ADOPTING PHOTOVOICE TO EXPLORE STUDENTS' PERCEPTIONS IN LEARNING ENGLISH TENSES AT AN ISLAMIC BOARDING SCHOOL

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan in English Education

By :

FERA LISTIAWATI
SN. 2520002

ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
K.H. ABDURRAHMAN WAHID PEKALONGAN
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Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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MOTTO

"Tan hasil angen-angen beloko dienggoni. Manungso iku lumaku maring Allah kang dihimat."

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ABSTRAK

Penelitian ini bertujuan untuk menjelajahi persepsi mahasiswa yang mempelajari tenses Bahasa Inggris di sekolah asrama islam, menggunakan pendekatan suara sebagai pendekatan kualitatif dan metode. Photovoice memungkinkan siswa mengartikulasikan perspektif mereka secara berbeda, terutama melalui foto-foto yang mereka tangkap dan narasi yang disertakan. Penelitian ini berfokus pada siswa-siswa tahun pertama yang mempelajari dasar-dasar Bahasa Inggris, menekankan pentingnya pemahaman mereka dan menggunakan suara fotografis untuk menjelajahi sudut pandang mereka. Pemilihan foto dan wawancara mengungkapkan spektrum emosi, termasuk antusiasme, komitmen, perjuangan, dan kebahagiaan, mencerminkan lanskap yang kompleks dari pengalaman pembelajaran. Sebaliknya, persepsi negatif seperti kebosanan, kemalasan, kebingungan, dan kantuk juga muncul, menyoroti tantangan-tantangan para siswa. Temuan ini memberikan wawasan berharga bagi para pendidik untuk menyesuaikan pendekatan instruksional, mengakui dimensi emosional yang beragam pengalaman siswa dalam pembelajaran Bahasa Inggris dalam konteks yang unik dari sekolah asrama islam.

Kata kunci: Photovoice, Persepsi siswa, Tenses

ABSTRACT

The study aims to explore the perception of students studying English tenses at an Islamic boarding school, using photovoice approaches as qualitative strategies and methods. Photovoice enables students to articulate their perspectives differently, especially through the photos they capture and the accompanying narratives. The study focused on the first-year students who studied the English tenses, emphasizing the importance of their understanding and using photographic voices to explore their points of view. The photos and interviews revealed a spectrum of emotions, including enthusiasm, commitment, struggle, and happiness, reflecting the complex landscape of the learning experience. Rather, negative perceptions such as boredom, laziness, confusion, and drowsiness also arise, highlighting students' varied challenges. These findings provide valuable insights for educators to adjust the instructional approach, acknowledging the diverse emotional dimensions of students' experience in English learning in the unique context of the Islamic boarding school.

Keywords: Photovoice, Students' Perceptions, Tenses.

PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my research proposal research entitled **"Adopting Photovoice to Explore Students' Perceptions in Learning English Tenses at an Islamic Boarding School"** can be completed. It is submitted to the English Education Department, UIN KH. Abdurrahman Wahid Pekalongan to fulfill one of the research Seminar Proposal course requirements studies can be accomplished because of several people's support. Therefore, on this occasion, I would like to express my sincere gratitude to:

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CHAPTER I

INTRODUCTION

1.1. Background of Study

English tenses are specific arrangements regarding time differences in English. To appear at a special time in composing meaning is often not seen from the tenses used. Based on Larsen-Freeman (1999), formulating an English dialect can be a complicated framework for specific English times, points of view, and modalities. Yurko & Vorobel (2022) Yule's opinion found that an English formulation is a form of the verb that is used for a particular point of view and time in English and provides additional data about the conditions or events of an event or activity. Thus, it can be concluded that English tenses are complex frameworks that indicate methodology, aspects, and time in English. Apart from that, the English tenses also provide additional data about the condition or occurrence of an opportunity. Therefore, it is essential to utilize proper English formulas to communicate in English more accurately and be simple to acquire because in cases of inappropriate use of tenses can lead to wrong assumptions.

