express their viewpoints through visuals and promotes critical thinking, self-reflection, and social awareness.

3. Photovoice in language teaching

An interactive method known as "photovoice," which allows users to convey their unique experiences and views through photography, has gained fame in the field of language education. Teachers can provide students with a platform to share their own stories through photographs and improve their oral and writing communication skills by integrating Photovoice in language learning (Alaca et al., 2017).

Photovoice is an approach that blends visual arts with language learning, giving students the chance to speak through the images they make. By giving students the chance to take photographs that reflect their experiences or talk about a particular topic with the help of images, this method promotes creative self-expression. It is not just about taking a picture, but also about articulating the story behind the image (Guell & Ogilvie, 2015).

Through Photovoice, students can create their own visual narrative. They can choose things that interest them, such as everyday experiences, travelling, or even social or cultural issues that they meet. This gives students control over their learning process, increasing their motivation to fully participate in language learning.

In addition, Photovoice helps students to practise their oral and written communication skills. They need to be able to verbally explain the pictures they made, build a cohesive story, and use appropriate vocabulary. In addition, they can also write in-depth descriptions and tales about the pictures, enriching their writing skills.

This method also pushes students to think critically about the images they choose and how they can convey the message they want. This develops their analytical skills and spurs creative thought. In addition, Photovoice allows students to share their cultural views through the images, opening the door for cross-cultural discussion in language learning. (Wang et al., 1996)

The use of Photovoice in language teaching gives students the chance to participate directly in their education. In this context, the target language can be used by students to share their ideas, feelings and experiences through the photography they take, which represents their personal

experiences. This results in a number of important benefits in language learning.

First of all, Photovoice helps students to increase their vocabulary. As they endeavour to explain and describe the images they make, they will search for the right words to describe the related objects, situations or feelings. This forces them to expand their vocabulary, which is an important part of language development.

In addition, through the use of Photovoice, students can gain a better understanding of the cultural context linked with the target language. In the process of choosing themes and describing their experiences, students will gain insight into how local culture and customs influence the meanings contained in their images. This is an important step in knowing language not only as a set of words, but also as a cultural expression.

Furthermore, Photovoice gives students the chance to become more skilled language users. They not only talk about the pictures they take, but also have to organize cohesive stories and communicate the message they want to send through the pictures. This includes having better speaking skills, narrative organization, and the ability to structure arguments well.

Photovoice also offers a collaborative aspect to language learning. Students can share their stories with peers, discuss the meanings and messages in their drawings, and listen to others' points of view. This creates opportunities for speaking and listening in the target language, which are important skills in language communication.

More than that, Photovoice encourages creativity in language learning. Students not only have to articulate their feelings with words, but also with the pictures they choose. This encourages creative thinking and helps students to express themselves in a variety of ways.

In addition, the use of Photovoice can support open and collaborative learning (Lichty, 2013). Through the pictures they take in language classes, students from different cultural and linguistic backgrounds can talk and understand each other's experiences. This not only enhances the educational process, but also supports tolerance, appreciation of cultural diversity, and shared understanding (Labbé et al., 2021). In an inclusive atmosphere, students can learn from others' perspectives, hone their empathy and for m stronger bonds.

The use of Photovoice in language classes provides a platform where students can share their unique views and express their experiences through images. This results in deep and meaningful dialogue among students with different

backgrounds. They can notice similarities in their experiences or understand the differences and difficulties that their peers may face.

In addition, Photovoice also supports the process of inclusion in education, where students with diverse backgrounds can feel valued and listened to. It helps create a welcoming atmosphere for students who may come from different cultural or linguistic backgrounds. They feel accepted and have an important role to play in classroom learning.

In this context, Photovoice also plays an important role in promoting ideals such as tolerance, appreciation of differences and cross-cultural understanding. Students learn to respect different experiences and views, which in turn can lead to a more inclusive society outside the classroom.

Furthermore, in an inclusive atmosphere reinforced by Photovoice, students can develop valuable social skills. They learn to listen better, talk with understanding, and forge stronger relationships with classmates. This builds positive social bonds and helps students feel connected to their peers.

Thus, the use of Photovoice in language teaching not only enriches students' learning experience and improves their language skills, but also supports inclusion, cross-cultural understanding and the development of valuable social skills. This way brings long-term benefits in shaping students into

more open, tolerant and empathetic individuals in an increasingly diverse world(Bekleyen, 2007).

Increased student involvement in the learning process is another benefit of using Photovoice in language teaching. Students become more active and involved in the educational process by taking, choosing, and compiling pictures.(Joyce, 2018) They are able to communicate their thoughts, talk about photos with their classmates, and use the target language. As a result, students will have a fantastic chance to improve their writing and vocal communication abilities as well as their level of comfort when speaking the target language (Seitz et al., 2012).

4. Student's perspective and factors influencing

The Cambridge dictionary describes perspective as a belief or opinion that is frequently shared by many individuals and is based on how things appear. A thought or opinion that someone holds depending on how something appears is referred to as perspective. It suggests that depending on how they view something, different people can have different viewpoints on the same issue. Yahemba (2023) defined perception as the process of understanding something through one's senses while simultaneously being conscious of other people's ideas about it. Gibson describes perspective as the

mental process by which individuals observe and understand their surroundings (Yahemba et al., 2023).

He adds explaining that perspective is a deliberate mental process of observing, understanding, and reacting to a certain item in which a person makes an effort to translate the signals they are given. In addition to being more than simply a visual activity, perspective is also defined as the process of organizing and interpreting some stimuli toward some environmental events (Pace & Gabel, 2018). It also incorporates memory as a component of the cognitive proces. The above arguments contend that perspective is the understanding of some external stimuli.

