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PHOTOVOICE APPROACH AS INVESTIGATION TOOL TO IDENTIFY THE CAUSE OF DISENGAGEMENT OCCURRENCE AMONG APATHETIC ENGLISH LEARNERS

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ABSTRACT

Student disengagement is an ongoing challenge in college education phenomena. Henceforth, this present article aims to identify the cause of disengagement among apathetic English learners. This study utilized descriptive qualitative research focusing on Photovoice approach, using camera as an investigation tool to identify the causes; it is a methodology that can be adapted to a variety of topics especially for educational setting. Research participants were chosen through purposive sampling; they were asked to take photographs and share their voices on photos they took to represent their current reasons of disengagement. The researcher analyzed the digital images and the accompanying narratives for themes to emerge. Through the analysis process, two main themes emerged from this study regarding reported sources which cause them to disengage form learning. They are: Negative Self-concept and Language Intricacy. The theme of Negative Self-concept contains two categories with four to five labels in each category. Meanwhile the theme of Language Intricacy contains three categories and each category has four labels. With regard to empower the apathetic learners, a theme occurred in the findings which is activity-based program. This theme has two categories and each category has four to five labels.

Keywords: Disengagement, Photovoice Approach, Investigation tool, Apathetic Learners

INTRODUCTION

University is considered to be a place of mature scholars, both in attitude and thinking. In fact, at recent days, there are still many college students who have not been able to overcome their academic problems that they encounter, at the end of the day, they become apathetic learners and gradually disengage from schooling. It is known that

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mostly first-year students often experience challenges in transitioning from high school level to college which causes them to be less performed, take for instance, English majors, they are required to have good proficiency of English skills. In terms of learning a second language, they must immerse into English language settings in order to be successful in their academic achievement. If they disengage from learning, they could not perform well. In consequence it is important for a university to identify this issue as early as possible to academically navigate them successfully.

This is a vital matter that should be taken into serious consideration; in which, engagement in academic setting is imperative (Mkonto, 2018). It is no doubt that 'engagement is a key construct linked with learning and academic success, such as higher grades, completion rates, and achievement test scores' (Saito and Smith, 2017). Definitely it is a very broad discussion to investigate the problem of disengagement as a whole; henceforth, this study limits the scope of research by focusing on the cause of disengagement occurrence among apathetic learners. It has been confirmed that there are numerous studies about apathetic English learners along with their disengagement from studying that have been conducted by English language researchers. Yacek and Jonas (2019) state that this issue is found all over the countries with variety of settings.

The research setting of this study is in Indonesia; as it is well known that in Indonesia, students mostly consider English as a foreign language. They practically learn English because of common purposes: to earn money, travel abroad, regularize English classes, learn language culture, enjoy watching western movies, and even play computer games. However when it comes to deeper learning of English, they struggle to assimilate information in English. They tend to get frustrated when the lecturers speak English very fast or even when they are given tasks to establish their linguistic ability. Eventually they become apathetic learners. Through this study, the researcher was interested in identifying the cause of the occurrences of disengagement among apathetic English students. Additionally, Chipchase et al., (2017, p.31) accentuate that by 'understanding the risks and factors associated with leaner's disengagement from learning provides opportunities for targeted remediation'. There have been studies about

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investigating students' motivation in EFL context from either secondary or high schools; therefore, the gap of this current study with other studies is to focus on college students. Accordingly, this study sought to answer the following qualitative questions: What the reported sources of the occurrences of disengagement from learning English are and what could be the effective way to empower apathetic English learners.

THEORETICAL FRAMEWORKS

There are plenty of studies related to how someone learns and immerses in the process of learning. Various theories and approaches of learning have been enhanced to give great impact on learning (Marchetti, 2019). The basic theory of this study is learning theory which refers to constructivism theory; it depicts how learners learn, either using experience to understand or following the instructions to establish their knowledge and understanding through asking questions, exploring and assessing what they comprehend (Li, 2012; Sahin & Dogantay, 2018). By all means learners should be engaged in their learning in order to build their knowledge because when a student is engaged with their studies, he has better quality of learning inputs yet when student's engagement is declined, educators must be aware of this. Fundamentally, student's engagement is connected to students' attitude toward learning (Errey & Wood, 2011).

The concept of engagement is linked to three interrelated dimensions; they are behavioral, affective and cognitive. These three dimensions encompass involvement of students in academic activities, teacher-student relationship, and learner's thought processes and intellect (Murray, Mitchell, Gale, Edwards, & Zyngier, 2004). In relation to this, Han, Takkaç-Tulgar, and Aybirdi (2019) explain that language teachers must identify factors that affect their students' desire to learn by being aware of this, they could develop effective techniques to positively encourage them to learn again. Therefore, educators must be alert of how engage their students are with their studies. When talking about engagement, it also relates to disengagement because in the education field not all learners engage with their studies. Thereof, this study specifically identifies the cause of the occurrence of disengagement among apathetic English

learner. In terms of using Photovoice approach as tool of investigation, the researcher apply the grounded theory of Ronzi, Pope, Orton, and Bruce (2016) in which they stated that visual image is an imperative tool for allowing people to express about and describe the circumstances that they are dealing with.

