ENGAGING SECONDARY SCHOOL STUDENTS IN PHOTOVOICE-BASED SELF-REFLECTION IN WRITING NARRATIVE

THESIS

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Author:

YUSNITA SUKMAWANTI
SRN T20196098

ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF KH ACHMAD SIDDIQ JEMBER
2023

ENGAGING SECONDARY SCHOOL STUDENTS IN PHOTOVOICE-BASED SELF-REFLECTION IN WRITING NARRATIVE

THESIS

Submitted to State Islamic of Kiai Haji Achmad Siddiq Jember
In Partial Fulfillment of the requirements
for Bachelor Degree of Education (S.Pd.)
Faculty of Tarbiyah and Teacher Training
English Education Department

By:

YUSNITA SUKMAWANTI
SRN T20196098

Approval by Advisor:

Sandi Ferdiansyah, M.Pd.
NIP.198503192019031004

ENGAGING SECONDARY SCHOOL STUDENTS IN PHOTOVOICE-BASED SELF-REFLECTION IN WRITING NARRATIVE

THESIS

It has been examined and approved by the board of examiners
In partial fulfillment of the requirement to obtain
a Bachelor's Degree of (S.Pd.)
Faculty of Tarbiyah and Teacher Training
English Education Study Program

Day: Tuesday

Date: September 26th, 2023

The Board Examiners

Chairman   **Secretary**

As'ari, M.Pd   Siti Khodijah, M.Pd.
NIP. 197609152005011004   NIP. 198609192019032016

Members:

1. Dr. Suparwoto Sapto Wahono, M.Pd.   (   )

2. Sandi Ferdiansyah, M.Pd.   (   )

Approved by
Dean Faculty of Tarbiyah and Teacher Training
Of Kiai Achmad Siddiq Jember

Prof. Dr. Hj. Mukni'ah, M.Pd.I
NIP. 196405111999032001

iii

MOTTO

يٰٓاَيُّهَا الَّذِيْنَ اٰمَنُوا اتَّقُوا اللّٰهَ وَلْتَنْظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍ وَاتَّقُوا اللّٰهَ ۗاِنَّ اللّٰهَ خَبِيْرٌ بِمَا تَعْمَلُوْنَ

"O believers! Be mindful of Allah and let every soul look to what ˹deeds˺ it has sent forth for tomorrow. And fear Allah, ˹for˺ certainly Allah is All-Aware of what you do."

(Qur'an Surah Al-Hasyr 18)[1]

---
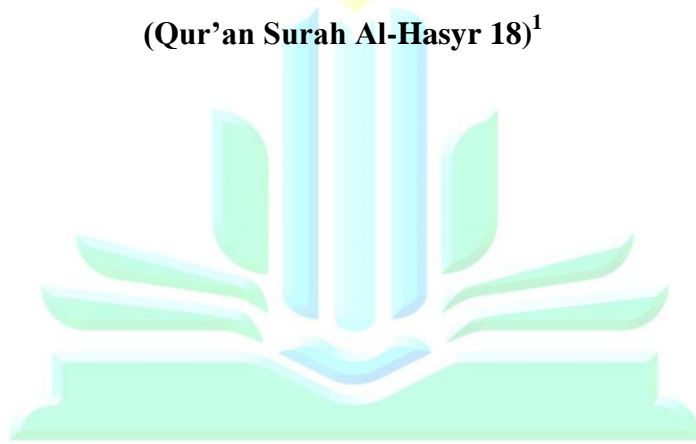
[1] Qur'an Kemenag. Online version. Access from https://quran.kemenag.go.id/surah/12/87 (Accessed on August 08th August 2022, 22.25 pm).

DEDICATION

With respect and pleasure, I dedicate this thesis to:

1. Mr. Suparto Wibowo and Mrs. Tukimah Andriani, my two beloved parents, who worked tirelessly towards the dream of witnessing their youngest child holding a bachelor's degree, always guided me with love and sincerity, and prayed for me every step of the way. May Allah Swt bless your struggle, and may you be granted a long life to witness me achieving my goals.

2. Dyas Lutfianasari, my only older sister, who consistently supported me and reminded me to work on my thesis each day, every time I breathed. But it's alright, as I will always love you, and may Allah repay your kindness.

3. Charvi Ilke Arfianto and Cyra Adiba Rahma Arfianto are my two most beautiful nieces in the world. Thank you for being born in this world; you two are the strength of Teta, and your presence adds vibrancy to my life. Teta is very grateful, and I hope you two grow up to be strong and great women.

ACKNOWLEDGEMENT

First of all, I would like to express my gratitude to Allah Swt, who gave me mercy, blessings, and health to complete my final thesis. Additionally, the researcher acknowledges that this thesis could not have been completed without the assistance and guidance of several parties. I would like to extend my respectful thanks to the following people:

1. Prof. Dr. H. Babun Soeharto, S.E., M.M., the Rector of State Islamic University of Kiai Haji Achmad Siddiq Jember who gave me the opportunity to study in this university.

2. Prof. Dr. Hj. Mukni'ah, M.Pd. I, the dean of the faculty of Tarbiyah and teacher training of State Islamic University of Kiai Haji Achmad Siddiq Jember who facilitated my study in this faculty.

3. Dr. Rif'an Humaidi, M.Pd. I, the head of the Islamic and Language Education Department who supported and facilitated me in every matter.

4. As'ari, M.Pd, the Chief of the English Education Department who approved the title of this thesis.

5. Sandi Ferdiansyah, M.Pd, My supervisor who advised, guided, and supported me during the writing of this thesis.

6. All lecturers of State Islamic University of Kiai Haji Achmad Siddiq Jember who shared their sea of knowledge.

7. Participants in this study who were willing to be involved in a series of learning activities and in-depth interview sessions.

The author acknowledges that this thesis did not attain perfection, both in terms of its writing and language. Therefore, the author welcomes criticism and suggestions aimed at refining this thesis to perfection. It is hoped that this thesis will prove valuable to future researchers. May Allah SWT reward the exceptional kindness of those who assisted me in the completion of my thesis.

Jember, September 26th, 2023

Researcher

ABSTRACT

Yusnita Sukmawanti, 2023: Engaging Secondary School Students in Photo voice-Based Self-Reflection in Writing Narrative.

Keywords: *Photo voice, Reflective Practice, Writing Skill*

Photo voice-based self-reflection was widely used in language learning. Self-reflection provided opportunities for students to test and correct their learning abilities in class, so students could express aspirations and sought other perspectives in creating a comfortable classroom atmosphere. However, little research examined how photo voice mediated students' reflection in narrative paragraph writing practice. Thus, this case study aimed to explore the potential of sound photo voice as a means to facilitate students' reflective practice, especially in the context of writing narrative texts.