Studying English formulas implies acquiring and using English verb forms to match appropriate methodologies, perspectives, and times in different communication settings. By examining English tenses, one must learn the various forms of the verb and its use in different sentences, both in composed and spoken form. Also, one should understand the difference between tenses and

their meanings and use a different context. Learning English is not quite simple; several studies face problems in dealing with learning English in the learning they get. Learning tenses include understanding time, such as view, past, and future, and angle, such as inclination, length, and display activity. In expansion, someone who learns English tenses must also learn the use of verbs or introductory words, which can affect the use of appropriate words in sentences. Learning English tenses can offer individual assistance to communicate appropriately in English and improve one's ability to type, peruse, and listen in English.

The study of the English tenses at the Islamic boarding school refers to the structure of grammar and grammatical and time learning in the English verb in the context of the institution of education that combines Islamic doctrine and values with the English curriculum. This shows the value of Islam and the cultural aspects of foreign languages and knowledge. It also allows people to be close to others McKay & Hornberger (1996) observed that language is an intimate part of social identity. The purpose is to create a link between language learning and students' identity, hoping they can develop language skills while strengthening their religious and cultural knowledge. A theoretical gap in adopting photovoice to explore students' perceptions of learning English in boarding schools is the lack of research that uses this method to investigate language learning experiences in this particular context. While some studies use photovoice to explore students’ experiences in formal education, such as public schools and colleges, research applying this approach to examine students'

perceptions and experiences in learning English in a boarding school environment is limited.

This study aims to understand how photovoice is used in writing classes in secondary school. Therefore, there is a need for research that examines students' perceptions of learning English tenses in non-formal education as Islamic boarding schools. Non-formal education is defined as activities organized outside the formal education system and designed to serve specific clientele and educational objectives (Carron & Carr-Hill, 1991). Reviewing students' perceptions in learning about the tenses of English provides a more holistic understanding of students' needs, motivations, and challenges in studying the material. Observing students' perceptions and teachers' opinions can devise appropriate teaching, facilitate better learning, and help students achieve success in learning English tenses. In adopting a photovoice approach to explore students' perceptions of learning English in Islamic boarding schools, it is necessary to consider various factors, such as culture and religion, which may influence students' perceptions and experiences in this context. Therefore, exploring the potential of photovoice in these different contexts can contribute to a deeper understanding of how students learn English (Wang & Pies, 2004).

As for the empirical gaps in this study, namely the lack of studies that use the photovoice method to explore the perceptions and experiences of students learning English in Islamic dormitories. Although several studies investigate English language learning in boarding schools, the use of photovoice is still rare. Some research only focuses on solving boarding schools' English language

education system but uses more descriptive methods than photovoice. Using photovoice as a method for collecting data from students can provide a deeper and more detailed perspective on their learning experience so that it can be used as a more effective research tool.

Based on the explanation above, there is a need for research on English tenses, which is an important component in learning the language because it is the basis for effective communication in English. This study aims to explore students' perceptions of learning English tenses in Islamic boarding schools and identify the challenges and solutions to student engagement in learning English tenses. It also aims to in intended to see the importance of English study in boarding schools and identify potential strategies for English grammar teaching and learning in this context. The research was conducted at Al-Qutub Wonopringgo Islamic Boarding School with participants from class 1A.

1.2. Identification of the problem

Research background highlights the complexity of English tense learning, especially in formulating English dialects that involve time differences, viewpoints, and modalities. This learning process is acknowledged as a challenge, especially in understanding concepts of time, perspective, and activity in an English tense context. Furthermore, this learning involves not only mastery of verb forms but also understanding the differences between tenses, their meanings, and their USES in different contexts.

Research describes the pressing need to explore students' experience of understanding English tenses in boarding schools, which creates a connection between Islamic, cultural, and English learning values. However, there are theoretical and empirical gaps linked to the use of photovoice methods to search students' perceptions of English learning in the Islamic boarding school environment. Previous studies that used this method focused more on formal education in public schools, so more specialized research was needed in boarding schools to understand more about how students learned English in this unique context.

