Photovoice as Project Based Learning to Foster Students' Viewing and Writing Skills

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Abstract:

This study is aimed to explore the implementation of photovoice as project based learning to develop students' skills of viewing and exposition writing. It also investigates their viewing and writing development as well as their responses toward the photovoice as PBL. In conducting this study, a qualitative case study was used. The subjects of this research were a teacher and fifteen students from one of Islamic senior high schools in Cianjur, West Java. The data were collected from observation, interviews, text analysis and open-ended questionnaires. The findings revealed that photovoice was implemented as project based learning through several stages. Initially, the students were stimulated with photos to show them that the photos could voice an issue. In terms of exposition writing skill, the students have developed their schematic structure, coherence and language use. Furthermore, they gave positive responses to photovoice as PBL activities by showing enthusiasm and active involvement in class. Besides, they admitted that photovoice as PBL facilitated them to be more creative and communicative in expressing ideas and opinion from social phenomena that exist around them.

INTRODUCTION

Technology advancement in all aspects of life have impacted the education field in which the use of digital technology, internet, gadget, and multimedia become tools to express, communicate and access information in the learning process. Accordingly, gen Z students spend a lot of their time in the digital zone, so information and visual technology significantly influences the way they learn and communicate. To accommodate the needs of today's life and today's skill requirement, viewing and writing skills are inevitable.

Viewing skill is a receptive skill that is included in *kurikulum merdeka* as language competence. It is led by the fact that visual technology has become the main communication mode throughout the world. Meanwhile, the exposition writing skill that

belongs to argumentative writing has been one of the productive skills that are required to communicate ideas and thoughts effectively. Accordingly, the integration of viewing and exposition writing skills have become crucial competence to support the students' multimodal communication effectively.

To develop viewing and exposition writing skills, photovoice technique which was developed by Dr. Caroline Wang, a professor and researcher from University of Michigan (Nisa, 2021) can be used. In the context of the research, Photovoice involves photography activity as a visual recording which is based on participant's perspective, then the photography is combined with written text to voice the meaning of the photo. It enables individuals to function photography as visual recorders based on their viewpoints and experiences (Nisa, 2021). Wang (1997) asserts that photo-voice has three key objectives: (1) to enable people to express and document their concerns; (2) to advance critical understanding of the crucial topic through small and large group debate of an image; and (3) to influence policymakers. As a result, photo-voice encourages deeper thought and analysis. This photovoice technique can be integrated in project-based learning (PBL) which follows the constructivist learning concept to support students in getting knowledge from their own experiences (Faridah et al., 2022).

Through photovoice as project-based learning (PBL), the students are expected to develop viewing and exposition writing skills since they learn to comprehend visual text and record social phenomena through photography that is integrated with writing to communicate their voices through visual and textual modality, develop ideas, planning stages of project, facilitate collaboration, creativity and critical thinking. For those reasons, this research was carried out.

In discussing some theories related to the study, there are some main theories were discussed such as photovoice, project-based learning, viewing skill and writing skill. The

first theory is photovoice, the photovoice technique was developed by Caroline Wang and Marry Ann Burris in 1992. Photovoice is a technique that employs documentary photography to engage and empower participants who present or discuss the photograph (Wang & Burris, 1997). Photovoice is also a photographic technique that allows people to act as visual recorders based on their own experiences and perspectives. The photovoice technique has main goals to communicate information or issues in our lives using a photograph (Wang & Burris, 1997). Based on Velea and Alexandru (2017), applying photovoice has many benefits in teaching-learning process such as enhancing written and oral communication, evolving teamwork skills, creating powerful visual materials, stimulating creativity and the spirit of imitation, improving self-esteem and stimulating reflection on reality

The use of photovoice technique has spread to the language learning context by some adaptation and modification and shows encouraging results. As an example, a study entitled "The Effect of Photovoice on Speaking Skills at the Secondary School Level" by Hidayat, Rofiudin and Sulistianingsih (2019) shows that photovoice was not only effective for students but also made the student interested and motivated in learning speaking. Another study from Dwi et al., (2018) entitled "Photovoice: Exploring the Role of Teacher's Question for University Students' Fluency in Speaking Class" showed that the use of questioning in photovoice based learning can develop students' speaking fluency in academic speaking class. Different from those studies, this research focuses on the implementation of photovoice as PBL to develop students' viewing and writing skills.