The researcher took a qualitative approach with a case study as the research design. This research project was conducted in one of the high schools in Banyuwangi. The participants involved were 11th-grade students from the Language Class. The data was obtained from three techniques, which included direct classroom observation, reinforced by several critical incident captures, in-depth interviews as evidenced by audio recordings (presented in the form of transcripts), and document analysis involving student artifacts. This data was processed and analyzed using an interactive model adopted from Miles, Huberman, and Saldana.

Overall, there were four findings from this study that emerged as developments from the main findings. These findings included uncertainty and confusion in pre-writing tasks, challenges and emotional struggles during the writing process, teacher feedback, empowerment, and transformation through writing experiences.

Drawing a common thread from the research findings, the researcher concluded that photo voice functioned as an effective mediator for students' self-reflection in writing narrative paragraph exercises. Not only for students, but this strategy also had a positive impact on teachers. By integrating photo voice into writing classes, educators created more meaningful and engaging writing experiences, leading to improved student writing skills and overall personal growth. Therefore, the researcher recommended the use of photo voice media as a learning strategy for writing narratives that promoted self-reflection and built students' creativity.

TABLE OF CONTENT

LIST OF TABLE

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

LIST OF FIGURES

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER I

INTRODUCTION

This chapter encompasses various aspects pertaining to the research topic, such as the research background, research questions, research objectives, research contributions, and the definition of key terms. The presentation of these elements is outlined as follows.

A. Research Context

Mastering writing skills was crucial for English learners, as writing and other language skills were interconnected. Learning to write involved reading materials related to the topic, as the principle of cohesiveness aimed to consolidate several skills across subjects. Writing was multiple activities[2] and it was important to practice writing from a young age to develop good writing skills for the future. Despite many subjects being taught in primary school, writing was one of the most crucial subjects for students. Therefore, students had to understand the writing process, as this enabled them to work through writing effectively, the main steps of the writing process, which included pre-writing, drafting, reviewing and revising, and rewriting.[3] Another described, the writing process as consisting of planning, drafting, editing, and producing a final version.[4] It was crucial to inform students about these processes to make them aware of what was involved in writing. By focusing on the writing

---

[2] Yin Ling Cheung, Teaching Writing, *English Language Teaching Today: Building a Closer Link between Theory and Practice. (*New York, NY: Springer International, 2016), Chapter 12 Page 1-20.

[3] Dorothy E Zemach & Lisa A Rumisek, *Academic Writing from Paragraph to Essay.* (Spain: Macmillan Education, 2005), Page 5-10.

[4] Jeremy Harmer, *How to teach writing.* (Edinburg Gate: Pearson Longman, 2004), Page 5.

process, students could understand themselves better and find ways to improve their writing. In conclusion, writing was a skill that required practice, and it was essential to inform students about the writing process so that they could become effective writers in the future.

Generally speaking, learning to write became a challenging skill to learn. Overcoming writing challenges required knowledge and experience. In high school, there were several writing instructional techniques that students had to learn in order to improve their writing skills. Another study outlined three essential techniques: pre-writing, writing, and editing.[5] However, pre-writing activities were often limited in the typical assignment, with just over three minutes elapsed from the time the teacher began discussing or distributing the assignment until the students began writing. While writing, if pre-writing activities were limited, students received little help while they were writing. Teachers broke down assignments into stages that could be completed to help students simplify writing tasks, with about a third of teachers reported using this technique. Finally, the primary tools for writing instruction in all subject areas were the teacher's comments on and corrections of completed works, known as editing. These techniques helped students to structure their writing and develop their writing skills. By learning and applying these techniques, students were able to improve their writing and become more proficient writers.

---

[5] Arthur N. Applebee, et al, "*Learning to Write in the Secondary School: How and Where,*" The English Journal 70, no. 5 (1981): 78-82.

Reflective practice was an essential aspect of effective teaching and learning to write. Reflection was considered a crucial quality of effective educators who were equipped to handle the challenges of teaching writing.[6] Many researchers viewed reflective practice as the cornerstone of professional development. The topic of reflective practice was covered in one of the modules as a vital component of the government strategy to support teachers' professional growth. Instructors and educators had to engage in reflective practice to enhance their teaching skills. Reflection-in-action and reflection-on-action were two concepts that underpinned reflective practice. Reflection-in-action involved interpreting, evaluating, and offering solutions to issues while the action was happening. Reflection-on-action occurred after the event had already happened, and students could discover purpose, understand themselves, and make sense of what they were doing through reflection. Reflection-for-action referred to thinking about future activities with the goal of improving or changing our practice. In summary, reflection could be used to identify the weaknesses in what students had learned and to improve their writing skills.

Photo voice in writing classes was a reflective practice that involved students' writing skills by using photography to put their experiences into perspective. Photo voice had three main purposes, which included enabling people to record and reflect on their concerns, increasing critical understanding of important issues through small and large group discussions of a photograph,

---

[6] La Sunra, Haryanto & Sahril N," *Teachers' Reflective Practice and Challenges in an Indonesian EFL Secondary School Classroom,"* International Journal of Language Education 4, no. 2 (2020):289-300.

4

and reaching policy makers.[7] Photo voice encouraged people to analyze and explore more deeply. Photo voice as a participatory action research method that used photos and images to provide opportunities for self-reflection about the teaching and learning process, as well as share knowledge and experiences with others[8]. The activity involved photographing, analyzing critical ideas, and solving problems. Photo voice could be linked to a writing project for self-reflection. Photo voice could be an instructional approach to help students analyze issues that impacted their lives, question structure, and increase their beliefs through their perspective.[9] Students' experiences influenced how they gathered ideas into a sentence, so this innovative method could be useful for students who struggled to reflect critically.

Photo voice had been used in writing classrooms to provide unique experiences that enhanced language learners' skills, as evidenced by several studies. For instance, the use of photo voice to explore students' emotions when learning to write.[10] The findings revealed that photo voice helped students develop critical awareness of their learning, which could be beneficial to their overall writing skills. Similarly, the use of photo voice activities to teach writing to high school students. The results demonstrated that photo voice was

---

[7] Caroline C. Wang, et al," *Who Knows the Streets as Well as the Homeless? Promoting Personal and Community Action through Photo voice,"* SAGE Publications 1, no. 1 (2000): 81-89.

[8] Nur Arifah Drajati, et al,*" Promoting Photo voice for Teachers' Self-Reflection on Multimodal Literacy,"* Al-Ta lim Journal 36, no. 3 (2020): 309-317.

[9] Susan R. Adams & Kathryn Brooks*," Using Photo Voice to empower K-12 teachers and students through authentic literacy engagements,"* Writing & Pedagogy 6, no. 3 (2014):649-664.

