

Photovoice's Effect on Students' English Writing Ability

Elitaria Bestri Agustina Siregar¹, Yogi Widiawati², Anik Tjandra Setiati³

^{1,2,3}Jurusan Teknik Elektro, Politeknik Negeri Jakarta

email: elitaria.agustina@elektro.pnj.ac.id

ARTICLE INFO	ABSTRACT
<i>Received</i> 15/10/23 <i>Revised</i> 22/11/23 <i>Accepted</i> 14/01/24	<i>This research is based on observations of students in the Industrial Instrumentation and Control study program at Politeknik Negeri Jakarta who show a lack of writing skills, indicating the need for an efficient, useful, and tried method to help them improve their writing talents. Therefore, the purpose of this study is to assess how well the photovoice method improves students' writing skills. This research is a qualitative examination. In accordance with the standard experimental design method of research, the subjects are split into two groups: the experimental group and the control group. The results of the research showed that both the control and experimental classes had a rise in writing skill scores. According to the statistics, the experimental group that got photovoice saw greater increases in competence than the control group. It is undeniable that applying the photovoice method improves pupils' writing skills.</i>
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I. INTRODUCTION

To be ranked as one of the top universities in the world, a university must follow a number of international standards. These requirements include conducting the best-possible scientific research, collaborating worldwide, and integrating students and lecturers in academic and research projects that are carried out on a global scale. It is also critical for Indonesians to master English in order to hasten economic and technical transformation. With a workforce that is of a higher calibre than it is currently, they will be able to compete on an equal level with workers from other English-speaking countries.

Politeknik Negeri Jakarta, one of Indonesia's governmental institutions, has as its mission statement, "To Become an Excellent Polytechnic with International Standards to Support the Nation's Competitiveness." Both students and faculty must be proficient in English if Politeknik Negeri Jakarta is to realize its potential as a polytechnic of international standing. Even among students at Politeknik Negeri Jakarta, English proficiency is still not very good. The small number of scientific articles made by PNJ students in foreign journals demonstrates this. Finding articles produced by Politeknik Negeri Jakarta students is still uncommon. Contrarily, it is simple to obtain articles written by students from nearby nations like Malaysia, Singapore, China, Korea, Japan, Thailand, and even from nations where learning English is restricted, like Iran.

It should be noted that high-quality scientific writing is impossible without regular English writing practice, which calls for exacting mastery of grammar, vocabulary, consistency, and cohesiveness. Although the UN allows for the use of English, French, Arabic, Chinese, and Russian in scientific publications, the majority of reputable international journals opt use English

instead. This is due to the widespread use of English over the globe. Therefore, learning English should be given top priority in Indonesia, particularly for the purpose of writing scientific articles.

Politeknik Negeri Jakarta continues to encourage every lecturer and even students to publish their scientific work in international journals in order to advance the goal of the Indonesian Ministry of Research and Technology, which is to increase the quantity and caliber of international scientific publications. This is demonstrated by the instructors' dedication to working with students on research projects. Unfortunately, English writing proficiency among students is still quite low, making the students who are part of lecturers' study unreliable. The plan to master English in order to write scientific articles must be made an integral element of the agenda of the Indonesian Ministry of Research and Technology in order for Politeknik Negeri Jakarta's vision and goals to be realized.

In light of the information presented above, it is critical to consider methods for enhancing students' English writing skills. A photovoice-based interactive visual method is used in this endeavor to improve writing skills, and it is believed to be helpful. Numerous studies have shown that this method, despite not being used regularly, helps pupils' English language proficiency. This is why the researcher is interested in learning more about how photovoice fosters the writing skills of students at Politeknik Negeri Jakarta.

Photovoice

Dr. Caroline Wang, a professor and researcher at the University of Michigan, created Photovoice in the early 1990s. According to Wang (Pralibroda et al., 2009), photovoice is the act of taking pictures and telling tales about them. Because it simply captures a picture or image of an object and then gives it a detailed meaning, photovoice is also known as photo elicitation.