Disengagement of Apathetic Learners

Learning should make information meaningful to English learners (Meriläinen & Piispanen, 2013). Nevertheless English learners have differences and outcomes in English learning; therefore it is common that they encounter difficulties in mastering English which cause them to become apathetic learners. There are many factors that can interfere with learning and teaching (UACL, 2011). Almaguer and Esquierdo (2013) accentuate that English learners must be able to distinguish the difference between Academic English and Every-day English because both aspects have different focuses—performing tasks academically is obviously different from using English as everyday interactions. Even though EFL learners have learned grammar and vocabulary for many years, they still struggle in enhancing the four macro skills of English (Lee, 2016; Tridinanti, 2018). Additionally, linguistic features, English-speaking environment, and grammar teaching have become huge barriers encountered by learners (Çelik & Kocaman, 2016).

Apart from those matters, Perry (2016) explains in his study that having low level of English skills often leads students to be demotivated. He said that the lower levels of English language skills are found to be closely related to higher levels of feelings of discrimination, higher levels of homesickness, and higher levels of anxiety. Gebauer (2019) states that there are many incompetent students enter college after finishing their high school program with limited sources, poor academic rigor and culture establishment that does not promote interaction with teachers with no self-reflection and assessment. They experience several academic failures which lead them to have fear of taking academic test. Having low ability in learning can cause a person to experience self-doubt that results disempowerment. Following this, it is imperative to

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find out the learners' developmental stages and language level (Studies, 2016) in order for teachers to know their readiness to learn English.

Nevertheless every person has different learning support toward English. Some students have parents who do not concern at all in English learning (Lotulung, 2018) without knowing that to learn English, a person must have strong learning support from family to reach this target language. It is no doubt that human needs motivation to be progressive. Deci and Ryan in Moendee and Yordchim (2019) emphasize that when English learners are motivated in learning, they will make quick progress in their learning. Yuntao (2019, p. 158) adds that 'motivation is the reflection of the internal driving force such as instincts, willingness and mental force, or caused by stimulus and reinforcement, and is generally understood as the static state of mind.' In other words, being demotivated in learning may cause a student to disengage from his studies. Additionally, Amengual-Pizarro, (2018) conducted a study on foreign language classroom anxiety among English for Specific Purposes students. The findings of the study stated that foreign students experienced communication apprehension which led them to have fear of negative evaluation and test anxiety when it comes to learning English. Henceforth identifying the loss of interest should be done. Boonchuayrod and Getkham (2019) emphasize that demotivation occurs among English majors as well in other non-English majors. English major students, at the beginning, feel motivated to learn English yet gradually in the long run, they begin to lose interest in the learning process. It would be thoughtful to identify causes of this loss of interest and address them. An attempt of reducing demotivation among students could be effective—students may become encouraged to study again.

Photovoice Approach as Investigation Tool

The above-mentioned phenomena has become important underlying consideration for any educational institution. Therefore, the researcher conducted this study, utilizing Photovoice approach. Photovoice is developed by Wang and Burris (1997). It is a highly flexible methodology that can be adapted to a variety of topics:

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instructional approach in an educational setting (Farley, Brooks, & Pope, 2017), exploring community college students (Latz, Phelps-Ward, Royer, & Peters, 2016), food technology (Valera, Gallin, Schuk, & Davis, 2009; Padela, 2015), identifying educational realities (Graziano, 2011), and many other topics. Others may get confused between Photovoice method and Photo Elicitation. Shortening the explanation, Photovoice method is utilized to allow researcher to see the real situation or condition through the eyes of the participants meanwhile Glaw, Inder, Kable, and Hazelton (2017) state that Photo Elicitation is basically used to general verbal discussion to create data and knowledge.

Photovoice is a design which utilizes photography and discussion as tools for social change. The images are considered to be the focus and the narratives are the unit of analysis (Chapman, Wu, & Zhu, 2017). Genoe and Dupuis (2013) state that Photovoice helps in cuing memory, sharing stories and capturing meaning. It provides the opportunity for participants to record, reflect, and critique personal or community issues that are stated as research questions; this approach is used to explore human experience (Wang, cited in Farley et al., 2017). One of the biggest reasons the researcher utilized this approach is because this approach can be used as an investigation tool. Whitfield and Meyer (2005) emphasized that Photovoice opens path for teachers to connect with students. Other than that Lorenz, (2002) stated this approach provide young people an outlet to genuinely express themselves; wherein Cook and Quigley, (2013) add that it allows students to choose images that represent their thoughts and feelings of what the real situation is within their points of view or assumptions.

Limitation of Photovoice

Cook and Quigley (2013) state that even though Photovoice has been used as a methodological tool in numerous studies, it still has its limitation; wherein, the way participants take their pictures and describe them affect different level of representation. The researcher must not interpret beyond what the participants explicate in their

photographs and narratives. The data should come out naturally over the course of research.