[10] Dini Rosita Sari & Sultan*," Using photo voice to explore students' emotions of learning to write: "There is something about writing,"* Journal of English Educators Society 7, no.1 (2022): 93-101.

an effective tool for engaging students' motivation and writing ability.[11] This was because photo voice served as guidance for students to write literature reviews by gathering ideas from their perspective and reflecting their voice to share with others. Moreover, another study identified photo voice as a project-based learning tool to foster students' viewing and writing skills. The study found that students responded positively to the use of photo voice, as evidenced by their active participation and enthusiasm in the class, as well as their positive statements about the effectiveness of photo voice as a project-based learning tool.[12]

While past studies showed that photo voice was effective in improving students' writing skills, not many incorporated photo voice into learning reflection in writing classes. This study aimed to fill that gap by encouraging students to think critically and diversify their learning through photo voice. By engaging in classroom activities and field study experiences, students could better understand the role they played in developing their writing skills and improving their learning outcomes.

B. Scope of the Research

The scope of the research was: How could photo voice mediate students' reflection in narrative paragraph writing practice?

---

[11] Enti Khoirun Nisa," *Photo voice Activities to Teach Writing for High School Students,"* Borneo Educational Journal 3, no.1 (2021): 8-7.

[12] Juniarti, Lily, et al*." Photo voice as Project Based Learning to Foster Students' Viewing and Writing Skills,"* Alinea: Jurnal Bahasa, Sastra, dan Pengajaran 11, no.2 (2022): 132.

C. Research Objectives

This study aimed to explore the potential of photo voice as a means to facilitate reflective practice among students, specifically in the context of writing narrative paragraphs.

D. Research Contributions

The utilization of photo voice as a mediator helped students reflect on their narrative paragraph writing in the writing classroom, and the study's benefits extended to various sectors, including:

1. Researcher

   The researcher anticipated that this study would provide valuable contributions to English language teaching and learning, specifically in the area of writing. By employing photo voice as a tool to mediate students' reflective practice in the writing classroom, the researcher aimed to gain a deeper understanding of this method. The study was expected to offer novel insights and methods for students to improve their English language skills and to provide engaging experiences for high school students in writing narrative paragraphs.

2. English Teacher The anticipated outcomes of this study offered valuable insights into the types of teaching techniques that could be utilized in the classroom to instruct writing. As a result, the teacher took on the primary role of directing students in an innovative manner and selecting appropriate methods to maximize the effectiveness of the teaching-learning process. By

utilizing the photo voice approach, it was expected to provide educators with an alternative means of assessing their students' writing capabilities.

3. Future Researcher

The outcomes of this study were anticipated to offer valuable insights to future researchers regarding the photo voice method and its impact on writing skills. It was also hoped that future researchers would delve further into the influence of the photo voice method on writing ability. Thus, this study could serve as a reference point for upcoming research on the same topic or variable.

E. Definition of Key Term

To ensure clear comprehension of this study, the researcher provided definitions for key terms to avoid any misunderstandings or misconceptions for the reader. The following terms were defined as:

1. Reflective Practice

Reflective practice was described as a cognitive process that involved contemplating one's own thoughts, emotions, and behavior. By analyzing past experiences, reflection aimed to increase self-awareness and promote personal growth. It enabled individuals to consider different perspectives, evaluate their actions, and identify areas for development. Various techniques for reflection, including journaling, self-reflection, and critical thinking exercises, were mentioned. Reflective practice and critical reflection were two related terms that had distinct connotations. Reflective practice was explained as a professional development method that

8

emphasized the importance of learning from one's own experiences. In contrast, critical reflection was described as a process that entailed scrutinizing one's thoughts and actions in the context of societal and cultural norms. Reflecting on one's experiences and conduct was stated to lead to a better understanding of oneself and promote self-improvement and personal growth.

2. Photo voice.

Photo voice was defined as a research method that engaged individuals and communities in capturing and sharing their experiences, views, and issues of concern using photography. It was mentioned that photo voice aimed to give a voice to those who were marginalized or underrepresented and may not have access to traditional means of expression. The process involved training participants on photography and research methods, followed by taking photographs that illustrated their perspectives on a specific topic. The paragraph explained that the photographs were then shared and discussed in a group setting to inform policy and practice changes. Photo voice was noted to have proven effective in areas such as community development, public health, and social justice. It was described as a method that empowered communities and promoted social change. The paragraph emphasized that by providing a visual representation of people's experiences and perspectives, photo voice offered a powerful tool for advocacy and awareness-raising. The use of photographs was mentioned as a means to communicate complex and sensitive issues in an accessible and relatable

manner. It also allowed participants to tell their stories and express themselves in a way that traditional research methods may not have permitted. Photo voice was characterized as an innovative and inclusive research approach that amplified the voices of marginalized groups, promoting greater understanding and social change.

3. Narrative Paragraph Writing

Narrative paragraph writing was explained as a type of writing that told a story or related a series of events. A narrative paragraph was characterized by its inclusion of various story elements such as a plot, setting, characters, dialogue, and description. The purpose of a narrative paragraph was stated to be to draw the reader into the story and convey a particular message or experience. The paragraph noted that narrative paragraph writing could take many different forms, including personal narratives, fictional stories, historical accounts, or biographical sketches. The writer's use of various literary techniques, such as imagery, figurative language, and sensory details, to make the story more vivid and compelling was highlighted. Narrative paragraphs could be written in either first-person or third-person point of view, with explanations provided for each. The paragraph also mentioned that the narrative paragraph could be structured in a chronological or non-linear manner, depending on the story being told. Overall, the purpose of narrative paragraph writing was described as to entertain, inform, or persuade the reader by using the power of story. Whether it was a fictional tale or a personal anecdote, narrative writing was

digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

noted to engage the reader's emotions and imagination, providing a unique

and memorable reading experience.

CHAPTER II

LITERATURE REVIEW

This chapter was divided into two parts, addressing previous research and the theoretical framework. The first part delved into relevant previous research, while the second part provided an elaborate discussion of various theories that bolstered the current research. The subsequent section unveiled these two components.

A. Previous Research

There were previous studies that examined writing tests before the current research. The current study discovered several studies that were relevant to its topic. The first study, related to this research titled "Using photo voice to explore students' emotions of learning to write: "There is something about writing." The study aimed to investigate the effectiveness of using photo voice to uncover novice writers' emotions of learning to write. Qualitative data analysis was employed through participatory study, and participants were asked to write reflective journals. The findings showed that photo voice helped students develop critical awareness of their learning process.[13]

The second study, at the Islamic University of Indonesia, focused on investigating the use of photo voice activities to teach writing to high school students. The study utilized qualitative research methods and collected data through photo voice, which was then analyzed using SHOWED Analysis. The findings of this research suggested that photo voice could serve as a valuable

---

[13] Dini Rosita Sari & Sultan*," Using photo voice to explore students' emotions of learning to write: "There is something about writing,"* Journal of English Educators Society 7, no.1 (2022): 93-101.

tool for teachers to implement self-reflection in writing projects and gain a deeper understanding of their students' learning processes.[14]