The photovoice approach was initially employed as a communicative tool to convey a message that could not be expressed in words alone or in writing alone (Fatmawati, 2019). People will understand a photo's message more fully if it is accompanied by writing, according to research. In addition to images of themselves that talk about themselves, they may also be photos that talk about a particular community, and the final photo that can be taken is a photo of a phenomenon that occurs in society. These photos can typically be photos of themselves that talk about their life. Then, Photovoice is evolved so that it serves as a method, a media or pedagogical instrument, and a method for data analysis.

In the areas of health, homelessness, and education, photovoice has been widely applied as a strategy (Wang & Burris, 1994). According to Wang and Burris (1994), the participatory documentary photography (Ewald, 1985; Hubbard, 1994) and feminism and the concept of voice are the three theoretical pillars around which the photovoice technique is built. Additionally, photovoice has three main goals: (a) to foster critical consciousness among participants; (b) to give participants a space to independently document different aspects of their lives; and (c) to contact policymakers with the project's findings in order to affect change. Participants in the Photovoice project were given cameras and instructed to use photography to capture various parts of their life experiences. Then, during focus groups or interviews with members of the study team, these photographs were utilized to provoke analytical conversations in which participants discussed the personal relevance of the images.

Photovoice is becoming more and more popular as a teaching tool for educational purposes. The photovoice method's core involves fusing and merging written content with visual elements. There will be no perception errors when looking at the photo since the mix of writing and photos helps learners understand the message that is conveyed in the image. The use of photovoice in the classroom is a step in the right direction toward discovering engaging educational materials that encourage students to take an active role in their learning. According to some researchers, seeing a picture can inspire students to write or talk. Visual cues have a

significant impact on how ideas are generated, according to Sharon et al. (Smaldino et al., 2005). It inspires creativity and a lot of references for what to write and how to write it.

The term SHOWeD analysis, which Wang invented, is also used by photovoice as a data analysis technique. The research subjects' papers and photographs were analyzed using SHOWeD analysis.

S	=	What do you See here?
H	=	What is really Happening here?
O	=	How does this relate to Our lives for your life personally?
W	=	Why does this situation, concern or strength exist?
E	=	how could this image Educate the community (class)?
D	=	What can we Do about it?

Writing Skill

English writing skills are the most challenging since they require pupils to possess additional abilities such as vocabulary, grammar, spelling, and others. Cognitive and creative processes are both involved in writing activities (Marhaeni, 2008). Writing activities involve a cognitive exchange of information between the writer's schema, which is made up of numerous types of information, both linguistically and non-linguistically, and writing (symbols as a representation of speech), which holds potential meaning. Language abilities, in particular sentence structure, vocabulary, and style, are considered to be linguistic information. The knowledge and experience that will go into writing is considered non-linguistic information. The writing process is creatively characterized by the creation of fresh concepts that are then artfully combined into a piece of written work. Writing is an iterative, non-linear activity that incorporates both cognitive and creative processes. Prewriting, writing, and revision are the three processes that make up the writing process in general.

Prewriting activities include discussion, reading, discourse analysis, seeking and organizing ideas, and disclosing pertinent linguistic components. The primary task during the writing stage is to generate ideas and translate them into words and phrases. The more intricate the subject, the more skillful word choice and sentence construction are needed.

The writer revisits their work and makes the required adjustments during the revision stage. There can be enhancements made to the concepts, logical flow, or grammar. Throughout the writing process, the three stages mentioned above frequently flow back and forth rather than linearly. An excellent written piece should have at least five elements: 1) strong content (ideas), 2) clear organization of ideas, 3) effective use of sentence structure, 4) appropriate vocabulary and style, and 5) effective mechanics.

II. METHOD

This is a qualitative study. The research used in this study is experimental. Participants in this study were second-semester students in Politeknik Negeri Jakarta's Department of Electrical Engineering's Industrial Instrumentation and Control study program. The experimental group and the control group are the two groups into which the subjects were divided in the traditional experimental design for research (Cresswel, 2012). The control group did not get any stimulus at this point; only the experimental group did. To gather information for decision control and experimental classes, random sampling was used. In this study, the experimental group of students used photovoice media, while the control group learned using more traditional approaches. In order to collect data, a model with a pretest-posttest control group was created.