Experience is a need for perspective since it includes both previous experiences and the continual human endeavor to make sense of their surroundings and what is happening "inside" of them. Purdy (2002) says that humans interpret and act on events to give them meaning once they receive events (or, as was previously said, stimuli) from the outside world(Purdy et al., 2017). Both internal and external sources can provide stimuli to an individual. But the majority of them originate from outside the person. Numerous elements, including (a) selective attention, (b) stimulation, (c) personal values and needs, and (d) prior experience, affect perception. These factors can each be explained by the following (Girang

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et al., 2022). These factors can each be explained by the following:

a. Selective attention

Every person who participates in environmental interaction. Interaction follows. This impacts how responsive the person is to their surroundings. Individuals must decide which stimuli to focus on because the stimuli or stimuli they receive vary widely. The concentration of all individual actions on one object or collection of objects serves as a step in the preparation process for perception known as attention. Along with other factors, this attention to an object is also influenced by the object's own intensity.

b. excitation characteristics

The stimulus must be strong enough to pass the stimulus threshold from the viewpoint of acting in order for the person to at least accept it. Individuals process changed stimuli more rapidly and easily than static stimuli. The more often someone receives large-sized stimuli, the more readily they are accepted.

c. Personal values and requirements

According to Davidoff as each person's perspective is unique, each person's perceptions will be unique as well. The ideals and requirements of the

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individual themselves also influence this distinction. When receiving inputs, values, and needs become the focus of each person's attention.

d. Past experience

The person's previous interaction to the relevant stimuli can also influence how attentive they are to the current stimulus. Individuals' expressions of how they perceive the world are highly influenced by their past experiences.

5. **Basic principles of the photovoice approach**

Photovoice is a participatory approach that combines photography with narrative to allow individuals or communities to share their experiences and observe issues important to their lives. The photovoice method requires providing cameras for people who will use photography to identify, document, represent, and enhance their communities(Sutton-Brown, 2014). The images the participants produced offered a chance for traditionally silenced populations to document their lives and their environment.

As a form of self-expression, visual methods provide a window into the participant photographer's surroundings, important relationships, feelings, and themselves (Bonnycastle & Bonnycastle, 2015).

Photography allows participants' voices to be heard through the oral interpretation of their pictures. The act of storytelling through photos has been shown to support self-reflection and self-understanding in one's life.

When one uses photography as a means of expression, they indirectly reveal parts of their lives that may not be able to be expressed in words. The images they create can reflect their surroundings, such as places they visit, objects they meet, or people they care about. It is a window into their personal world that helps others to see the world through their eyes.

Moreover, photography helps participants to give voice to their own stories. By detailing the meaning and context behind each picture they take, they can express their feelings, experiences, and views to others. It is a powerful way to express messages visually and deeply(Glaw et al., 2017).

Photo storytelling also has major psychological benefits. The process of selecting those images that are most relevant or important to a person and then explaining the meaning behind them triggers self-reflection(Lenette Caroline, 2013). People can begin to understand more deeply what is important to them, how their experiences shape who they are, and how they connect to the world

around them. It is a process that helps personal growth and self-development.

In the context of learning or research, photo narrating can also be a powerful tool to improve one's insight and understanding of a particular topic. It combines the visual and verbal aspects in a deeper understanding, allowing participants to explore the topic from different points of view.

As such, the use of visual methods, such as photography, is not only a powerful form of self-expression, but also a tool that supports self-understanding and reflection. It helps people to give voice to their stories, express their feelings, and explore the world around them in a deep and meaningful way. In the context of learning or research, this technique can also be a means to enrich understanding on different topics.

C. The steps for implementing the photovoice approach

Wang and Burris outline the following steps for conducting a photovoice study:

1. Select and recruit a target audience of policy makers or community leaders.

2. Recruit a group of photovoice participants.
3. Introduce the photovoice methodology to participants and facilitate a group discussion.
4. Obtain informed consent.
5. Pose an initial theme for taking pictures.
6. Distribute cameras to participants and review how to use them.
7. Provide time for participants to take pictures.
8. Meet to discuss photographs.
9. Plan with participants a format to share photographs and stories with policy makers or community leaders(Wang & Burris, 1994)

CHAPTER III
RESEARCH METHOD

The primary emphasis of this chapter is on the research methodology applied to this research. The research design, research setting, research participants, method of data collection, research instrument, and technique of data analysis are some of the subchapters.

A. Research Design

This study uses a qualitative visual ethnographic design using Photovoice, and two of the purposes of Photovoice identified by Wang and Burris (1997) were highlighted: (a) encouragement of individuals to record their community's strengths and concerns and (b) facilitation of critical dialogue through group discussions about photos taken by the participants. Photovoice, as a tool that allows people to convey their views and experiences through images, can help explore and better understand cultural differences. In the study, participants who used Photovoice to talk about their experiences visually were found to have a deeper knowledge of cultural differences and to be more sensitive to others' perspectives.

The Photovoice method includes a four-step process of discovery and engagement. The first step is community training regarding the process. Three additional steps include

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(a) selecting the photos that most accurately reflect the community and culture; (b) contextualizing the data, which is telling stories about what the photos mean; and (c) summarizing the data by identifying themes or emerging theories (Wang & Burris, 1994). Photos taken by the participants are the principal medium by which viewpoints, perceptions, and recommendations develop. Using the photos as the impetus for discussion via focus groups, this methodology allows for the collection of rich, in-depth data, possibly not attainable through observations or interview alone.

B. Research Setting

This study concentrates on students who are administratively registered as active students at UIN Walisongo. UIN Walisongo is a public university based in Semarang City, Central Java Province, Indonesia.
Two focus group meetings were held in July 2023 online using an online meeting application (google meetings).

C. Research Participants

This study involved eight students aged between 20 and 23 years old who were willing to participate in all stages of the study. UIN Walisongo has eight faculties. The decision to take a sample of eight respondents was based on the

objective of the study which wanted each respondent to represent one faculty in UIN Walisongo. The method used in the selection of respondents was Purposive Voluntary Sampling, in which the researcher intentionally selected participants who fulfilled the predetermined criteria. The criteria included students who had taken English 1 and 2 as an indicator of relevance to the research topic. Thus, this sample of eight respondents is expected to provide varied insights from various faculties on the UIN Walisongo campus. Further information on participants is detailed in. Tabel 1

Table 1. Participant's demographic data

Pseudonym	Age (years)	Gender	Occupation (Faculty)
RN	22	Female	Faculty of Education and Teacher Training
ML	22	Female	Faculty of Psychology and Healthy
PB	22	Male	Faculty of Science and Technology
NS	20	Female	Faculty of Usul al-Din and Humanity
MH	20	Male	Faculty of Psychology and Healthy

FJ	22	Male	Faculty of Sharia and Law
RM	20	Male	Faculty of Islamic Economics and Business
RG	22	Male	Faculty of Da'wah and Communication

D. Data Collection Technique

Participants who have agreed to take part in the study are invited to enter an online meeting (google meet). At the first meeting, participants were given an explanation regarding the Photovoice research and an overview of the goals of the research. Next, the researcher asked the participants to use their smartphones to take pictures. The researchers also addressed possible photo-taking problems, such as respecting privacy and asking permission to take a photo of someone.