The third study, at Suryakancana University in Indonesia, aimed to investigate the use of photo voice as a project-based learning approach to enhance students' skills in viewing and exposition writing. This study employed a case study method to analyze qualitative data collected through observation, interviews, text analysis, and open-ended questionnaires. The findings indicated that photo voice as a project-based learning approach was well-received by students and positively impacted their active participation and enthusiasm in the class, as well as their writing and viewing skills.[15]

The fourth study was investigate students' experiences learning English online during the COVID-19 pandemic and their writing skills. This research utilized photo voice as the research methodology and qualitative analysis. Two instruments were used to collect data: photo voice and in-depth interviews. The research found that photo voice was an effective technique for helping students learn English and express their experiences of learning online during the pandemic.[16]

The fifth study was a thesis at the University of Islam Malang, aimed to determine the impact of using videos and photo voice on the writing achievement of eleventh-grade students in explanation text. This experimental

---

[14] Enti Khoirun Nisa," *Photo voice Activities to Teach Writing for High School Students,"* Borneo Educational Journal 3, no.1 (2021): 8-7.

[15] Juniarti, Lily, et al*." Photo voice as Project Based Learning to Foster Students' Viewing and Writing Skills,"* Alinea: Jurnal Bahasa, Sastra, dan Pengajaran 11, no.2 (2022): 132.

[16] Yulinar Rahayu, et al*," Capturing students, "English Learning Experiences through Photo voice,"* Lingual Jurnal Ilmiah 18, no.1 (2022):38-59.

research analyzed data using the independent t-test formula. Results demonstrated that students who were taught with videos and photo voice achieved higher scores on writing explanation text than those taught with PowerPoint.[17]

The last study, aimed to investigate several aspects related to the use of photo voice to boost student motivation in writing. The study examined the initial motivation level and writing competence of students; explored how photo voice could be utilized to enhance motivation in writing, investigated student responses to photo voice, and identified the advantages and difficulties of implementing photo voice in the research. The research followed a classroom action research method, and data were collected through various means such as observation, interviews, questionnaires, and pre- and post-tests. The findings showed that the implementation of photo voice was effective in increasing student motivation in writing.[18] **See (Table 2.1).**

Table 2.1
Similarities and Differences of Previous Research

NO	Research Title	Similarities	Differences
1	2	3	4
1	An article journal written by (Sari & Sultan, 2022)"Using photo voice to explore students' emotions of learning to write: "There is something about writing"	• Both researchers analyze using photo voice in writing test.	• Previous research analyzed photo voice to explore students' emotions of learning to write while this research Engaging Students in Reflective Practice through

---

[17] Ifa Amalia Anwar*," The Effect of Using Videos and Photo voice on the Students," Achievement in Writing Explanation Text," (Thesis, University of Islam Malang, 2021), 26.*
[18] Taufik Wahyu Nugroho," *The Use of Photo voice To Enhance Students' Motivation In Writing," (Universitas Sebelas Maret Surakarta, 2020), 58.*

			Photo voice in the Writing Classroom. • Previous research analyzed by participatory research while this study analyzed by qualitative research
2	An article journal written by (Khoirun Nisa, 2021)"Photo voice Activities to Teach Writing for High School Students"	• Both researchers analyze using photo voice in writing test. • Both researchers used qualitative research.	• Previous research analyzed Photo voice Activities to Teach Writing for High School Students while this research Engaging Students in Reflective Practice through Photo voice in the Writing Classroom. • Previous research analyzed by Showed analysis while this research will analyze by thematic analysis.
3	The journal by Lily (Juniarti et al., 2022)"Photo voice as Project Based Learning to Foster Students' Viewing and Writing Skills".	• Both researchers analyze using photo voice in writing test. • Both researchers use case study to the analysis of qualitative data.	• Previous research analyzed Photo voice as Project Based Learning to Foster Students' Viewing and Writing Skills while this research Engaging Students in Reflective Practice through Photo voice in the Writing Classroom. • Previous research the data were collected from observation, interviews, text analysis and open-ended questionnaires while this research will

			collect the data through observation, learning artifacts, in-depth interview
4	An article journal written by (Fahmi et al., 2022). Capturing Students' English Learning Experiences Through Photo voice"	• Both researchers analyze using photo voice in writing test. • Both researchers used qualitative research.	• Previous research analyzed Capturing Students' English Learning Experiences through Photo voice while this research will analyze Engaging Students in Reflective Practice through Photo voice in the Writing Classroom. • Previous research the data were collected from photo voice and in-depth interviews while this research collected the data through observation, learning artifacts, in-depth interview.
5	An article journal written by (Anwar, 2021) "The Effect of Using Videos and Photo voice on The Students' achievement In Writing Explanation Text"	• Both researchers analyze the writing test by using photo voice.	• Previous research analyzed The Effect of Using Videos and Photo voice on The Students' achievement In Writing Explanation Text while this research analyzed Engaging Students in Reflective Practice through Photo voice in the Writing Classroom. • Previous research analyzed used experimental research, the data obtained were

			analyzed by using independent t-test formula while this research will be analyzed used qualitative research, and the data obtained were analyzed by using thematic analysis. • Previous research used two media photo voice and video while this research only used photo voice.
6	An article journal written by (Nugroho, 2020) "The use of photo voice to enhance students' motivation in writing"	• Both researchers analyze using photo voice in writing ability.	• Previous study analyzed the use of photo voice to enhance student's motivation in writing while this research will analyzed Engaging Students in Reflective Practice through Photo voice in the Writing Classroom. • Previous study used a classroom action research method while this research will used qualitative research.

Previous studies have used photo voice to promote writing creativity among students. However, the specific process of how high school students generate creative ideas in narrative writing and reflect on their work requires further exploration. To address this gap, this study will conduct a case study to investigate how students use photo voice to generate original ideas and

evaluate their writing. The study will also examine how students' writing skills develop through learning designs that incorporate photo voice-based narrative texts and self-reflection. By focusing on this process, the study aims to contribute to the existing literature on the use of photo voice in promoting writing creativity, with a specific focus on high school students. Through the investigation of the students' experiences and the evaluation of their work, this study will offer insights into the effectiveness of using photo voice in enhancing students' writing skills and creativity.

B. Theoretical Framework

1. Media

Media in teaching referred to the various tools, technologies, and materials used to facilitate the process of education and enhance learning experiences. One of the studies defined media by its technology, symbol systems, and processing capabilities.[19] The most obvious characteristic of a medium was its technology: the mechanical and electronic aspects that determined its function and, to some extent, its shape and other physical features. These were the characteristics that were commonly used to classify a medium, such as a television, a radio, and so on. The cognitive effects of these characteristics, if any, were usually indirect. Characteristics such as size, shape, and weight made it more likely that a student learned with a book but not a computer while on a bus, although, of course, this predilection changed as computers got smaller, lighter, and cheaper. A few

---

[19] Graviel Salomon*," Interaction of Media, Cognition, and Learning,"* (Mahwah, New Jersey: Lawrence Erlbaum Associates, 1979), 1-27.

cognitive effects of technology, however, were more direct. For example, the size and resolution of many computer screens were such that reading their texts might have been more difficult than reading the text of some books.