Then the second theory related to the study is Project Based Learning (PBL). The Project Based Learning (PBL) is a student-centred teaching method based on con-structivism and constructionism theories developed by Piaget and Inhelder (1969) and Vigotsky (1978). Project-based learning is a

teaching method with students are guided by their teachers through a step-by-step problem-solving process, typically: identify the problem; develop a plan; do a 'reality test' on the plan; students will be reflecting on the plan while in the process of designing and completing the project (Mahasneh and Alwan 2018).There are many benefits of using project-based learning in the classroom. Project-based learning has a significant role in developing learners' target language for real life purposes. It is most likely motivating, empowering, and challenging to language learners; it usually results in building learners' confidence, self-esteem, and autonomy as well as improving students' writing skills using photovoice media.

The third theory is viewing skills. Nowadays, the Ministry of Education and Culture has included viewing skill due to the fact that technological advancements need adaptation over time. One of these technological developments encourages us to switch from an auditory visual system in communicating with the media. According to Huri et al., (2021) viewing is an active process of attending to and understanding visual media, such as television, advertising image, films, diagram, symbols, photographs, videos, drama, drawings, sculpture, and paintings. In its implementation, viewing skills have two types: visual literacy and critical viewing (Mulyadi, 2022). According to Zyam and Umam (2022), viewing skills do not only help comprehend a topic by using critical thinking, but also present a topic in a visual context, understand information and analyze it in a more effective way. Viewing is also considered as important for learning for two reasons: it helps students develop knowledge and skills for analyzing and visual texts and multimedia texts, and it also helps students obtain information and appreciate visually convey ideas and experiences from others.

The fourth theory is writing skills which is one of an important skill, writing helps to communicate ideas which is very important, but it is not easy to do, especially in the

context of English writing. In this case, Abedi *et al.,* (2019) states that writing is a challenging and difficult process as it includes multiple skills such as identification of the thesis statement, writing supporting details, reviewing, and editing. It becomes complicated because we need to pay attention to the rules which are different from speaking skills as the other productive skill. Furthermore, Yusuf *et al.,* (2019) inform that writing in English within an academic context requires some criteria of acceptability relative to different aspects of writing that include organization, vocabulary, language use, punctuation, accurate capitalization, and paragraphing. Accordingly, it can be said that writing is one of the productive skills to which the students need a lot of practice. In order to produce a good text, writing cannot be done in a short time; it needs some stages in the process of writing. Besides, the writer needs knowledge and experience about how to write as well. Without knowledge and experience in writing, the writer will not be able to convey their ideas to the reader. The use of photovoice as project-based learning is expected to facilitate the students' learning of writing with the support of viewing skill.

On the topic of photovoice, there have been some previous research. As an example, there was a study entitled 'The Effect of Photovoice on Speaking Skills At The Secondary School Level' by Hidayat, Rofiudin, and Sulistianingsih (2019). This research focused on the usage of photovoice in speaking class. This research used quantitative research, and conducted the research in eight meetings in two classes as a sample. The result shows that photovoice is not only effective for students but also makes the student interested and motivated in learning speaking. The second was the study entitled 'Using photovoice to explore students ' emotions of learning to write : "There is something about writing"' by Sari, (2022). This research focused on how employing photovoice in writing class to helps uncover novice writers' emotions of learning how to write. This study used quantitative method. In this participatory

study eight secondary school students voluntarily participated in the two-session writing class. The results indicate that these novice writers, though experienced confusion and encountered various problems, persisted in completing the writing assignment due to their intrinsic motivation. Furthermore, there was a research by Dwi *et al.,* (2018) entitled 'Photovoice: Exploring the Role of Teacher's Question for University Students' Fluency in Speaking Class.' This research focused on investigating how questioning gives an impact for students' fluency in academic speaking class. The researchers used narrative inquiry to collect and process the data using Photovoice. The participants of this research were 12 university students. The finding shows that the use of questioning can develop students' speaking fluency in academic speaking class. As the implication, teachers can give questions followed with feedback to enhance the students' fluency.