In addition, the research highlighted the limitations of using photovoice methods in boarding schools, with more research adopting descriptive methods. More in-depth and detailed research using photovoice methods to dig out students' perspectives more effectively. In conclusion, this research is aimed at filling out these theoretical and empirical gaps, examining the student's experience of understanding English tenses in boarding houses with a photovoice approach.

1.3. Research limitations

Limitations on the problem of this study are made by focusing on certain aspects. First, this research is limited to the Al-Qutub Wonopringgo Islamic boarding school involving participants from class 1A. The selection of locations and groups is designed to give deep insight into the students' experience of understanding English tenses in the context of a specific boarding house.

Second, the main focus of the research is using photovoice methods to investigate students' perceptions of English tense learning. This method is selected to provide a visual dimension through the images produced by students, thus able to contribute more deeply to the data analysis. This restriction is expected to result in a richer understanding of how students interpret and respond to the tense learning materials.

This study, in turn, limits its range to students' understanding of English tenses as a basis for communication in English. Although English involves various aspects, the study focuses on the subject of tenses to provide a clear and relevant framework. The restriction was taken to keep research focused and to produce more specific findings concerning students' understanding of the topic being discussed.

1.4. Formulation of the problem

1. How do students perceive learning English tenses at an Islamic boarding school?
2. What difficulties are found by students in learning English tenses at an Islamic boarding school?

1.5. Operational Definition

1. Adopting Photovoice

Photovoice was first introduced by C. Wang & Burris (1997) and is a visual-based research method that uses photography to communicate or

discuss knowledge and sensitivity to certain social issues or phenomena. It is defined by its orientation to social change and critical dialogue with policymakers or those in positions of power.

2. Students' Perceptions

Students' perceptions refer to the subjective confidence, attitudes, and opinions students hold about their educational experiences, including their teachers, peers, class environments, and school practices. This perception affects their academic motivations, involvement, and achievements.

3. Learning English Tenses

Learning English refers to acquiring knowledge and skills in English, including grammar, vocabulary, pronunciation, reading, writing, and speaking. In grammar, tenses refer to verb tense forms in which an action or event occurs. English has three major tenses: the past, present, and future. In the book "Practical English Usage" (Swan, 2005) tenses are a grammatical form that is used to reveal time in English. Teaching English grammar includes developing an understanding of the rules and structure of the language and practicing them using such methods as listening to audio recordings, watching videos, reading text, and engaging in conversation.

4. Islamic Boarding School

An Islamic boarding school is where children and adults learn deep and systematic knowledge directly from Arabic and by reading the books of classical Islam written by great scholars. Syafe’i (2017) interprets boarding schools as an Islamic institution with a system of boarding houses or booths,

where the Kyai is the main figure, the mosque is its cultural center, and the teaching of Islam under Kyai guidance that santri is followed as its main activity. An Islamic boarding school or boarding school is also deemed a "religious school" when it meets five requirements, including having Muslim teachers or leaders, mosques, Islamic students, and reading classical books of Islam.

1.6. Aims of the Study

The study aims to investigate and understand students' perspectives regarding their experiences and perceptions of learning English tenses in the context of an Islamic boarding school.

1.5. Significance of the Study

1. Theoretical use

The research was conducted using an approach centered on language learning and emphasizing the importance of understanding students' experiences, emotions, and perceptions in the language learning process. Theoretically, significant research in developing theory and understanding of learning English in Islamic Boarding schools. Some of the theoretical aspects covered in this research are expanding understanding of the factors that influence the success of learning English in Islamic Boarding schools. Explanation of the use of photovoice can also increase students' enthusiasm in expressing their perceptions in different ways in the research process. In

addition, this research can develop an understanding of how using learning such as photovoice can improve students' skills in using English.