The researcher then instructed participants to take photos that could be used to illustrate their experience of learning to listen. During the process, participants were told that they could take as many photos as they wanted, but they had to decide which photos to share, and from those photos, one photo was chosen to build a narrative that told the story of their experience in listening to English.

One week later after taking photos, the second meeting was held, participants were interviewed online using an online meeting application of their choice. Discussion using a semi-structured interview guide using the **SHOWeD** method(Wang & Burris, 1994). The interview guide included the following questions: (a) What do you **S**ee here? (b) What is really **H**appening here? (c) How does this relate to **O**ur lives? (d) **W**hy does this situation, concern, or strength exist does this situation exist? (e) What can we **D**o about it?. This semi-structural interview method aims to encourage a description of the photo. All interviews were completed using a mix of Indonesian and Java. On average, the interview took around 7 minutes long, and the participants took an averagely one photos. When needed, follow-up calls were made to gain more information from the participants.

E.   **Data Analysis Technique**

Data were analyzed using inductive thematic analysis (Braun & Clarke, 2006). Transcription of the interviews into English was done, at the latest, one day after the interviews were conducted. Subsequently, the eight transcripts were coded by the author. The author organized the codes without the help of any qualitative research application and also extracted the themes manually. The themes were then provided to the participants for feedback.

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CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Finding

Four themes resulted from the thematic analysis. Each theme relates to (1) Difficulties in listening to English, (2) Emotional Feelings (3) Learning Methods, and (4) Strategies to Overcome Difficulties in Learning. Each theme is discussed below with representative quotes and photos chosen by the participants.

Theme 1: Language listening difficulties

According to Undewood (1990;15), there are several difficulties experienced by English language learners, namely (1) listeners cannot control the speed of the speaker who conveys the message, and feel the message conveyed has been lost before they can understand the contents of the message. (2) The listener does not have the opportunity to ask the speaker to repeat the message delivered, so the listener must understand what it is. (3) The limited vocabulary of the listener makes them unable to understand the content of the text they are listening to and even makes them bored and frustrated. Some participants also admitted to experiencing similar problems. Vocabulary limitations can be a significant

hurdle in understanding conversations and audio in the language.

In this study, one of the respondents MH had difficulty in understanding English, the obstacle that MH had was limited vocabulary. This feeling makes MH feel frustrated when listening to English music. When listening to English music, his mind seemed to be blown away and shook, like a small tree hit by a strong wind. MH tried to illustrate his experience with a picture (Figure 1) of a big tree and the narrative below:

> *Saya tidak memiliki vocabulary yang kuat, jadi ketika saya mendengarkan musik berbahasa Inggris, saya tidak mengerti apa-apa, pikiran saya langsung goyang (ngeblank) seperti pohon kecil yang diterpa angin. Apa lagi ketika mengerjakan tes TOEFL, rasanya otak saya seperti ada badai, selain itu saya ketiks menjawab Tes TOEFL (listening), saya memerlukan konsentrasi ekstra dalam mendengarkan, belum sempat saya memahami apa yang dimaksud dalam audio tersebut, eh malah pertanyaannya sudah berganti*
>
> *(I don't have that strong vocabulary yet, so when I listen to English music, I don't understand anything, my mind immediately shakes (ngeblank) like a small tree hit by the wind. what's more when doing the TOEFL test, it feels like my brain is like a storm, besides I have to answer the TOEFL Test (listening), I need extra concentration in listening, I haven't had*

time to understand what is meant in the audio,
instead I have changed the question"). (MH)

Lack of vocabulary makes MH difficult to take the TOEFL test. This difficulty was not only due to the lack of vocabulary, but also because the speed of conversation in English in the TOELF test was too high.

MH explained that he did not understand anything when listening to English. Even when trying to answer the questions in the listening test, he felt that he did not have enough understanding to follow well MH felt that his mind was blank and confused, when taking the TOEFL test MH felt that things were getting difficult. MHS felt like his brain was battling a storm.

In an attempt to portray his experience of adversity, ML created a powerful image. In the image, a person's hand is trying to grab a butterfly. ML describes the butterfly as a symbol of understanding, and he expresses that reaching for this understanding is not an easy task, just like trying to catch a fast-moving butterfly. In the context of learning to listen, this reflects ML's struggle to understand conversations in a foreign language.

For ML, listening in a foreign language becomes a more complicated task as she has to stay focused on the meaning of the words spoken in the context of the

conversation. She feels like she always has to look up the meaning of words she does not understand as soon as she hears them as one ML participant experienced, ML had difficulty listening due to forgetting. This is illustrated (Figure) and explained below. This is illustrated (Figure 2) and described below:

Gambar ini menunjukkan sebuah gambar bayangan tangan seseorang yang sedang inigin menggapai seekor kupu-kupu. Menurut saya, meraih kupu-kupu tidaklah mudah jika kita tidak mencobanya. Begitulah cara saya belajar mendengarkan. Belajar mendengarkan itu menyenangkan, mencari arti kata baru, dan menambah pengetahuan dalam kosakata yang belum kita ketahui. Saya mengartikan gambar bayangan ini sebagai saya sedang belajar mendengarkan. Belajar mendengarkan menurut saya tidak mudah, seperti bayangan itu. Namun saya selalu berusaha untuk mengetahui apa yang terkandung dalam hal-hal yang saya dengar dalam bahasa asing. Bahkan sering kali jika saya mendengarkan bahasa yang tidak saya ketahui arti katanya saya selalu mencarinya secara langsung. Belajar mendengarkan membuat saya harus tahu lebih banyak tentang arti kata yang diucapkan dalam percakapan yang saya dengarkan. Hal itu cukup sulit bagi saya yang memiliki sifat pelupa ini.