Different from the previous research, this study filled the gap by focusing on the integration of Photovoice with project-based learning to improve students' writing and viewing skills which has not been covered by previous research. There are at least two novelties offered by this topic. First novelty is on the integration of photovoice with other method (project-based learning) and second novelty is its purpose to improve viewing skill as one of the new language skills stipulated in *Kurikulum Merdeka.* The research on the integration of photovoice with project-based learning to foster integrated viewing and writing skill will be very beneficial, not only in EFL context, but also in the other learning contexts. This research is going to explore the implementation of photovoice as project based learning in fostering students' viewing and writing skill, students' viewing and writing development and their responses toward the implementation.

METHOD

This study used a qualitative case study method that enabled researchers to conduct an in-depth exploration of phenomena within some specific context. This study aimed to examine the use of Photovoice as PBL to develop students' ability in viewing and writing expository text in English and their perceptions towards the use of Photovoice to develop their ability in viewing and writing expository text in English. The subjects of this research were a teacher and fifteen students in one of Islamic senior high schools in Cianjur. The Photovoice method adapted Wang & Burris (1997) phases: Phase 1 introduced Photovoice, Phase 2: take photographs using camera, Phase 3: discussing the result of the Photograph, Phase 4: writing text (in writing text, some stages of genre pedagogy were also used), Phase 5: selection the photo, Phase 6: invite people to share in discussion that was integrated as project based learning.

This study used four data collection techniques: observation, interviews, text analysis and open-ended questionnaires. Observations were carried out before and during the learning process. Before the learning process, the researchers observed the students twice to observe the students' proficiency in writing and general English. During the learning process, the observation was carried out to see the students' process of learning and their responses toward the learning process. Then, an open -ended questionnaire consisting of some questions in Indonesian was distributed to examine students' responses toward photovoice as PBL. Questionnaires were given and filled out by 15 students. The questionnaires were processed for 2 days with questions covering students' perspectives on the use of photovoice as project based learning to improve writing and viewing skills in English exposition text. Then, the interview was conducted in the form of a semi- structured face-to-face interview. There students were

selected based on their responses in questionnaires. To look at students' viewing and writing development, text analysis was carried out on the students' writings. All data were integrated, triangulated, and interpreted.

FINDINGS AND DISCUSSION

The finding and discussion part presents the explanation on the use of Photovoice in developing students' ability in viewing and writing expository text in English, their viewing and writing development as well as their responses toward the program.

The Implementation of Photovoice as Project based Learning in Fostering Students' Viewing and Writing Skills

In implementing photovoice as project-based learning, the students went through several stages. First, the students were introduced to photovoice as the first stage in Wang & Burris photovoice method (1997) and were stimulated with photos to show them that the photos could voice an issue. In that stage, the students learned about the meaning of a picture and how to describe it with simple words. The learning objectives of the stage where the students were able to identify, represent and communicate through photos. At that point, the students were given some pictures to be read and identified. As an example, a picture of a dirty toilet was given, and the students had to identify and make an expression to communicate the message of the picture. Eventually, the students came up with caption-like sentences such as 'Keep the toilet clean', 'This is dirty toilet', 'Cleanliness is a part of faith', 'The unkempt toilet and Broken facilities toile'. Even though the expressions were short, and some were not accurate, the content of the sentences were coherent with the picture. By writing texts that represented and were coherent with the photos, the students were trained to read and make meaning of the photos and they also discussed in what ways photos could voice people's perspectives.