III. RESULT AND DISCUSSION

Control Class

The control group had twenty pupils. The writing proficiency test was administered at the start of the meeting. To determine the final score, the participants underwent another exam after 8 meetings. The control class's pre-test and post-test averages show the following results:

Table 1. Control Class Pre-test and Post-test Results

Pre-test			Post-test		
Lowest Score	Highest Score	Mean	Lowest Score	Highest Score	Mean
70	85	75.4	75	85	79.2

Each member of the control group various grade. Around 60% of participants saw an increase in their grade point average. However, just 10% of the subjects noticed a decline in their scores, and 30% showed neither an increase nor a decrease. However, there was a general 5.03% increase in the class average score.

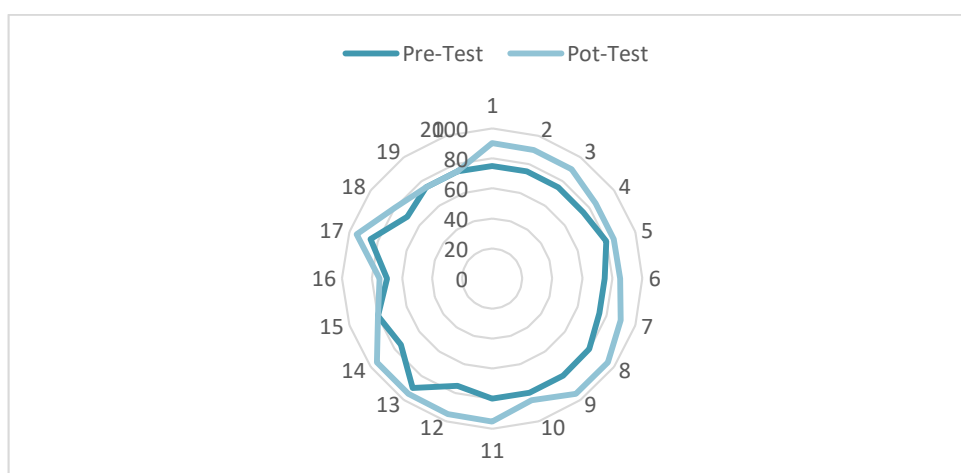


Figure 1. Test Result of Control Class

Experimental Class

The following average scores were obtained on the pre-test and post-test for the experimental class:

Table 2. Experimental Class Pre-test and Post-test Results

Pre-test			Post-test		
Lowest Score	Highest Score	Mean	Lowest Score	Highest Score	Mean
70	90	77.3	75	95	86.6

The test findings show that 80% of students had a significant improvement in their test scores, while the remaining 20% had fixed scores that did not rise or fall. In the experimental class, no students' grades fell, in contrast to the control class where a few kids' grades did. The following are some general ways that the value of students in experimental classrooms has grown:

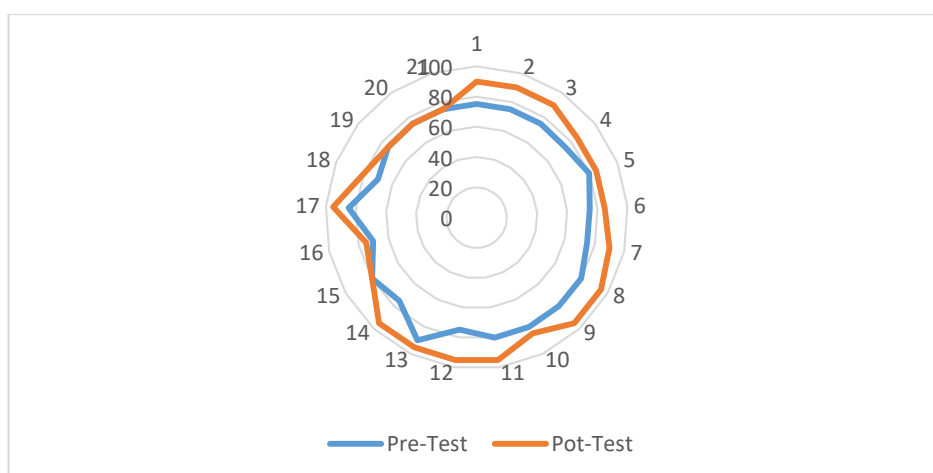


Figure 2. Test Result of Experimental Class

Writing Skill Differences between Experiment and Control Groups

The bivariate analysis to determine the difference in writing competence between the two groups is described as follows:

Table 3. Writing Skill Comparison

Variable	Control Class				Experimental Class			
	Before	After	Difference	p value	Before	After	Difference	p value
Writing Skill	Mean	Mean			Mean	Mean		
	(SD)	(SD)	5.03%	0.000*	(SD)	(SD)	12.03%	0.000*
	75.4 (0.81)	79.2 (0.18)			77.3 (0.61)	86.6 (0.53)		

According to Table 3, there is a sizable competence gap between the experimental group and the control group. The analysis's findings revealed that scores on writing skill increased in both the control and experimental classes. The experimental group that received photovoice experienced higher increases in competence than the control group, according to the data.

According to several studies (Derr, 2020; Haffejee, 2021; Malka, 2022) using photovoice media can help students become more creative, develop their critical thinking skills, feel more socially responsible, and do better in school. Photovoice provides students with helpful tools so they can express themselves and broaden their ideas. Students can develop and communicate the knowledge they have learned from what they observe in their daily lives with the help of the photovoice approach. They place a major emphasis on visual strategies and lengthy periods of time in order to communicate, investigate, and refine their ideas as pupils.

Utilizing photovoice media increases event analysis awareness by encouraging observations of the immediate surroundings. The connection between students and the use of photovoice media in the real world can help students remember past events better. Based on the results of the narrative analysis, each student's opinions or ideas might show their level of creativity as a result of the experiences they have had.

This study concluded by showing that students' writing skills can be enhanced by using photovoice media in the classroom. This study demonstrates that students who take the experimental class, which employs photovoice media, have better learning abilities than those who take the control class, which employs the scientific method.

Some previous studies that support the findings of this study are, first, conducted by Nurhadi & Gunawan, (2022). The findings of their study also indicate that using image media has a substantial impact on one's capacity to create straightforward essays. According to Puspawati's (2013) research, using photovoice media in the classroom can improve students' conceptual understanding. By employing photovoice medium, teachers can provide their students the chance to express themselves through their images. The media's use of images and tales can aid pupils in developing their opinions and arouse their concern for the environment.

The use of photovoice as a medium to enhance kids' English language skills in speaking and storytelling was shown to be effective by Graziano (2011), who looked at 16 Hispanic pupils who were English language learners in primary schools in the Southwest. Nisa (2021). She discovered that photovoice is a useful tool for enhancing the writing abilities of high school students. Students can follow photovoice's writing instructions to help them reflect on their ideas.

Anwar (2021) conducted research that is in line with the conclusion of this research. According to his analysis, employing photovoice had a positive impact on the writing skills of high school pupils specializing in mathematics and natural sciences. Simka (2019) looked into the sociocultural implications of using photovoice as a teaching tool when teaching writing. The findings of this study demonstrate that the contact between teachers and students always forms the basis of the teaching and learning process, and photovoice is utilized to aid students in understanding what they are learning.

It must be stated that the improvement in pupils' English writing skills cannot be considered to be very significant, as it is only 12.03 percent. This is because writing is a skill that requires time to develop. The hardest skill to learn is writing since it requires a disciplined way of thinking in order to express it in writing. Writing abilities can only be developed by experience, patience, teamwork, and practice. It takes a lot of effort over time to become a good writer; it does not come naturally.

IV. SUGGESTION AND CONCLUSION

The results of the research show that students in Politeknik Negeri Jakarta's Instrumentation and Industrial Control studies program have writing skills that are on average more advanced. In the control group, the increase was 5.03%, but in the experimental group, it was 12.03%. Based on these findings, the photovoice technique is deemed successful in enhancing the writing abilities of study program participants in instrumentation and industrial control.

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