METHOD

This study utilized descriptive research method to conduct a research in education; this has been a very common procedure in which many researchers have used this method to describe how and why something has happened (Nassaji, 2015). An approach used in this method was Photovoice—as a tool of investigation to identify the cause of disengagement occurrence among apathetic English learners. The approach rests upon three theoretical underpinnings by Wang and Burris, 1997 (cited in Latz et al., 2016). This study took place in university setting focus on English majors. The participants of this study were college students who match the following criteria: a) fail in English Skill-based and content-based subjects; b) have low scores on skill-based subjects and content-based subjects; c) participants enrolled as English majors; d) identified as unmotivated based on attendance list. Commonly, interviews and observation are used to explore or identify problems; nevertheless they may not adequately capture perspectives of apathetic person as English learners. Thus the researcher chose Photovoice approach along with Focus Group Discussion. The researcher utilized semi-structured questions to summarize the topics explored in the study. Generally semi-structure question is organized around set of pre-determined, open-ended questions. All questions are formulated by providing all categories of questions: Background, Behaviors or experiences, Opinions or Beliefs, Feelings, Facts, and Sensory Experiences.

Data Collection

Collecting the data involves the nature of the data because this study is expected to be systematic, creative and artistic in analyzing the data. This study follows specific guidelines and techniques in collecting the data. The researcher asked for permission to collect data in any private context. The participants of this study willingly volunteered

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to participate without any coercion. In collecting the data, the researcher saved all captured photographs of the participants and transcribed all answers derived from Focus Group Discussions (FGD) in order to obtain more accurate information.

Photovoice Procedures

The researcher prepared semi-structured questions about what the participants perceived to be important areas of investigation with causes of the occurrence of disengagement that made them apathetic. Then guided the participants on what kind of pictures the researcher wanted them to take, how to take the pictures, why they should take that kind of pictures and made sure each one has a picture-taking device, knowing how to use the camera, such as learn about lighting, distance, picture composition, and so forth. Basically, the participants were introduced SHOWed technique (Liebenberg, 2018). The researcher also to showcase their pictures and provide in-depth narrations; participants must feel comfortable sharing and talking about their disengagement by requiring them to develop their narratives. Through Photovoice, this study could be implemented with a purpose to find out participants view of the research problem; moreover, they could have a chance to illustrate what their photo meant and reflected. At last, the researcher group the participants to discuss the reoccurring themes and discuss all the pictures and narratives together to find out the common issues and emerging themes. In Photovoice approach, the data were derived from photos and photo narrations produced or taken by the research participants.

Focus Group Discussions

Using Focus Group Discussion (FGD) as additional method to collect the data provides major benefits because the researcher could obtain data from all the research participants at the same time and actually get them to evaluate each other's answer at the same time. In FGD, the researcher asked one question at a time, making sure that everyone contributed to the discussion. Time management is an important issue in FGD

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hence the researcher managed the time wisely by assisting the participants to confirm and improved their answers. Every participant's answers were securely recorded.

Data Analysis

The researcher made sense of the collected data in relation to the research problems stated in the introduction. This study employed these procedures to analyze the data based on the theory of Wa-Mbaleka and Gladstone (2018): a) organized all the data by creating folders for different types of data, namely photos, written documents and focus group discussions, b) removed any data that does not seem to have any clear connection, c) developed an identification system to organize and retrieve data more effectively, d) performed all cycles of coding: Labeling, categorizing, and theming to go through the whole set of data, e) organized all the themes logically in relation to this study to write the interpretation of all data. In deriving themes, the researcher viewed photographs and captions multiple times until she was able to identify which themes emerged the most, f) at last performed member check on major findings for final input, f) make sure that the interpretation is aligned with research problem and questions.

Validity

To support the validity of this study, the researcher limited the extent to which her assumptions and biases shaped the findings. Therefore to validate the result, she conducted Focus Group Discussion (FGD) to clarify meanings of labels of each category found in this study.

FINDINGS AND DISCUSSION

This section presents findings on the reported sources of disengagement occurrence and effective ways to empower the apathetic English learners. After all participants completed the Photovoice project, the researcher codified the data and

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identified the themes for each qualitative research question through participants' photographs and narratives and focused group discussions.

Reported Sources of Disengagement

In the analysis, the researcher compared Photovoice narrations and focus group discussions to find out if there were differences in obtaining the themes related to reported sources of disengagement. Each of the findings through participants' photographs and narratives that were utilized as exemplars of the findings are elaborated as follows:

Theme 1: Negative Self-concept

After conducting careful analysis toward the captured photographs, it is found that the photographs and narratives lead to a theme which is negative self-concept. Each photograph presented below represented the elaboration of the theme.