On the next stage, they were introduced with exposition text that accompanied specific photos to help articulate the issues and to make the photos more powerful. In that stage, the students learned about the schematic structure of exposition text: language features, types, and generic structure such as thesis, argumentation, and reiteration. They also explored some model texts and deconstructed the model texts to identify parts of exposition text and learn from them. At the end of the stage, the students got different pictures that they should write about. At that point, they wrote an exposition text to give 'voice' to specific photos. They worked and collaborated in the group to do joint construction to write exposition text that voiced that photo in carrying out and persuading readers about an issue. The stages that they experienced were in line with genre-based approach (Maolida & Al-Azhar, 2019; Maolida &Salsabila, 2019; Salsabila & Maolida, 2019) with its steps of building knowledge of field, modelling, joint construction and independent construction (the last independent construction was done in the next stage of photovoice project).

Source:
https://www.harianbhirawa.co.id/taman-delta-sari-jadi-tempat-merokok-anak-sd/

Source:
https://www.edumor.com/blog/2017/01/24/kamu-suka-bolos-sekolah-ya-baca-ini/manjat-pager/

Source:
https://student-activity.binus.ac.id/himti/2019/08/26/apa-itu-handphone/

Source: Shutterstock

Figure 1. Pictures Use to Stimulate Students' Viewing and Writing Skills

In the last stage, the students worked in a group to do the project by collaborating and doing photovoice following the adapted photovoice method from Wang & Burris' (1997) by deciding the issue they would communicate, took photo(s), discussed the photo, and composed an exposition text that voiced specific issues. More specifically, the students had a group project to look for and take photos that captured social issues and phenomena around them and made a relevant exposition text to voice or express the photos. In this case, they learnt how to compose an exposition text supporting the photos they have taken by observing social phenomena that occur in their environment. The rough draft was discussed, and the students got some feedback for their writing improvement. After the editing and revising stage, the students put their photovoice work on cardboard and they decorated the result of the photovoice as creatively as possible, then each group displayed and presented their work. Through this project based photovoice, the students also experienced all stages of the writing process (Maolida & Mustika, 2018) such as prewriting, drafting, revising, editing, and publishing stage.

Students' Viewing and Writing Development

The result of observation and text analysis shows that the students developed their ability in viewing and exposition writing. In terms of viewing skill, the students showed an ability to read and interpret pictures/photos by writing text that was coherent with the photo to communicate an issue. The development of students' viewing skills that were represented from their written interpretation of the photos can be seen in the following figures:

Stage 1: Sample of Students' Sentences on the Picture

Source:
https://makassar.tribunnews.com/2021/09/28/kondisi-toilet-di-pantai-seruni-bantaeng-tak-terurus-pengelola

Keep the toilet clean This is dirty toilet Cleanliness is a part of faith The unkempt toilet Broken facilities toilet

In the beginning the students only interpreted the picture in very short sentences. Some of the sentences were inaccurate, and the rest showed limited vocabulary choice. In spite of the fact that their writing skill has not optimally developed, their sentence was representative of the photo. Then, they learnt to identify various photos, analyze and discuss them together.

Stage 2: Sample of Students' Sentences on the Picture

Bad Behaviour of young people
The behaviour of young people today is bad because they are not ashamed to do it in public and more and more bad behaviours are done.
The first problem that often occurs is because many adults are not aware of their bad activities that are seen by young children around them, like smoking and playing cards.
The second problem is because many parents don't pay attention to their children to prevent doing bad things. So, bad behaviour of children always happens until now.

After going through the first and second stage (including being introduced to exposition text genre), the students were able to construct a more elaborative paragraph that was coherent with the picture. Besides, in interpreting the picture, the students were more expressive and used more powerful language tools to voice the picture and convince the readers such as the use of causal conjunctions 'because' (it also shows some development in building text coherence), the use of passive voice as a more advanced language use and specific verb and adjective such as 'prevent' and 'aware' to help them voicing the issue.