(This drawing shows a shadowy image of someone's hand reaching out to a butterfly. I think reaching for a butterfly is not easy if we don't try. That's how I learnt listening. Learning to listen is fun, looking for new word meanings, and increasing knowledge in vocabulary that we don't know yet. I interpret this shadow image as me learning to listen. Learning to listen in my opinion is not easy, like the shadow. But

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I always try to know what is contained in the things I hear in foreign languages. Even often if I listen to a language that I don't know the meaning of the word I always look it up directly. Learning to listen makes me have to know more about the meaning of the words spoken in the conversation that I listen to. That's quite difficult for me who has this forgetful nature) ML

ML feels happy when learning to listen, discovering new vocabulary and expanding vocabulary that he has never known. However, ML expressed the difficulties she faced. He realized that his ability to forget newly learnt words could be a hindrance in his journey. Sometimes, he could forget the meaning of words that he had learnt only just a moments ago

Figure 1. (A sturdy tree)

Figure 2. The shadow of a hand that wants to hold a butterfly (ML)

Theme 2: Emotional Feelings

RH's use of a variety of learning resources, such as Western songs, talk shows, TikTok videos and films, highlights their no-nonsense approach to language learning. This diverse mix of learning materials not only enriches their vocabulary, but also keeps their passion for language learning burning bright.

However, RH also recognizes the challenges that may arise, especially when faced with native speakers who speak

quickly or with a British accent. Just as a motorbike ride may lose its charm if the speed is too disconcerting, RHs find it difficult to understand every nuance of English in a fast-paced conversation. Nevertheless, recognition of this difficulty did not dampen RHs' enthusiasm for learning; it only underlined their determination to overcome obstacles on the road to language proficiency.

> *"Dalam kamus saya, malam hari tidak pernah gagal untuk memanjakan, selalu indah dan menarik dengan gemerlap lampu-lampunya. Apalagi jika dinikmati sambil berkendara tanpa tujuan. Selalu penasaran dengan hal baru apa yang ada di sekitar. Begitu juga dengan pengalaman saya belajar bahasa Inggris, selalu menarik dan antusias. Menunggu kosakata baru apa yang bisa saya dapatkan. Melalui lagu-lagu barat, talkshow, video pendek TikTok, film, tidak ada yang mengurangi keinginan saya untuk mencintai dan belajar memahami bahasa ini. Namun terkadang ada juga masalah saat mendengarkan penutur asli yang cara bicaranya sangat cepat, apalagi jika ditambah dengan aksen Inggris, sangat sulit. Sama halnya ketika mengendarai sepeda motor, jika kecepatannya terlalu tinggi, sangat sulit untuk menikmati malam dan segala sesuatu di sekitar kota"*

> *(In my dictionary, the night never fails to spoil, it's always beautiful and interesting with its glittering baubles of lights. Especially when enjoyed while driving aimlessly. Always curious about what new things are around the corner. Likewise with my experience of learning English, it is always interesting and enthusiastic. Waiting to see what new vocabulary I can pick up. Through western songs, talk shows, short TikTok videos, films, nothing has diminished my desire to love and learn to understand*

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this language. But sometimes there are also problems when listening to native speakers whose way of speaking is very fast, especially when added with a British accent, it is very difficult. It's the same when riding a motorbike, if the speed is too fast, it's very difficult to enjoy the night and everything around the city) (RH)

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Listening to audio that is delivered with complicated words, complex grammar, and high speed is a tremendous challenge in the process of listening to a message. When the words used in a message are very complicated and confusing,

listeners often feel as if they are trapped in an incomprehensible complexity.

Participant NS is an example that perfectly illustrates this experience, especially when he tried to listen to the audio in English. In such moments, NS felt disorientated, feeling like she was stranded in the middle of an unfamiliar and unreachable situation.

(Figure 3,) which creates a powerful image of how the feeling of difficulty in listening can feel like being in an environment full of complexity. the illustration made by NS with his experience in the Trans Semarang bus or BRT illustrates deeply how this feeling is felt.

> *"Foto ini adalah foto yang saya ambil ketika sedang menaiki Bus Trans Semarang atau yang biasa disebut BRT, di mana bus ini dipenuhi oleh orang-orang yang pulang kerja atau sekedar berkeliling kota. Foto ini mengingatkan saya ketika saat saya mendengarkan film atau musik berbahasa Inggris. Ketika saya melihat dan berada di tengah kerumunan orang, saya merasa bingung dan asing, sama seperti ketika saya mendengarkan musik atau film berbahasa Inggris. Karena tidak terlalu akrab dengan bahasa Inggris, saya terjebak di antara kata-kata dan kalimat yang tidak saya pahami sama sekali. Ini sangat membuat frustrasi, kepala saya penuh dengan bahasa asing yang baru pertama kali saya dengar".*

(This picture is a photo I took while riding the Semarang Trans Bus or commonly called BRT, where the bus was filled with people going home after work or just travelling around the city. This picture reminds me of listening to an English film or music. When I see and am in a crowd, I feel confused and unfamiliar, just like I listen to English music or films. Not being very familiar with English, I find myself stuck between words and sentences that I don't understand at all. It's very frustrating, my head is full of foreign languages that I'm hearing for the first time) (NS)"

NS stated that the situation in the BRT bus was like what he felt, NS revealed that due to his lack of sufficient understanding of English, NS felt trapped between words and sentences that he did not understand at all. NS's experiences reveal the discomfort of listening to a foreign language and how confusing it can be to get stuck between unfamiliar words. This made NS feel difficult and made her head filled with a foreign language.

Figure 3. In the afternoon, the bus was packed with
passengers. (NS)

Theme 3: Learning methods

The need to use a variety of interesting and fun
learning methods so that children are motivated to take part in
the teaching and learning process. The importance of the right
approach to teaching and understanding the challenges faced
by students in learning English. Each student has a different
way of learning, and teachers need to find learning methods
that help students in the listening learning process.

One of the PB participants provided an interesting perspective on how one understands and memorizes vocabulary in English. In its analogy with name tag, PB described a unique view of how our brains process and store language information. This idea provides a deep insight into the cognitive processes behind vocabulary learning. PB tries to illustrate his PB experience with the illustration (figure 4) of a collection of name tags and the narrative below:

> *"Ketika saya melihat hal ini, saya teringat akan macam-macam kosakata, kita tidak bisa menghafal name tag satu persatu, karena ada banyak dengan nama yang berbeda, sama halnya dengan kosakata, kosakata sangat banyak jumlahnya, namun kita akan tahu dan kita akan hafal namanya, ketika name tag tersebut ditempelkan pada pemiliknya. Artinya, kita akan lebih mudah menghafal sesuatu ketika kita langsung mengimplementasikan dan langsung melihat secara visual, secara praktek langsung, jika kita menghafal namanya saja, tetapi tidak tahu seperti apa bentuk benda tersebut, maka akan sulit"*

> *(When I see this, I think of the kinds of vocabulary, we can't memorize the name tags one by one, because there are many with different names, the same is true with vocabulary, vocabulary is very large in number, but we will know and we will memorize the name, when the name tag is placed on the owner. That is, we can more easily memorize something when we directly implement and directly see visually, in direct practice, if we memorize the name alone, but do not know what the object looks like, it will be difficult)(PB)*

PB emphasizes how difficult it is to learn each vocabulary word individually. This reflects the fact that learning a language can be challenging and that the vocabulary in English can be quite rich and diverse. However, PB asserts that learning vocabulary will be more successful if the words are connected to their original context or object.