2. Empirical Use

Empirically, this study can provide insight into students' experiences learning English tenses in a boarding school environment. This study also aims to provide data on students' perceptions of the factors influencing learning English in Islamic boarding schools. This is done to provide a basis for developing English learning programs that are more effective and follow the needs of students in Islamic boarding schools.

3. Practical Use

In expanding the significance of the research theoretically and empirically, in this case, it also has practical significance for teachers, students, and those responsible for making steps to learn English in Islamic boarding schools. One practical significance that can be obtained from this study is as a tool for English teachers to teach tenses more successfully by considering students' wishes. This research is useful for students to use directly to understand superior English tenses. Not only for teachers and students but this research can also be used as information for those in charge of policy regarding what factors need to be considered to develop English learning programs in Islamic boarding schools. This research informs language teaching practice by highlighting the importance of creating positive learning environments and providing opportunities for student expression.

Overall, this research has theoretical, empirical, and practical significance. Students can better understand their perceptions and experiences. In addition, this study limits the use of photovoice as a research method for language education. This study shows the potential for photovoice as an innovative research method to explore students' perceptions and experiences in language learning. This study occurred in an Islamic boarding school, exploring how cultural and religious contexts influence language learning. This demonstrates the need for a student-centered approach to language teaching.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1.Conclusion

According to the findings, the study examines students' perception of the English tenses of learning in an Islamic boarding school, using a unique methodology that involves the selection of photos and interviews that follow. Participants were asked to select photographs that reflect their emotional experience throughout English class offline, and then discuss the photos together. Ten participants were then interviewed further to explain the context, the reasons for their selection of photos, and their emotional experiences. Analysis reveals some themes such as boredom, enthusiasm, struggle, curiosity, sloth, sleepiness, happiness, and confusion.

Positive perception is expressed by some students as expressing enthusiasm, struggle, happiness, and curiosity during their English tenses study. Some students emphasize their commitment and enthusiasm despite fatigue, while others highlight the struggles and efforts needed to understand tenses. Another student also shares his happiness in learning about tenses with friends, and another student describes the struggle Naela feels, emphasizing the importance of earnest effort in the life of an Islamic boarding school.

On the other hand, the negative perception was expressed by several other students who showed boredom, laziness, confusion, and sleepiness during English class. One student, bored, tried to cope with it by paying more attention.

Another student, though fond of English, struggled with laziness, by drawing on his desk. And some students faced confusion and difficulty understanding the complex tense material. There are even students who almost fall asleep in class, showing the challenge of overcoming drowsiness in daily activities.

In all, these findings illustrate the complex journey of English learning in the boarding house ward, where emotions such as enthusiasm, fatigue, boredom, sloth, confusion, and drowsiness compete with one another and influence the students' experience of learning English tenses.

5.2.Suggestion

This study provides an in-depth picture of how students at an Islamic school experience emotional tenses. For teachers, it is important to understand and respond to students' responses to learning, both positive and negative. By understanding the student's experience, teachers can identify more interesting and effective teaching methods and create an environment that supports students' positive development.

In addition to teachers, it is also important for students to understand the role of personal responsibility in learning, as reflected in the experiences of Irza and Naela. Despite difficulties, students realize that personal effort and involvement in the learning process are keys to success. In discomfort or confusion situations, students may seek strategies to stay focused and enthusiastic and seek the support of friends or teachers.

Not only do teachers and students play a role in education but they are also useful to school administrators. School administrators can use the results as a basis to support innovation in teaching and learning methods throughout the school. By understanding the students' diffusion of perceptions, managers may consider a holistic approach that includes the emotional, cognitive, and social aspects of students. Open and collaborative discussions between teachers, students, and school administrators become the key to creating a balanced learning environment and supporting student progress.

Through the application of these Suggestions, it is hoped that there can be a sweeping improvement in student learning experiences, creating an environment that motivates, supports, and increases the student's well-being in the education ward.

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