Stage 3: Sample of Students' Exposition Text to Voice the Photo

Broken Street lamps are Dangerous

Lately, many street light are broken so they don't turn on at night. This makes residents complain a lot because the impact of the village atmosphere is dark. Most of The Street lighting in Cianjur either around the provincial road or the ring road has been extinguished. In fact, the presence of street lighting especially in residential areas has great benefits to the community, namely that residential area feels bright at night. So when The lamps are broken some dangerous things may happen.

First a broken Street lamp can make lighting on the street difficult due to lack of light and especially if the dark road is a damaged road this can put people who pass through it in danger.

Second, damaged street lamps in crowded areas also have a major impact on the surrounding population resulting in the darkness of the populated area and can block the view of the population.

In conclusion, broken street lamps can be very dangerous for motorists who cross dark road due to the lack of lightning from existing streetlamps and also many residents protest that the streetlamps in the area where they live are damaged because it could obstruct the view of passers-by. Even the driver and it is hoped that this can be a concern by the relevant agency at least doing data collection and repairs because many have in the damaged.

After having collaborative work of project based photovoice, the students could create text that was more coherent, more detailed, more expressive, and more

elaborative in voicing the photos. As we can see from the sample text, the students have developed their schematic structure, coherence, and language use. Despite some minor grammatical accuracy issues, the text shows that they have followed the schematic structure of exposition text. First paragraph explicitly states the thesis, the second and third paragraphs explicitly convey arguments, and the third paragraph restates the thesis. This shows their developed understanding of exposition schematic structure. In terms of coherence, the student's draft shows some development of text coherence, for example the use of 'first', 'second' and 'in conclusion' help the reader to understand the flow of the text and the arguments given to support the thesis.

Students' Responses toward The Use of Photovoice as Project Based Learning

Regarding students' responses, the findings showed that they gave positive responses toward the program. The positive responses were shown during the learning process and after the learning process. During the learning process, the students were enthusiastic and actively participating in all stages of the activities. Even though in the beginning some students hesitated to participate, after the first interaction, more and more students got involved in the activities.

Furthermore, the positive responses from students were shown from the result of the interview and questionnaire about their perspectives toward the use of photovoice as project based learning in fostering their viewing and writing skills. In terms of viewing skill, the students admitted that the program helped them understand the meaning contained in the photo as well as being more aware of the purpose of the photo for the audience. Despite some difficulties such as finding a perfect photo and some issues regarding photo quality, the students perceived that the program improved their critical thinking and their ability to analyze images and reading. It might be due to collaborative project based characteristics that support photovoice in encouraging discussion among participants and researchers about critical topics that promote social action to generate solutions (Nugroho & Sakhiyya, 2022). At that point, photovoice can help them to think critically so that it is easy to understand something through pictures.

In terms of exposition writing skill, it was admitted that Photovoice can help the students to get some ideas and write the ideas in English, especially in the context of the study, about social issues around them. In this case, Cook et al (2016) stated that Photovoice could stimulate an understanding about local issues and its connection to community and find out which communities are mostly affected by these issues, as shown in students' writing on some public facilities that need more attention due to their poor condition. The students' responses on critical thinking benefit are also in line with Joyce (2018) who stated that the photovoice was beneficial to unravel the elements in the school environment which fostered students' learning. Photovoice was also said as suitable to be combined with the project based learning as a learning medium in learning writing and viewing exposition text. Based on students' responses, it also can be seen that most students perceived that their writing and viewing skill in learning text exposition enhanced after using Photovoice as a learning medium. However, in the future, they expect to get more examples of photovoice so they can practice it more easily.

CONCLUSION AND SUGGESTION

Based on the findings revealed in the study, it can be concluded that the learning process through photovoice as project based learning was conducted in at least three stages: Photo exploration and its connection to the text, Exposition exploration as a text supporting to voice the photo and project implementation to capture the social issues and phenomenon through photos which was supported by exposition text. The process shows some viewing development shown in students' ability to identify and analyze the photos and their developed exposition writing in terms of schematic structure, coherence and language use. The students also gave positive responses shown in their active participation and enthusiasm in the class as well as their positive statements about the photovoice as project based learning in fostering their viewing and writing skills.

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