Figure 1. The participant's narrative reads, "I feel inferior because they can and I can't and I now realize, if I am always behind them, I won't make it on my own. . . I want things to be better and I want to learn so that I am able" (P3)

Most of the pictures taken by the participants were close-up photographs, participants' personal picture and human sketch. Participants' voices lead to a category: low level of English ability. As seen in figure 1, the participant took picture of herself and her narrative contains her struggles in learning wherein she uses the word 'inferior' and 'be better.' The words signify that she has lost confidence in learning because of the level of English she has. Kim (cited in Boonchuayrod & Getkham, 2019) accentuated in their study that students who learn English as a foreign language could be demotivated to learn when they realized that they have low ability in learning. This leads them to be doubtful, experiencing disempowerment (Gebauer, 2019). As a person is doubtful of his

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language abilities, he tends to formulate negative self-concept of himself toward his academic ability (Dedonno & Rivera-Torres, 2018).

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Figure 2. The participant's narrative reads, "It's just me. I'm ignorant. It gets tedious sometimes.
I know I should not stop learning" (P5)

Another example derived from participant's photograph leads to reaction to drawback. Overall, through participants' narratives, responses of drawback from learning emerged. Having such responses triggered participants to disengage from learning because they doubt themselves. As seen in figure 2, a participant's narrative reads, 'It's just me. I'm ignorant. It gets tedious sometimes. I know I should not stop learning.' The participant considered that she had low ability in learning, she withdrew from the learning process. She believed that she was not able to continue learning the language. Throughout the analysis, most participants of this study claimed to have negative self-concept of their academic ability. They set negative beliefs about themselves that they would not be able to continue learning English. This leads them to disengage from learning. Whereas learners must first and foremost to have learning goal orientation in order to get good opportunities to learn; they must see themselves as capable learners, instead of doubting their ability (Rüschenpöhler, 2019).
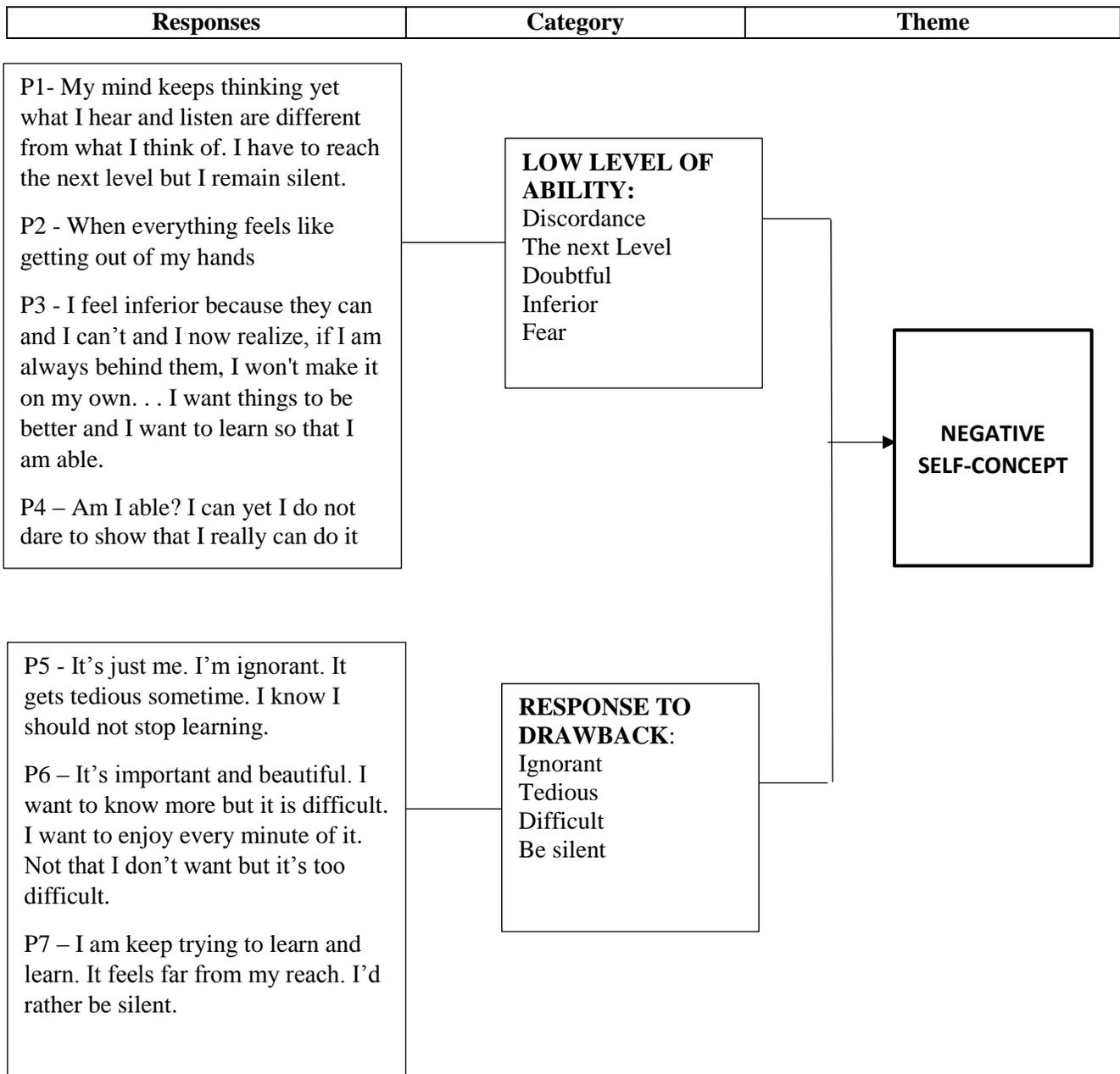
Horwitz et al. (cited in Şenel, 2016) defined that English learners often experience confidence lost in learning due to language complexity which affects their beliefs, feelings, stand points and attitude in learning. Basically, this condition involves them to form negative self-concept toward their academic achievement. Many studies have shown that positive self-concept has positive relationship with academic achievement. Students who set certain negative beliefs will definitely lose joy and satisfaction in learning. In result, they end up quitting from learning wherein their overall achievement will be affected (Mowahed, Song, Xinrong, & Changgen, 2020).