Learning with different media could be understood through their characteristic symbol systems and how they influenced cognitive processes. Another study, discussed various media, including books, television, computers, and multimedia, highlighting their distinct features and effects on learning:

a. Learning with books

Books were primarily characterized by the symbol systems they employed, namely text and pictures. Cognitive processes involved in book-based learning revolved around processing these symbol systems. The stability of books as a medium played a significant role in shaping how learners constructed knowledge representations. Additionally, individual differences, especially variations in prior domain knowledge, influenced how learners engaged with and extracted information from books.

b. Learning with television

Television, in contrast to books, utilized transient symbol systems that encompassed pictures, diagrams, and oral language. The way viewers processed information on television differed substantially from the sequential and back-and-forth processing seen in books. The

transient nature of symbol systems in television might have had an impact on the mental representations formed during the learning process.

c. Learning with computers

Computers were fundamentally information processors, possessing the unique capability to transform symbols from one system into another. They excelled at tasks like juxtaposing and operating on diverse symbol systems. Computers could significantly aid learners by facilitating connections between symbolic domains and real-world phenomena. Importantly, it was the transformation capabilities of computers, rather than their specific symbol systems, that proved crucial for learning.

d. Learning with Multimedia

Multimedia environments represented a merging of different media types, potentially allowing for the strategic utilization of their individual advantages. However, research on learning within multimedia environments was relatively limited, primarily due to the evolving nature of the field. The promise of multimedia lay in its potential to integrate and leverage the strengths of various media for more effective and engaging learning experiences.[20]

2. Photo voice in educational context

Photo voice was a participatory research technique that involved giving cameras to participants and asking them to take photographs that

---

[20] Robert B Kozma, "*Learning with Media,*" Review of Educational Research : American Educational Research Association 61, no. 2 (1991): 179

documented their daily lives and experiences. In the context of education, photo voice could be a valuable tool for empowering students to share their perspectives on their learning and education. One study used photo voice in a middle school setting, where students were given cameras and asked to document their experiences in school. The photographs and written reflections from the students revealed their perspectives on issues such as classroom dynamics, teacher-student relationships, and the physical environment of the school.[21]

Another study suggested that photo voice could be an instructional approach that helped students analyzes the issues that impacted their lives, question structures, and improve their beliefs through their perspective.[22] Overall, photo voice proved to be a valuable tool for educational research as it allowed students to share their experiences and perspectives through their own words and images. **See (Table 2.2)**

---

[21] Caroline Wang & Burris*," Photo voice: Concept, Methodology, and Use for Participatory Needs Assessment,"* SAGE Publications 24, no. 3 (1997): 369.

[22] Susan R. Adams & Kathryn Brooks*," Using Photo Voice to empower K-12 teachers and students through authentic literacy engagements,"* Writing & Pedagogy 6, no. 3 (2014):649-664

Table 2.2
Example of Photo voice

	I took this photo in the rice field behind a residential area when I was carrying out KKN with my friends. When I was about to leave, I saw a very beautiful sunset and slowly sinking behind the mountain. This photo reflects my mood and my thoughts when I was about to take part in KKN. The dark sky prevented me from leaving the house. So, this is how I felt when I was about to leave for KKN last year when I found out the village I was going to live in. While I was in college, I gained a lot of experience, but after 2 years of Covid-19 which required online learning, I became less adapted to the environment. I feel afraid of new surroundings like the sun that starts to hide behind a mountain. This feeling grew when I found out that there were no friends in the group that I knew. I'm afraid they won't be on the same frequency with me or won't be cooperative in groups with one another. Even though at first it felt awkward communicating with them and the surrounding village environment. In the end I was able to open up and adapt well with friends and the environment around me. We help each other in various circumstances; doing chores, cooking, helping local residents, holding various agendas even in the most difficult times, when one of us is sick we work together to take care of him or the water situation is difficult in our village. Truly, the best experience in my life we became a group that complement each other. From that experience, I learned not to be afraid to try new things. Now I realize that everyone must have experienced the fear of starting something new.

It could also be used as a teaching tool to help students develop

critical thinking, visual literacy, and self-expression skills. Moreover, the

use of photo voice in educational settings had the potential to give a voice to marginalized and underrepresented groups who might not have had the opportunity to share their experiences through traditional means. Photo voice was used to highlight and address issues such as inequities in the education system and the experiences of minority students.

Additionally, photo voice facilitated the engagement of students in the research process, leading to a greater understanding and appreciation of the research findings. The use of photographs and written reflections in the research process also provided rich, nuanced data that enhanced the understanding of the research topic. In conclusion, photo voice was a valuable tool for educational research, both as a means of giving voice to students and as a teaching tool to develop critical thinking and self-expression skills.

3. The advantages using photo voice

The use of photo voice in teaching and learning offered both benefits and challenges, depending on how it was used and in what context. There were some advantages of photo voice included:

a. Empowerment: Photo voice provided a means for individuals to express themselves and share their perspectives with others, which was particularly helpful for marginalized or underrepresented groups who might not have had access to other forms of communication and representation.

b. Critical thinking: The use of photo voice encouraged individuals to critically examine their own experiences and those of their communities, promoting reflection, social awareness, and the development of critical thinking skills.

c. Group engagement: Photo voice promoted group engagement and a sense of civic responsibility, which benefited both individuals and groups by creating a more engaged and informed community.

d. Education: Photo voice could be employed in education to encourage student engagement, critical thinking, and reflection, resulting in a more effective and engaging learning environment for both students and teachers.

e. Promoting social change: Photo voice proved to be a powerful tool for social change by empowering individuals to utilize their experiences and perspectives to advocate for change in their communities.[23]

4. The challenges using photo voice

There were several challenges associated with using photo voice, such as:

a. Resource intensity: Photo voice projects could be demanding in terms of time and resources, and it was important to consider the long-term sustainability of the project to ensure that its benefits continued even after it ended.

---

[23] Caroline C. Wang, et al," *Who Knows the Streets as Well as the Homeless? Promoting Personal and Community Action through Photo voice,"* SAGE Publications 1, no. 1 (2000): 81-89.

b. Working with underrepresented groups: Cultural differences, language barriers, and distrust towards researchers presented challenges when working with underrepresented groups. It was essential to be sensitive to these issues and to build trust with the group.

c. Skill level of participants: The quality of the photographs and their ability to communicate the intended message could be affected by the skill level of the participants in taking photographs. Additionally, the interpretation of the photographs could be influenced by the researcher's own biases, potentially affecting the accuracy of the interpretation.

d. Suitability of photo voice: Photo voice might not be suitable for all research questions or populations. It was important to carefully consider the suitability of photo voice for a particular research project and to use other methods in combination with photo voice if necessary.[24]

It was important to be aware of these challenges when designing and implementing a photo voice project and to take appropriate steps to address them in order to ensure a successful and meaningful project.