The value of context in language learning cannot be overlooked. When we understand a word in a real situation, we remember not only the word itself, but also how and where it is used. This helps learners understand the true meaning and right usage of the vocabulary.

One approach that is getting more and more attention in the world of learning is the audio-visual learning method. This approach is not only engaging, but also proven to be very successful in improving comprehension and retention of information. Research participants also felt that learning to listen using the audio-visual method provided a more enjoyable and exciting experience, as they always found something new and interesting.

For example, let's look at the story of RN, one of the participants in this study. RN honestly admitted that her listening skills were still at a basic level. However, she was well aware of the problems in understanding uncommon

words or expressions in English, such as idioms, slang or proverbs.

> *"Kemampuan saya dalam mendengarkan percakapan atau audio bahasa Inggris sejujurnya masih berada di level menengah. Saya merasakan bahwa saya sudah memiliki tingkat kemampuan mendengarkan di atas rata-rata. Namun, saya masih kesulitan untuk memahami kata-kata yang tidak umum, seperti idiom-idiom gaul atau peribahasa dalam bahasa Inggris. Untuk mengatasi masalah ini, saya biasanya lebih banyak mendengarkan audio atau video bahasa Inggris dengan level yang lebih tinggi, seperti contoh-contoh yang mengandung bahasa gaul, idiom, atau peribahasa yang digunakan dalam kehidupan sehari-hari".*

> *(My ability to listen to English conversation or audio is honestly still at the intermediate level. I feel that I already have a level of listening ability above average. However, I still have difficulty understanding words that are not common, such as slang idioms or proverbs in English. To deal with this problem, I usually listen to more English audio or video with a higher level, such as examples that contain slang, idioms, or proverbs used in everyday life) (RN)*

For RN, this was an exciting task and made her even more eager to hone her skills. To overcome this problem, RN takes a creative approach by listening more to English audio or video with a higher level of difficulty. She looks for materials that contain slang, idioms or proverbs that are often used in everyday life.

This approach not only helped her understand and internalize more complex words and phrases, but also offered an invaluable chance to understand the culture and context behind their use.

Figure 4. A pile of name tags like a collection of vocabulary

Theme 4: Strategies to overcome difficulties

Learning strategies can also be interpreted as patterns of learning activities that teachers choose and use contextually Garlach & Ely (1980). Almost all participants in this study

already have their own learning strategies to overcome difficulties in learning listening. The majority of participants use strategies such as finding vocabulary from films, music lyrics, or videos found on YouTube, TikTok, or Instagram. As an experienced RG, he uses a strategy of looking for new vocabulary through music lyrics.

> *"Untuk beberapa lirik sambil mendengarkan biasanya saya mencoba mencari artinya, itu juga cara saya belajar bahasa Inggris, namun hasil dengan cara ini tidak terlalu signifikan, berbeda dengan cara yang diajarkan di sekolah, karena hanya beberapa kata saja yang saya cari artinya, tidak terlalu kompleks jadi ada sedikit belajar bahasa Inggris melalui mendengar, mengartikan, memahami, hal ini juga dibantu dengan adanya teknologi, sekarang teknologi sangat membantu sekali untuk pembelajaran kita".*

> *(For some lyrics while listening, I usually try to find the meaning, that's also my way of learning English, but the results in this way are not too significant, unlike the methods taught at school, because there are only a few words that I look for the meaning, not too complex so there is a little learning English through listening, interpreting, understanding, it is also assisted by technology, now technology is very helpful for our learning)(RG)*

RG uses the method of listening to music and music lyrics to improve his English skills. In improving his skills, RG tries to look up some words or phrases that he does not understand. RG recognises that the results of this method are

not very significant. RG mentioned that the use of technology allows them to quickly search for words.

However, through this strategy, RG felt that he had not been able to interpret the meaning or message that the musician wanted to convey, this experience is illustrated with an abstract painting (Figure 5).

> *"Pengalaman saya mendengarkan musik atau audio berbahasa Inggris seperti saat saya melihat lukisan. Ketika saya melihat sebuah lukisan, saya hanya bisa menikmatinya, saya belum bisa memahami apa arti dari gambar tersebut. Saya suka mendengarkan musik, saya menikmati melodi, instrumen, dan suara penyanyi, tetapi saya tidak dapat memahami arti dari apa yang dikatakan penyanyi".*
>
> *(My experience of listening to English music or audio is probably similar to when I look at a painting. When I look at a painting, I can only enjoy it, I cannot yet understand what the meaning of the picture is. I like listening to music, I enjoy the melody, the instruments, and the singer's voice, but I can't understand the meaning of what the singer is saying) (RG)*

RG illustrated his experience through an abstract painting. RG likened his experience of listening to music (western music) to looking at a painting. RG could only enjoy the visuals, without understanding what was meant or the

meaning conveyed. Similarly, listening to music, RG could only enjoy the sound and melody.

Learning listening can also be done with constant practice, we will get used to the various words and phrases in the language being learned. The more vocabulary we recognize, the easier it is for us to choose the right words when speaking or writing. This experience was experienced by FJ, who likened learning listening to riding a bicycle.