Additionally, Hattie in Tang, Zhang, Li, & Zhao (2013) accentuate that self-concept refers to learner's perception which is obtained from his/her learning experience and presumption on a situation they encounter. Toward learning English, learners normally could either give himself/herself positive and negative self-concept about their

academic ability. Alrajhi and Aldhafri (2015) emphasize that learners could enhance their academic performance if they develop a positive self-concept toward their language learning process. Many researchers have done a research on self-concept and it is often considered to bring significant role in affecting one's attitude in learning. Through initial and focused coding, the following diagram was made after analyzing the voices of photographs that the participants captured.

1. **NEGATIVE SELF-CONCEPT**

Responses	Category	Theme

P1- My mind keeps thinking yet what I hear and listen are different from what I think of. I have to reach the next level but I remain silent.

P2 - When everything feels like getting out of my hands

P3 - I feel inferior because they can and I can't and I now realize, if I am always behind them, I won't make it on my own. . . I want things to be better and I want to learn so that I am able.

P4 – Am I able? I can yet I do not dare to show that I really can do it

LOW LEVEL OF ABILITY:
Discordance
The next Level
Doubtful
Inferior
Fear

NEGATIVE SELF-CONCEPT

P5 - It's just me. I'm ignorant. It gets tedious sometime. I know I should not stop learning.

P6 – It's important and beautiful. I want to know more but it is difficult. I want to enjoy every minute of it. Not that I don't want but it's too difficult.

P7 – I am keep trying to learn and learn. It feels far from my reach. I'd rather be silent.

RESPONSE TO DRAWBACK:
Ignorant
Tedious
Difficult
Be silent

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Theme 2: Language Intricacy

Learning English is often considered as a complex language to learn. The second theme that emerged from this study is Language intricacy.

Figure 3. Participant's narrative reads, "Many things that I have to explore. In the exploration
I have to do lots of things. I have lost track." (P3)

As explained before, even though learners have learned grammar and vocabulary for many years, they still face difficulties in learning English and often make mistakes especially in English grammar (Tridinanti, 2018). Cognitive learning development underlies this issue. As seen in Figure 3, a participant's narrative reads, 'Many things that I have to explore, in the exploration I have to do lots of things. I have lost track.' This narrative signifies that a long learning process is required in learning English, hence with all the intricacies of English language, participants gradually disengaged from learning. Khan and Takkac (2019) conducted a study on challenges in learning English and in their study, they stated that learning English definitely gives intricate experience because it involves cultural beliefs, expectations, task requirements, personal preference, educational level, learning opportunities and so forth.

Figure 4. Participant's narrativ(Khan & Takkac, 2019)(Khan & Takkac, 2019)e reads, "People think I'm good in
speaking. Can it just be enough?" (P1)

Generally English learners must develop all important skills of English to establish good language proficiency (Elsaid Mohammed & Nur, 2018). However many learners focus on just one or two skills

of English. Arung, Rafli, and Dewanti (2020) explain that learning English skills, especially speaking is influenced by preferences—choice by liking, irregular or free learning patterns, attitude towards English. Qutob, (2018) says that some skills are quite enjoyable to hone, namely, speaking. There are ample activities that learners can perform which will give satisfaction. However other skills are quite challenging and have particular intricacies for English learners to learn.

Figure 5. Participant's Narrative reads, 'To have someone to change the situation, to brainstorm.
It would be easier for me if I get strong support.' (P7)

English learners encounter language limitations which often hinder them to strive in the process of learning which is being pursued. Some limitations that emerge in this study are learning situation, learning support, word recognition, and English skills. As seen in figure 5, participant's narrative reads, 'To have someone to change the situation, to brainstorm. It would be easier for me if I get strong support.' The struggle is seen from this photograph, having no support to learn the language is something that she has to endure; in other words, disengagement or even resentment can result. Normally, the desire of having someone to support in learning English is a common thing that every learner requires because learning English language cannot be done alone; it needs support because there is a certain standard that English learners must know about English as academic language which mediates all learning and communication. Not only do they use English for speaking or reading texts yet they must also engage in other disciplinary tasks which often times considered to be difficult (Heineke and Neugebauer, 2018). Even more in US, learning English is considered to be a complex process that even language theories or methods could not explain thoroughly (Lavadenz, 2011).