5. Definition of writing

The act of writing was a multifaceted and intricate process that could be defined in various ways. Writing was a multiple activity. Writing could be defined as a means of communication where writers used language to express meaning to the reader. It was also regarded as a cognitive process that necessitated the use of linguistic, cognitive, and metacognitive skills,

---

[24] Caroline C. Wang, et al," *Who Knows the Streets as Well as the Homeless? Promoting Personal and Community Action through Photo voice,"* SAGE Publications 1, no. 1 (2000): 81-89.

including planning, composing, and revising written texts. Writing as a process of converting ideas into symbols that could be shared with others.[25]

Writing was also a social and cultural activity that included adapting language and writing conventions to the context and audience. Furthermore, writing was a tool for self-expression, personal growth, and even therapy to help individuals cope with stress, anxiety, and depression. Therefore, writing could be defined in multiple ways, including as a representation of language, a communication method, a cognitive process, a social and cultural activity, and a tool for personal growth and expression.

6. The process of writing

Writing was a complex task that involved multiple skills, such as research, analysis, and composition. It included four main stages, such as:

a. Pre-writing: during the pre-writing phase, writers choosing a suitable topic, generate ideas using techniques like free writing or mind mapping, and organize these thoughts into an outline or structure that serves as a roadmap for their writing

b. Drafting: The drafting step involved creating an initial version of your written work by putting your ideas into words.

c. Reviewing and revising: In the reviewing and revising step, you thoroughly evaluated the content and structure of your writing, made necessary revisions, and conducted proofreading to enhance clarity and coherence.

---

[25] Linda Flower's & John R, Hayes*," A Cognitive Process Theory of Writing,"* College Composition and Communication 32, no.4 (1981): 365-387.

26

d. Rewriting: In the rewriting step, you made the final corrections and adjustments to your written work, ensuring it was polished and error-free.[26]

Writing was an important tool for improving communication and learning, particularly in writing skills. The writing process had to be followed to produce clear and effective writing.

7. Criteria of good writing.

The characteristics of good writing were a topic of discussion among experts, with different criteria identified as essential for effective writing. There were listed five criteria of good writing, such as:

a. Grammatically correct: the sentence had proper grammar and sentence structure.

b. Choice of words: the words used accurately conveyed the intended meaning.

c. Meaningful punctuation: the use of punctuation aided in the clarity and understanding of the sentence.

d. Accurate spelling: the spelling of words was correct.

e. Good mastery of sentence structure: the sentence was well-constructed, with clear relationships between ideas.

f. Clear ideas: the sentence clearly communicated the intended message.

g. Good organization of content: the sentence was organized in a way that was easy to understand and follow.[27]

---

[26] Dorothy E Zemach & Lisa A Rumisek, *Academic Writing from Paragraph to Essay.* (Spain: Macmillan Education, 2005), Page 5-10.

Good writing could also employ literary devices to enhance meaning and engage the reader. Nevertheless, the perception of what made writing "good" was subjective and might have depended on the context and audience.

8. Reflective Practice.

Reflective practice was a process of examining one's experiences and actions with the aim of improving their learning. This practice had been widely adopted in education as a tool to enhance student learning and promote active and self-directed learning. Reflective practice was a process in which teachers could evaluate themselves for a moment to position them in teaching practice and to determine their plans for better teaching practices in the future.[28] In other words, reflective practice could encourage teachers or prospective teachers to learn from their teaching practices so that they could carry out better teaching practices.

In addition, reflective practice helped students to develop metacognitive skills, such as planning, monitoring, and evaluating their own learning. Students who reflected on their own learning experiences could analyze and evaluate information, identify key points and relationships, and develop their own solutions to problems. This process of self-reflection helped them develop their ability to learn from their experiences, leading to a deeper understanding of the material being studied. One of study introduced a typology of reflection that could be helpful for students to

---

[27] Jeremy Harmer, *How to teach writing.* (Edinburg Gate: Pearson Longman, 2004), Page 5.
[28] Thomas S. C. Farrell, *Reflective Practice for Language Teachers.* (The TESOL Encyclopedia of English Language Teaching, 2018), 1-6.

structure their reflective practice. The typology consisted of three types of reflection:

a. Reflection on action: This involved reflecting on past experiences. It involved looking back at what happened, considering what went well and what could have been done differently, and using this information to learn for future situations. This type of reflection was useful for consolidating learning, making sense of experiences, and improving performance in the future.

b. Reflection in action: This involved reflecting on current experiences to improve learning in real-time. It involved being aware of one's own thought processes and making adjustments as needed to improve learning and performance in the moment. This type of reflection could be particularly useful in situations where quick decision-making was required, or when learning was happening in real-time.

c. Reflection for action: This involved using past experiences to plan future actions. It involved taking the insights gained from reflecting on past experiences and using them to inform future decision-making and actions. This type of reflection was particularly useful for setting goals, planning actions, and improving performance in the future.[29]

By using this typology, students could focus their reflective practice on specific areas of their learning and develop their ability to reflect on their experiences in a more structured and deliberate way. This could help to

---

[29] Burhan H & Denis O, *Reflective practice-oriented online discussions: A study on EFL teachers' reflection-on, in and for-action (Turkey: Bilkent University, 2016), 372-382.*

deepen their learning, improve their performance, and enhance their personal and professional development.

Extracting conclusions from the advantages of photo voice reflective practice had several benefits. It could positively impact student achievement and motivation by enhancing critical thinking and problem-solving skills. By fostering self-regulation and self-directed learning, reflective practice helped students take ownership of their learning, and thus, became more engaged and motivated. Moreover, reflective practice enhanced social and emotional development by helping students develop a better understanding of their own emotions and those of others.

Reflective practice was an important tool for both teachers and students. It enhanced learning and promoted self-directed learning, critical thinking, problem-solving skills, and social and emotional development. By reflecting on their own experiences and actions, students could develop a deeper understanding of the material being studied and become more engaged and motivated learners.

CHAPTER III

RESEARCH METHODOLOGY

This chapter elucidated the process through which the research was conducted. It comprised multiple sections encompassing research design, research setting and participants, learning procedures, data collection and data analysis. A detailed description of each section was provided as follows.

A. Research Design

This analysis involved students in using photo voice to practice reflection and encouraged their creativity in writing. The research was based on a qualitative methodology, specifically a case study design that involved in-depth exploration and detailed data collection. Case studies were a preferred strategy when investigating how and why questions in real-life contexts where the researcher had little control over events.