> *"Filosofi mengendarai sepeda adalah semakin lama Anda menggunakannya, semakin sering Anda berlatih, semakin mahir Anda mengendarainya. Begitu juga dengan pengetahuan bahasa Inggris saya, semakin sering saya menonton film atau lagu yang berbahasa Inggris, semakin sering saya menggunakan bahasa Inggris dalam kehidupan sehari-hari. Saya semakin banyak mengetahui kosakata bahasa Inggris, idiom, perumpamaan, dan ekspresi sastra dalam bahasa Inggris. Sehingga membuat saya semakin mahir dan menguasai penggunaan bahasa Inggris"*

> *(The philosophy of riding a bicycle is that the longer you use it, the more you practice, the more adept you will become at riding it Likewise with my English knowledge, the more I watch films or songs that speak English, the more I use English in my daily life. I know more and more English vocabulary, idioms, parables, and literary expressions in English. So that makes me more proficient and mastered in the use of English) RG*

FJ linked the concept of learning to cycle to the development of English language knowledge. FJ stated that

the more often they listen to songs or videos in English, the more often they also use English, so they will be more familiar with English vocabulary.

Figura 5. Painting

B.   Discussion

This study sought to capture students' views and experiences of learning to listen, using the photovoice method. The 4 main themes that emerged from the photos and narratives were: 1) Difficulties in listening to English, (2) Learning methods, (3) Strategies to overcome difficulties in learning, and (4) Emotional feelings.

The above image gives us a very useful view of how our brain works in processing information coming from native speakers or audio in English. It is an illustration of the

difficulties that language learners often face in their quest to understand conversations in a foreign language spoken at high speed.

However, this study also teaches us more than just individual experiences. It asks us to reflect on our own experiences of learning to listen to native speakers or English audio. It is a time that triggers introspection, where we can ask ourselves how we coped or might have felt trapped in a similar situation. In this process, we can find the most effective methods and strategies to improve our listening skills. (Steyn & Kamper, 2011) In general, there are four important aspects of English that we must understand, namely listening, speaking, writing, and reading.

In this age of globalization, mastering these four aspects has become increasingly important as English has become the primary means of communication in business, education, technology and many other fields. Therefore, investing in the development of listening, speaking, writing and reading skills in English is a wise move to improve our communication skills and expand our chances in this increasingly connected world.

Everyone has different levels of difficulty in understanding these four concepts. In this study, the participants experienced different levels of difficulty. For

example, like participant RN, she had difficulty understanding uncommon expressions. Expressions in slang language (language used by certain circles) are difficult to understand even though they appear in everyday conversations.

Difficulties in understanding uncommon expressions like these can be a real barrier in engaging with native speakers or even peers (Zano, 2020). This can result in a lack of trust in speaking English and make communication more difficult. Furthermore, a lack of understanding of slang can also limit one's ability to keep up with the latest developments in the English language and the culture connected with it.

Sometimes, grammar problems can also be a barrier to English comprehension and expression. People who experience difficulties in grammar may feel unsure when speaking or writing, and this can affect their ability to communicate successfully.(Hwang & Fu, 2019) Therefore, it is important to find the areas where one has difficulties and work hard to improve them.

One of the difficult things is understanding native speakers' speech and audio recordings. English speaking ability, as with us, is measured through listening ability. If we have good listening skills, then we will find it easier to understand native speakers and audio recordings. In addition, we can also communicate in English better (Sari et al., 2021).

This also happened to the participants as the data collected above, all participants described their learning experience from different perspectives.

It is important to remember that each person in this study had a unique listening experience. One of the participants, whom we will refer to as NS, described her experience of learning to listen to English as very difficult. such as NS who illustrates learning to listen in a crowded BRT atmosphere, NS states that every time she learns English, the contents of her head are crowded, and all words sound foreign. Not understanding what is said by native speakers or audio causes NS to feel herself trapped between (Hwang & Fu, 2019) words and sentences that she cannot understand.

At the end of the interview NS mentioned she did not understand anything that was said, she felt she could not do anything. It is important to remember that each person in this study had a unique listening experience. One of the participants, whom we will refer to as NS, described her experience of learning to listen to English as very difficult.

Based on Complex Dynamic Systems Theory (CDST), the situation experienced by the NS stems from feelings of anxiety y(Joubert, 2012). It should be noted that the feelings of anxiety experienced when listening to a foreign language are different from feelings of anxiety in general.

Language anxiety is considered as a trigger for the uncomfortable feelings experienced by the listener. In the context of CDST, feelings of language anxiety can be seen as one of the variables that influence the complex dynamics in the language comprehension process, which in turn can affect the quality of the listener's perception and understanding of the language being listened to.

In the context, CDST is used to explain that language anxiety experienced by NS's is part of a complex dynamic system involving many factors, such as linguistic ability, learning situation and psychological factors. CDST helps us understand that this language anxiety cannot be isolated simply, but must be seen in the broader context of the ever-changing language learning process (Joubert, 2012).

This result is supported by the statements of several prominent studies (Darti & Asmawati, 2017; Gilakjani & Ahmadi, 2011) which claim that understanding English is impossible without listening skills, as it is one of the most important aspects of language development for students. The importance of consistent listening to English cannot be ignored, as it has a significant effect on the development of students' language skills(Hergenrather et al., 2006).

Listening to English well is not just a passive activity, but also takes a great deal of concentration. This concentration

is needed so that students can understand well what is said by native speakers or in English audio. In addition, listening also helps in improving English pronunciation, as students can mimic the correct intonation, accent, and pronunciation of native speakers.

In contrast to RH, the emotional feeling felt by RS when learning to listen seems to enjoy the learning process. RS described learning English as like riding a bicycle at night, which is a feast for the eyes, and very interesting. This shows how the experience of listening to English can be positive and engaging for some people.

Music, as a form of audio, can evoke feelings through cognitive expectations. Music is often regarded as enjoyable because it builds, fulfils and challenges these expectations (Meyer, 1956; Huron, 2006; Vuust and Kringelbach, 2010). In this case, music can be a source of joy for RS when learning to listen to English. Perhaps when RS listens to English songs or music that uses this language, he finds satisfaction in understanding the lyrics and following the melody.

The feeling of excitement felt by RH when listening to Western music, talk shows, and short videos does not lessen his love for the language. This shows that the experience of listening to English can bring deep pleasure and satisfaction to some people, such as RS and RH. It also underlines the

emotional and subjective richness involved with language learning, which can vary between individuals. For RS and RH, English is not only a means of conversation, but also a source of entertainment and joy, which makes the learning process more meaningful and enjoyable for them.