Learning a foreign or second language has deeper intricacy. Language learners should be involved in learning process without having to choose what language skills they prefer. Even when they have limitations, they must find ways to strive to achieve language competence. Learners must have sufficient exposure of comprehensible inputs in order to acquire language (Krashen in Niazifar &

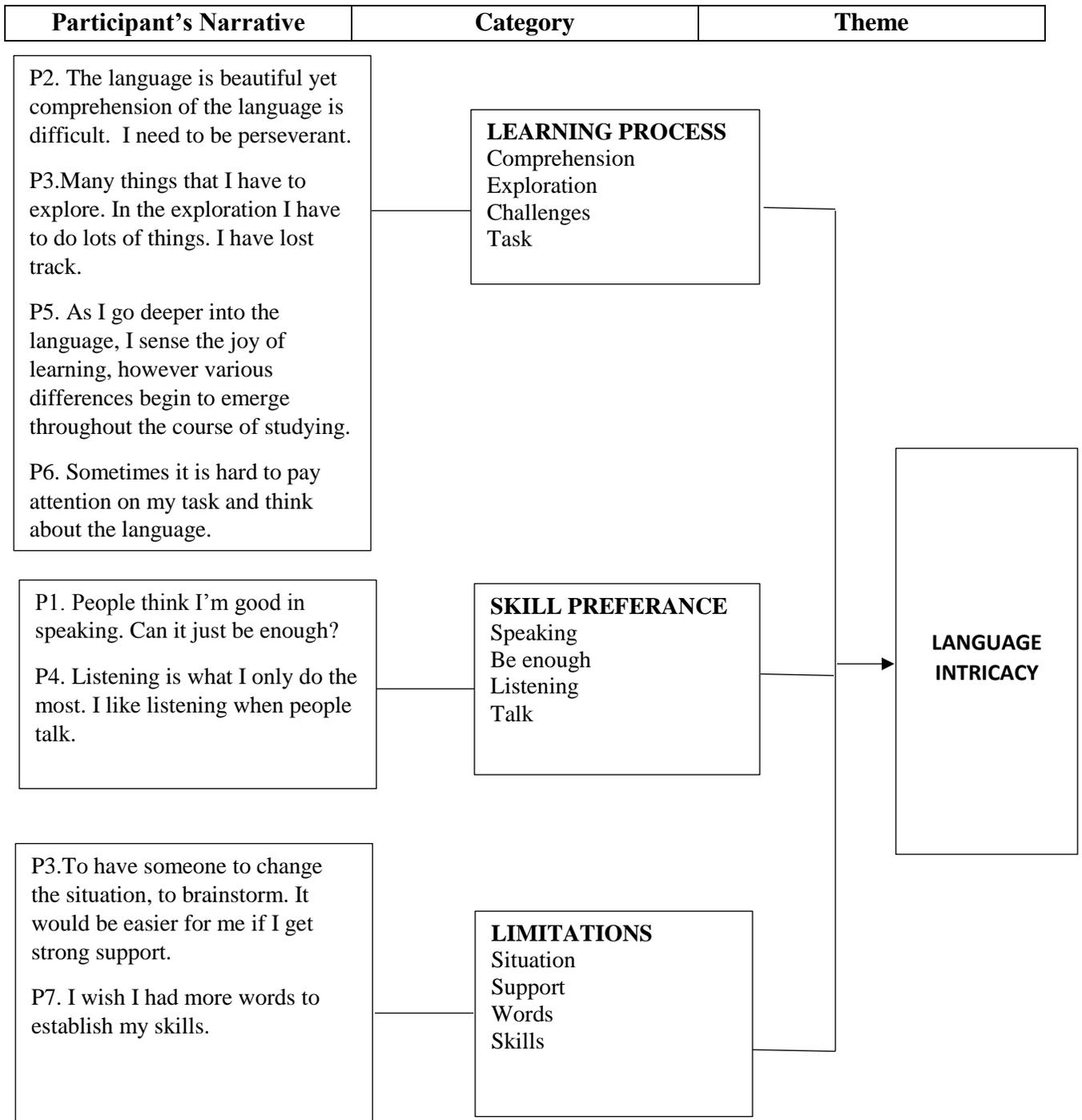Author: Debora Chaterin Simanjuntak

Shakibaei, 2019). It is true that learning is a conscious process which requires students to put their attention on language structure (Abukhattala, 2013).

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Through initial and focused coding, the following diagram was made after analyzing the voices of photographs that the participants captured.