The focus of this study was to explore student involvement in the learning process through photo voice-based self-reflection assignments, which were not commonly used by teachers. However, the challenge was to overcome limitations related to students' skills in taking photos and effectively communicating their message through their work. The goal was not only to assess their technical abilities but also to promote creativity in idea generation and self-reflection. By collecting detailed data, this case study design facilitated a deeper exploration of the research questions and provided robust evidence to support the findings.

B. Research setting and participant

This case study focused on learning English as a foreign language (EFL) at a high school in Banyuwangi, East Java. The aim was to integrate students' creative abilities and critical thinking through photo voice-based reflection practices to improve their writing skills. The school was selected based on its facilities, such as LCD projectors and language laboratories, and its willingness to support the research activity. The researcher obtained permission from the university authorities and the school principal, who connected the researcher with two English teachers. The teachers were open to the research and even requested a research proposal. They recommended a class of 16 girls aged 16 to 17 years old, who were under the age of 18 and required parental approval to participate. To ensure ethical considerations, the researcher provided a letter of approval to the students' parents, respecting the integrity and self-determination of the participants.

The English teachers suggested that narrative text material could be taught in the eleventh grade, which had more effective time for practical work activities, compared to the twelfth grade, which focused on final assignments. The chosen class provided an opportunity to examine students' involvement in photo voice-based self-reflection in writing and explore the potential for students' critical thinking skills in integrating illustrations with photo voice techniques.

The researcher followed the appropriate procedures and ethics prior to conducting the research, submitting a letter of permission and informed

consent. The first permission letter was for the initial observation at the school, where the researcher spoke with two English teachers to provide further direction regarding the research design and activities. They helped with the research and requested a research proposal. The school requested a second research permit with the proposal.

In summary, this case study examined the potential for improving students' writing skills through photo voice-based self-reflection in a high school in Banyuwangi, East Java. The researcher followed ethical procedures and obtained necessary permissions from the university authorities, school principal, and parents/guardians of participants. The study involved a class of 16 girls aged 16 to 17 years old and explored the potential for integrating illustrations with photo voice techniques to enhance critical thinking skills.

C. Instructional Procedures

The main objective of this case study was to enhance students' creativity by utilizing photo voice-based self-reflection in writing classes that relied on critical thinking skills when composing narrative texts. To achieve this objective, a series of offline-based learning activities was implemented, including pre-writing, whilst-writing, and post-writing activities. The learning procedure had been developed based on previous studies, with some modifications made by the researcher to ensure it met the students' needs. The first step of the learning procedure was the pre-writing activities, which aimed to provide the students with a basic understanding of the series of learning

activities. It comprised one phase and had been tailored to meet the specific

needs and demands of the students. **See (Table 3.1)**

Table 3.1
Pre-writing activities

Stages	Goals	Activities	Character Building
Photo voice deliberation in narrative writing.	• Students will learn more about photo voice in narrative writing, which will have already intellectually and physically prepared them through prior brainstorming exercises.	1. Following examples of popular narrative texts including folktales and fables, students will examine the fundamental elements of the stories. 2. Students will see an illustration of text and a picture being used to stimulate their creative thinking through photo voice.	• Critical Thinking • Creative Thinking
Establishing learning activity group	• To encourage students to work together in peer groups as a strong team to accomplish tasks by pooling their talents and original ideas. • To encourage each student's accountability for doing their tasks	1. Students form groups with three individuals in each group. 2. Students choose their group roles, such as: Student 1 (looking for information), Student 2 (explaining information), and Student 3 (writing the results)	• Cooperation • Responsibility
Phase1.1 Introduction to the narrative text	• To provide a fundamental knowledge of the story material through group	1. Students start a group discussion about narrative content they locate online or in a textbook.	• Socialization • Critical thinking • Collaboration

	discussion	2. They examine the given story's storyline, surroundings, characters, and overall literary merit. 3. They share the findings with their group.	• Responsibility
Phase 1.2 Establishing the theme of the story	• To provide pupils the chance to use their creative thinking while deciding on the subject of the narrative they will write.	1. Students actively engage in discussion, offering their ideas and opinions as they choose the theme for the tale they will write.	• Creative thinking Socialization Collaboration

To prepare students for narrative writing, the learning activities began with brainstorming, which encouraged critical thinking and analysis of story components such as orientation, complication, and resolution, using examples of narrative text from various genres like fairy tales, legends, fables, and myths. The use of pictures also helped stimulate creativity and engage students' interest.

The first stage of this learning activity involved group discussions, where each group consisted of three students with specific tasks, such as finding and explaining information, and writing the results of their discussions. Even though their assignments differed, all group members participated in the discussions to develop a deeper understanding of the narrative text. At the end of the activity, the teacher provided an explanation to reinforce their comprehension.

In this stage, students also worked together to determine the object they would create. This learning activity aimed to provide a basic understanding of narrative texts through group discussions and fostered collaboration, creativity, and critical thinking skills. By analyzing narrative text, students developed a better understanding of story structure, which aided them in crafting their own narratives. **See (Table 3.2)**

Table 3.2
Whilst-writing activities

Stage	Goals	Activities	Character Building
Observation and analysis photo voice narrative text examples.	• To provide greater insight into the organization of the photo voice narrative text students will create by using samples of previous works.	1. Students working in groups look at and evaluate existing photo voice narrative text example.	• Socialization • Critical • Thinking Collaboration
Story theme stabilization	• To ensuring that students' decisions regarding the tale theme can be produced and collaborated on by their groups.	1. Students discuss to stabilize the main theme that they will use in writing narrative text using photo voice. 2. Students start looking for themes in various sources such as through (websites, events in society, experiences and etc.)	• Responsibility • Creative thinking • Collaboration
Select a photograph as a guide for their story's illustration.	• To engage students' imaginative thinking as they combine and connect different	1. Beginning with an analysis of photo, students select a scene from each photo that corresponds	• Responsibility • Creative Thinking • Collaboration

	elements of the photo's scenes. • To hone students' reactions in coming up with original thoughts based on a collection of relevant photos.	with the setting of the tale they will write.	ation
Adding narrative text to a photo	• To put the emphasis on students' development of creative thinking abilities in the analysis of photo voice media (i.e., photographs) in an effort to generate original ideas for narrative writing.	1. Students write a narrative about the photo they select in accordance with their outline for the story's introduction, climax, and ending.	• Creative thinking • Socialization • Collaboration • Creativity

During the second stage, students were tasked with writing a narrative essay comprising three paragraphs of approximately 400 words each. The pre-writing process involved students gathering photos of objects that piqued their interest, which could be obtained during field studies and group discussions. The whilst-writing process started with one group sharing their findings, which other students then used to compose descriptions using the photo voice method. Finally, during the post-writing process, students reviewed and proofread their work to ensure it met the three-paragraph requirement.

The first paragraph answered the questions "What is seen here?" and "What is really happening?" The second paragraph described "How does this relate to our lives?" and "Why are things this way?" The third paragraph explained "How could this image educate people?" and "What can be done about it?"