In listening activities, most participants used sources outside the academy to learn to listen, such as YouTube videos, Instagram, podcasts, and song lyrics. Obstacles that may arise when listening include external factors, referring to various elements that come from the environment around students and can affect their listening ability, such as accent and intonation used by the speaker, speaking speed, language variations such as slang or idioms, as well as environmental distractions such as background noise

(Nation & Meara, Excerpt 2002) states idioms are an important part of English vocabulary and learners need to master idiomatic English to achieve native-like proficiency. Teachers and students avoid using idioms because they are difficult to learn and require a level of English proficiency (lu, 2008). Learning idioms cannot be avoided or postponed as they are a major part of figurative language and can help students improve their communication skills (Khan & Can Daşkin, Cited 2014).

The ability to concentrate on listening will increase with the situation, such as facing semester exams or TOEFL tests. The more external distractions that appear or the less understanding of the target language, the more effort will be required in listening. Excessive effort in listening tends to result in mental fatigue, which can lead to a decrease in motivation in learning to listen. However, the relationship between listening effort and fatigue is still not well understood (Brännström et al., 2021).

In this study, a common phenomenon noticed was that most participants had difficulty in keeping up with the speaker's speaking speed in English. This experience can be a real barrier in their understanding of the topic of the message being conveyed (Fata et al., 2018). Sometimes, when a speaker talks quickly, the message they are conveying can feel like a flood of words that are difficult to follow.

When participants listen to English delivered at a high speed, feelings of confusion and difficulty in following the conversation often appear. This happens because the brain has to work hard to process words and sentences quickly, while at the same time trying to understand the context and meaning of what is being said.

Some people may feel like they are in the middle of an information storm, where the words and phrases exceed their ability to digest them quickly. This can be a very frustrating experience and leave participants feeling unconfident in speaking in English.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

In this study, the results showed that about the learning experience of listening to English texts, it was revealed that some participants had experiences of difficulty facing challenges in understanding words spoken by native speakers or in English audio. These obstacles are not only limited to the classroom environment, but also occur in everyday life and even in facing the TOEFL exam. The research participants expressed various problems they faced, such as difficulty understanding native speakers who spoke too fast, the use of words that were unfamiliar to them, or audio that was too difficult to follow.

Some participants emphasised the importance of having a strong vocabulary as the key to overcoming listening problems. Having a rich vocabulary helps in understanding the wider context. However, some participants had difficulty in retaining the vocabulary they had learnt.

This study also reflects the variety of emotions experienced by the participants. Some felt motivated and excited about learning English, and they used various audio and visual resources as support. On the other hand, some felt

anxious and overwhelmed, struggling to understand English used in real-life situations.

In an effort to overcome these challenges, each participant developed their own learning methods. Some participants used memory techniques and related the language to real situations, while others chose to listen to audios or watch videos that used idioms, slang or proverbs.

In addition, participants also used various strategies to improve their listening skills. Some used music and lyrics as aids in learning to listen, while others relied on technology to enrich their learning experience. One participant likened learning English to learning to ride a bicycle, where consistent practice is the key to success. In other words, the more one practices, the more familiar they become with English and the better they get at listening and understanding the language.

B. Suggestion English translation.

This research has some weaknesses that need to be addressed. One of the main weaknesses is the lack of focus on the main objective of the study. The main objective of the study should have focused on "students' experiences in listening to English texts." However, the researcher seems to have focused more on "students' experiences of learning English in general."

This reflects the need for consistency and accuracy in formulating research objectives. In the context of this study, it needs to be clear that the focus should be on how students experience the process of listening to English texts, not just on the process of learning English as a whole. The researcher suggests that future researchers should refocus the research objectives. Be more specific about the aspects to be investigated in future research.

For better analyses, the researchers suggest that future researchers give participants more time to search for photos. This aims to give participants more time so that they can actually find photos that match their experiences.

For the time of conducting the study, the researcher suggested that future research is better to conduct research offline not online, this is because it is easier in terms of access and meeting time. For future research, researchers suggest controlling participants more intensely This photovoice research can be done in a wider range of topics,

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APPENDICES

Appendix 1: Interview Guideline

The SHOWeD method (Wang & Burris, 1994).

1. What do you See here?
2. What is really Happening here?
3. How does this relate to Our lives?
4. Why does this situation, concern, or strength exist does this situation exist?
5. What can we Do about it?

Respondent 1

RN

Femail

22 years old

Faculty of Education and Teacher Training

1. What do you see here?

   What I see here is a clear sky with a few green trees underneath.

2. What is really Happening here ?

   I often experience this situation when watching YouTube videos, be it English learning videos or films.

3. How does this relate to Our lives?

   Situations like this I often experience when watching YouTube videos, be it English learning videos or films. A picture of a bright blue sky with a few green trees underneath with a view that doesn't look too beautiful.

4. Why does this situation, concern, or strength exist does this situation exist?

   Because of the lack of knowledge about slang, idioms, or proverbs in English.

5. What can we do about it ?

   Increase listening to English audio or video with a higher level, such as examples that contain slang, idioms, or proverbs used in everyday life.

Responden 2

ML

22 years old

Female

Faculty of Psychology and Healthy

1. What do you see here?

   The shadow of a hand and a butterfly

2. What is really Happening here ?

   As I see it, the hand wants to reach the butterfly, but the butterfly is still flying,

3. How does this relate to Our lives?

   In my own experience, learning listening is not like, learning other sciences, learning sometimes I watch films, I read the subtitles and I listen to bits of conversations contained in the film, but later after that I forget again, because I don't apply vocabulary, like this picture of the hand that wants to reach the butterfly, it's hard if I don't apply it, I learn listening is difficult, if I don't want to apply it to myself, so like that hand, if I don't really reach for the butterfly, then I won't be able to catch it.

4. Why does this situation, concern, or strength exist does this situation exist?

   I'm really difficult when learning English, it's really difficult,

then my mind is like this ... why do I remember vocabulary, if I forget, I can look it up again, so it's like I don't want to reach the butterfly, so the butterfly is just above, I don't want to reach it,

5. What can we Do about it?

I have to learn again, meaning if there is vocabulary that I don't know, then I keep looking for it. the next day I watch the film again or what or I don't look for it again but I remember, if I don't remember, then I have to search again in the online dictionary, I have to memorise so that I can memorise the vocabulary little by little.

Respondent 3

PB

22

Male

Faculty of Science and Technology

1. What do you see here?

   Stacks of name tags

2. What is really Happening here ?

   When I look at this, I think of all kinds of vocabulary, we can't memorise the name tags one by one, because there are so many with different names, it's the same with vocabulary, there are so many vocabulary, but we will know and we will memorise the name, when the name tag is placed on the owner. That is, we can more easily memorise something when we directly implement and directly see visually, practically directly, if we memorise the name alone, but do not know what the object is like, it will be difficult, that's what I correlate name tags with learning English.