Theme 2: Language Intricacy

Participant's Narrative	Category	Theme
P2. The language is beautiful yet comprehension of the language is difficult. I need to be perseverant. P3. Many things that I have to explore. In the exploration I have to do lots of things. I have lost track. P5. As I go deeper into the language, I sense the joy of learning, however various differences begin to emerge throughout the course of studying. P6. Sometimes it is hard to pay attention on my task and think about the language.	**LEARNING PROCESS** Comprehension Exploration Challenges Task	
P1. People think I'm good in speaking. Can it just be enough? P4. Listening is what I only do the most. I like listening when people talk.	**SKILL PREFERANCE** Speaking Be enough Listening Talk	**LANGUAGE INTRICACY**
P3. To have someone to change the situation, to brainstorm. It would be easier for me if I get strong support. P7. I wish I had more words to establish my skills.	**LIMITATIONS** Situation Support Words Skills	

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Empowerment of Apathetic Learners

Participants were not just asked to take pictures of what their struggles are yet they were also asked to take pictures of what would be the effective way to empower them in engaging with their learning process. Each of the findings through participants' photographs and narratives that were utilized as exemplars of the findings are elaborated below:

Theme: Activity-based Program

After careful analysis, the emerged theme of empowerment is Activity-based Program. This theme are drawn from two categories Peer Collaboration and Technology involvement.

Figure 6. Participant's Narrative reads, "With my friends, sharing the knowledge we have about English and seeing the world wider from their limitations". (P1)

Having peers collaboration matters the most in striving to learn English. The participant narrative reads, 'With my friends, sharing the knowledge we have about English and seeing the world wider from their limitations.' The participant shared picture when she was joining community service with her peers. From this category, teacher should realize that their learners need peers collaboration to help them engage in learning. Bankole Adeyemi (2019) clearly states that forming peer group in learning provide huge social and emotional development in their academic journey. It is really imperative for educational productivity process; aside from that students' academic performance will gradually improve. In consequence, Activity-based program is the most effective way to incorporate peer collaboration that can accommodate learners' needs of learning. In addition to this, activity-based program provides enjoyable and motivating learning possibilities (Gürsoy & Eken, 2018) and it can be an outlet for learners to actively participate with their peers in gaining language experience instead of just being in the classroom—sitting and listening (Anwar, 2019). Furthermore, Setiawati in Pratiwi (2019) states that educators should provide more intriguing activities and lessen teacher talk in order to help students delight in learning.

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Figure 7. I am with computer most of the time, googling sources for learning content,
translating words I do not know. Internet dominates my study journey. (P5)

The participant narrative reads, 'I am with computer most of the time, googling sources for learning content, translating word I do not know. Internet dominates my study journey. Obviously that technology has given huge influence on all aspects of human life, including education. In their study Muhaimin et al. (2019) claim that technology should be utilized to facilitate learning situation that may spark thinking and involve learner's critical learning. Behrens, Chirinos, Spencer, and Spradley (2016) added that to increase learner's comfort in achieving Standard English, teachers may use technology to allow them to explore with a purpose to obtain a successful and informative learning process.

In the era of digitalization, teaching and learning process should involve technology. Lecturers are expected to bring changes in higher education, providing a new concept of networked learning supported through digital technologies (Cendon, 2018). Therefore, activity-based program through technology is deemed to be effective to empower apathetic English learners. In addition to this, "Technology is playing an increasing role in education world-wide and is having a growing impact on the design and delivery of English language programs. Todays' language teachers are expected to understand how to integrate technology into their teaching as well as knowing how to help learners make use of resources such as media and the internet to improve their learning of all four skills." (Richards, 2015, p.18). Eventually, students' motivation can appear throughout the learning process which involves technology in learning (Windiarti, Fadilah, Dhermawati, & Pratolo, 2019).