3. How does this relate to Our lives?

   If it's life experience, the need to correlate between us meeting in person, sometimes we meet someone, whose name is it, sometimes a few days or a few weeks we will forget, but when that person has a name tag on him, we no longer need to ask

who, we just need to see the name tag, his name is this and gradually. We will often meet with that person and that person by using his identification, we will gradually memorise, it is an implementation in life. Learning listening is also like that when we often meet or encounter the vocabulary, we will gradually memorise it.

4. How does this relate to Our lives?

Everything needs the name of identity, related to memorisation too, yes actually how we see things, if we learn from the beginning, usually we introduce things, there are objects, there are pictures, there are names and so on, yes that's the answer.

5. Why does this situation, concern, or strength exist does this situation exist?

What we can do to deal with the situation is not to memorise, just remember by getting used to it, memorising and remembering are different, if we memorise it we really memorise, if remembering it, without us memorising even with habit we will memorise it, that's it.

Respondent 4 NS

KN

20 Years old

Female

Faculty of Usul al-Din and Humanity

1. What do you See here?

   In the photo is a horde of people in a Semarang trans bus.

2. What is really Happening here?

   In the photo, the situation of the Semarang trans bus after work, there are humans crammed together, the atmosphere is claustrophobic, full and unfamiliar.

3. How does this relate to Our lives?

   Because it relates to my experience listening to music or films that are in English. Like in the photo, it's crowded and everything feels foreign. For someone who is not very good at English, when listening to someone speak English it feels very strange, then I feel "what is that person talking about".

4. Why does this situation, concern, or strength exist does this situation exist?

   I don't know English myself. So for example, listening to English that I don't understand, I feel everything is unfamiliar in my brain, my hearing also feels unfamiliar, and finally I feel

"what is this, what is this", I can only look right, look left while saying "huh?".

5. What can we Do about it?

Learn English well, according to one of my friend's recommendation, learn listening by watching films, it's easier he said, but I haven't tried it yet.

Respondent ke 5
MH
20
Male
Faculty of Psychology and Healthy

1. What do you see here?

   In this photo I took a tree...

2. What is really happening here?

   This picture depicts a tree standing upright in a field, a tree standing upright in the wind.

3. How does this relate to Our lives?

   I feel that learning listening is like a big tree that has strong roots in the ground. when the tree is hit by a big wind, the tree will not fall because it has strong roots. Learning English is like that, just like a tree needs to have strong and sturdy roots. What are these strong roots, these strong roots are vocabulary. I don't have that strong vocabulary yet, when listening to music or English audio I don't understand anything, what's more when the TOEFL test feels like a storm in my brain, besides I have to answer the TOEFL test, I also need extra concentration in listening, I haven't had time to understand what is meant in the audio, instead I have changed the question.

4. Why does this situation, concern, or strength exist does this situation exist?

    This situation happened because I did not have a strong vocabulary, my roots were still weak. I still have difficulty in understanding the context of the audio.

5. What can we Do about it?

    By strengthening the roots, namely vocabulary, it is necessary to strengthen vocabulary, strengthening vocabulary can be by memorising new vocabulary, listening to native people speak and also need to practice, practice using the vocabulary, so you don't forget.

Respondent ke 6

FJ

22 years old

Male

Faculty of Sharia and Law

1. What do you see here?

   What I see is someone riding a bicycle

2. What is really Happening here?

   This relates to the situation when learning something new, we need more practice so that we get used to it. It's the same with riding a bicycle

3. How does this relate to our lives?

   When learning English, we need to get used to it first, get used to listening to English audio, if we are used to it, in the future or when listening to English it will be easier. I always try to make myself familiar with English audios, so that my hearing is more familiar.

4. Why does this situation, concern, or strength exist?

   This situation occurs because the more we practice, the more we will get used to it.

5. What can we do about it?

   Often watch videos or audio in English, so that we become accustomed to it.

Respondent ke 7

RH

20 years old

Male

Faculty of Islamic Economics and Business

1. What do you see here?

   The situation of riding a motorbike at night

2. What is really Happening here?

   This picture depicts a nighttime situation while riding a motorbike. the situation is beautiful, interesting, and a feast for the eyes.

3. How does this relate to our lives?

   Yes, I equate my experience of learning listening to riding a motorbike at night, it's always interesting and I enjoy learning English. I am always waiting for new vocabulary in videos, music, podcasts, tiktok, or youtube. All these things make me quite enthusiastic in learning this language. But I still struggle when listening to people with a British accent.

4. Why does this situation, concern, or strength exist?

   Maybe because I don't understand what the British say, because the accent and the way of speaking are not familiar to me.

5. What can we do about it?

   Deal with this problem, listen more to videos or music that uses British accents and needs subtitles.

Respondent 8

RG

22 years old

Male

Faculty of Da'wah and Communication

    a.   What do you see here?

         An abstract painting

    b.   What is really Happening here?

         Firstly, I saw a painting, and it was like I was listening to a person or audio in English, In the painting, the picture can only be enjoyed but cannot be understood. It cannot be understood what the picture means "what the painter wants to convey. just like the English music that I often listen to.

    c.   How does this relate to our lives?

         This relates to my listening experience, my experience in looking at paintings is the same as my experience listening to music or audio in English, listening to music, I can only enjoy it but cannot understand, interpret the meaning of the message of the singer.

    d.   Why does this situation, concern, or strength exist?

There are two contributing factors: First, internal factors: since I was born in the village, the use of English was not often familiar to my ears, so when I was at school I was also not interested, which is one of the reasons I am not so easy to understand, because learning and understanding must have a sense of interest, that is my internal factor.

Then, external factors, it is also because of the environment, again because in my environment, especially my friends are in a village which in fact rarely uses English, so it is more dominant to use Javanese and Indonesian. Economic and educational factors, my friends at home are also like that, rarely use English.

e. What can we do about it?

Maybe for now because my education is already at university, I have to start adapting, inevitably have to learn from now on, with various methods such as listening, reading or direct courses directly to friends or lecturers or self-study such as looking at social media, that's what I'm doing since I entered college, it

turns out that looking around English is very important.

CURRICULUM VITAE

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