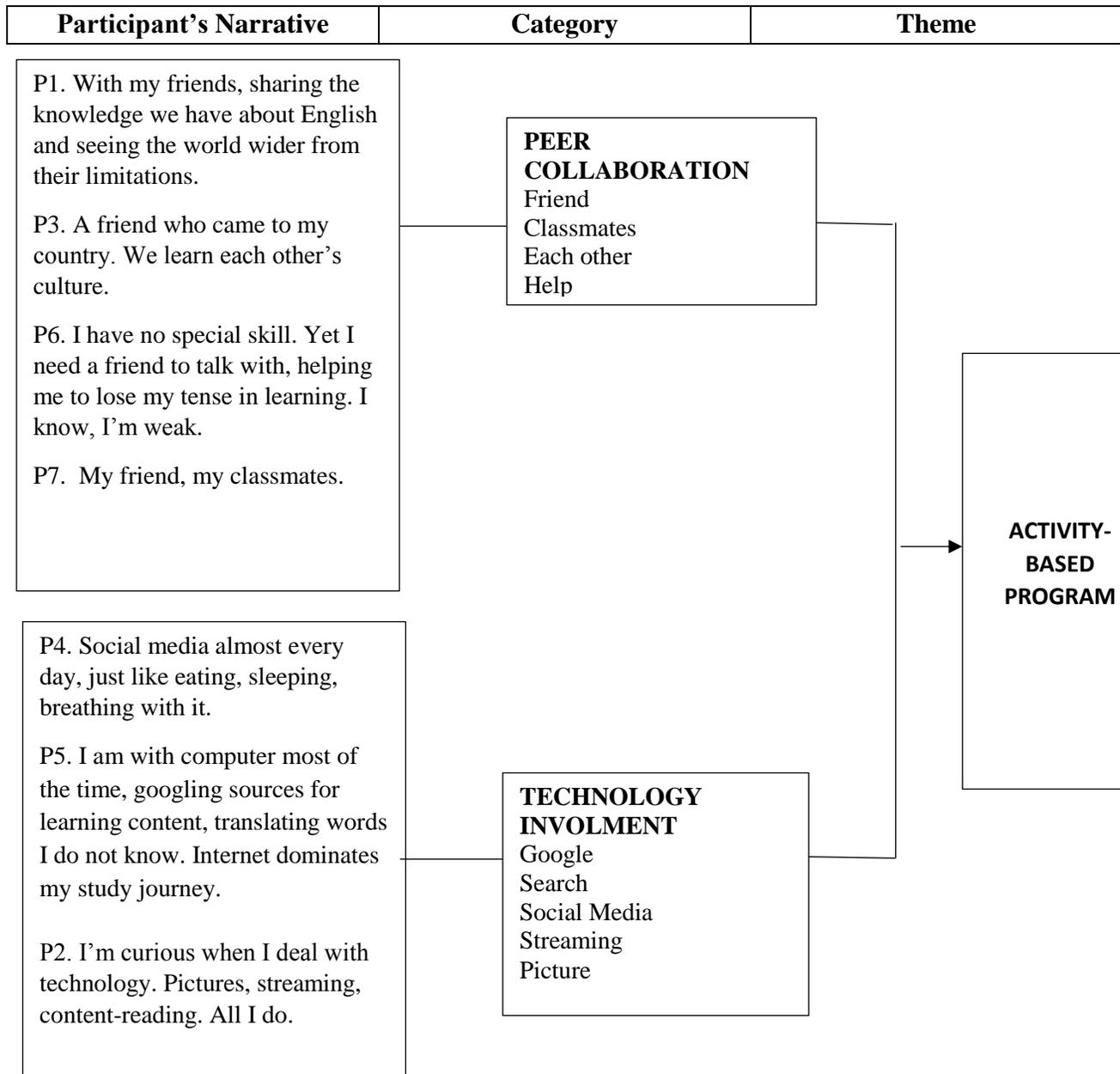Author: Debora Chaterin Simanjuntak

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Through initial and focused coding, the following diagram was made after analyzing the voices of photographs that the participants captured.

Theme: Activity-based Program

Participant's Narrative	Category	Theme

P1. With my friends, sharing the knowledge we have about English and seeing the world wider from their limitations.

P3. A friend who came to my country. We learn each other's culture.

P6. I have no special skill. Yet I need a friend to talk with, helping me to lose my tense in learning. I know, I'm weak.

P7. My friend, my classmates.

PEER COLLABORATION
Friend
Classmates
Each other
Help

P4. Social media almost every day, just like eating, sleeping, breathing with it.

P5. I am with computer most of the time, googling sources for learning content, translating words I do not know. Internet dominates my study journey.

P2. I'm curious when I deal with technology. Pictures, streaming, content-reading. All I do.

TECHNOLOGY INVOLMENT
Google
Search
Social Media
Streaming
Picture

ACTIVITY-BASED PROGRAM

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CONCLUDING THOUGHTS

The study sets out to shed light on Photovoice approach used as a tool to investigate educational issues. Conclusively by using Photovoice approach, causes of learners' disengagement have been found: Self-concept and Language Intricacy. Dai, (2015) stated that qualities and basic skills are needed in the English learning process. Thus without having the ability to grasp the knowledge, learners of English will gradually disengage form learning. With regard to empowering apathetic learners, teachers and educators should come up with effective activity-based program that properly directs them to strive in their learning process because it is important to let them know that they are expected to learn and work in the classroom. This leads finally to the importance of keeping motivation as a crucial part of teachers and educators' teaching strategy in designing tasks for their learners.

Educational Implication for Future Research

This study has certain educational implications for future research. University lecturers are suggested to be aware of student disengagement and address the issue. In addressing the issue, they should first investigating the basic linguistic competence of their learners in order to identify unlearned vocabulary and grammar for each of the competences (Kotani, Yoshimi, Nanjo, & Isahara, 2016) because it is very crucial for lecturers to keep updating their teaching strategies to link the strategies to their students' educational attainment. It gives purpose of knowing whether the strategies they devise are culturally or contextually applicable for teaching English as target language (Pudyanti, Nitiasih, & Suarnajaya, 2013). Other than that, Peng, (2019) states that teachers or lecturers should instill in their mind that giving motivation to their students is a lifelong process—it should never end. In other words, Skinner and Pitzer in Yacek and Jonas (2019) accentuate that the climate of educational disengagement will always happen and quite challenging to figure out because it has become educational issues that every educator should address.

The next study in this research line, for more precise investigation, is hoped to benefit the results of this study as foundation of creating instrument on personal self-conceptualization to direct learners' thinking to evaluate themselves positively and also devising effective English language program which involves learning activity to accommodate apathetic English learners' desires in learning.

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