These activities served as a follow-up to the initial assignments and provided
feedback on the writing process using the photo voice method. S**ee (Table 3.3)**

Table 3.3
Post-writing activities and Self reflection

Stage	Goals	Activities
Post- writing and Self reflection	• As a follow-up and find out more about abilities in terms of creative factors while writing narrative texts using photo voice.	1. Correct and rewrite text that has already been written. 2. Students bring photos and writings that have been printed, and then pasted on the class wall magazine. 3. Students in groups asked to answer questions provided by the teacher related to the task of write narrative using the photo voice they have made.
	• To evaluate the activities that takes place during the learning process and to comprehend the benefits and drawbacks of the learning approach for the students.	1. Students are requested to write remarks, impressions, criticisms, or ideas regarding the learning process.

The final phase was a self-reflection exercise aimed at comprehending
students' strengths and weaknesses in utilizing the photo voice approach to
learning. The initial reflection concentrated on writing a narrative text to
determine how capable the students were in being creative during the writing
process. The factors taken into account were how effectively students
responded to the photo voice method they created, the degree of originality in

their work, their ability to elaborate on every aspect of the story, their aptitude for formulating titles for their stories, and their ability to compose good narrative texts. The teacher provided a set of questions for students to answer in a worksheet with discussions.

The second reflection concerned assessing students' activities throughout the learning process, with the goal of encouraging creativity and critical thinking from their distinct perspectives. Students also reflected on their experiences and emotions during the implementation of the photo voice method. These activities were all geared towards fostering creative thinking skills and enhancing students' writing abilities.

D. Data collection

The collection of research data involved various techniques, each serving a different purpose. In case studies, common types of data collected included observations, interviews, documents, recordings, and case artifacts. One of the techniques employed was direct observation, which aimed to deepen understanding of the field conditions related to the case under study. It served as the main tool for data collection by providing the researcher with an opportunity to interact directly with the students and understand the focus of the case being studied. In addition to collecting field notes during the learning process, researchers also captured pictures when students were involved in critical incidents such as discussing narrative material or observing examples of narrative text using photo voice. These photos assisted in the analysis of data based on the images that had been collected. Direct observation allowed

researchers to develop strategies to address the focus of the case study and better comprehend the intricacies of the students' experiences.

The second data collection technique used in case studies was learning artifacts, which served as a representation of students' knowledge, skills, and understanding. Through the analysis of these artifacts, researchers could gain insights into the phenomena or topics they were studying and also understand the learning process in terms of how and why certain material was learned. Learning artifacts such as essays, projects, or test scores could be used to assess the effectiveness of teaching approaches and mastery of subjects. When using this technique, researchers determined the appropriate media to continue the first technique of observation and considered which types of artifacts were most suitable for use. By analyzing these artifacts, researchers could discover new findings and gain a deeper understanding of the learning process. Overall, learning artifacts were an important tool in case studies, providing a valuable source of information that helped researchers better understand the topic at hand.

The final data collection technique used was in-depth interviews with students, which aimed to understand aspects that couldn't be directly observed. To encourage students to express themselves openly and honestly without any pressure or demands, semi-structured interviews were conducted in Indonesian, with questions about their perspectives on the application of learning strategies for writing narrative texts using the photo voice method. These interviews were voluntary, and only conducted with students who were willing to participate, to

ensure their flexibility and comfort during the interview. The researcher recorded and transcribed data accurately during the interview, while also reviewing relevant documents to strengthen the data collected. The core questions that were adopted, along with several adaptations according to the needs of this research, are presented below. **See (Table 3.4)**

Table 3.4
Semi-structure interview

Aspect	Questions
Students	• How can you actively engage in photo-based self-reflection activities in the writing classroom? • What strategies can you employ to ensure your active participation and contribution in photo-based self-reflection discussions? • How can you effectively analyze and interpret the visual elements in the photos to generate meaningful ideas for your written reflections?
Learning Process	• What steps can you take to explore and reflect upon the emotions, themes, and messages conveyed in the photos? • How can you use brainstorming techniques and group discussions to generate diverse perspectives and insights related to the photos? • What approaches can you use to analyze and evaluate different ideas and select the most relevant ones to develop into written reflections?
Product	• How can you structure and organize your written reflections based on the photos, ensuring coherence and clarity in your narrative? • What techniques can you employ to effectively convey your thoughts, emotions, and reflections in a written format? • How can you revise and edit your written reflections to enhance the overall quality, coherence, and impact of your narrative?

Documentary source analysis, considered meaningful by qualitative researchers, was a key method of social research that was also used in this

study. The analysis included artifacts and student field results in learning activities, such as final discussion notes and final writing, to support and strengthen the collected data. Overall, the combination of direct observation, learning artifacts, in-depth interviews, and documentary source analysis enabled the researchers to collect data in various ways, providing a deeper understanding of the learning process and its outcomes.

E. Data Analysis

After gathered data through observation, learning artifacts, and in-depth interviews, the next critical step in qualitative research was data analysis. Data analysis activities involved systematically organizing, integrating, and examining the collected data. This analysis activity allowed researchers to gain a comprehensive understanding of the research topic and expand their knowledge. To carry out this process, researchers used methods such as transcription and thematic analysis to analyze the data. **See (Figure 3.5)**
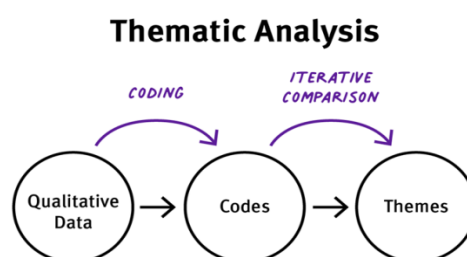
FIGURE 3.1 Data Analysis: Thematic Analysis. Source image:

https://www.nngroup.com/articles/thematic-analysis/

Thematic analysis was a qualitative methodology commonly used in education to examine research data. Thematic analysis involved identifying and categorizing patterns and themes within the data, which helped to reveal

underlying meanings and insights. It was often used to analyze data collections such as interview transcripts from audio or video recordings or focus group discussions. For this study, the researcher adapted and conducted a thematic analysis using the research questions.[30] When participants were interviewed, their responses were analyzed using thematic analysis to examine research data in a transparent and in-depth manner.

Transcription was another technique used to examine research data. It involved converting audio or video recordings into written text, allowing for easier analysis and categorization of the data. For this study, the researcher adapted a five-step process for transcribing interview data. This process encompassed activities such as listening to speech data, generating speech data, communicating speech data with interpretive intent, reproducing speech data, and establishing data credibility.[31] The researcher processed the transcription after gathering interview data from audio recordings made with a student in class XI. The audio recorder was played back by the researchers so that it could be processed and turned into written data. Analyzing transcription data made it simpler for researchers to identify and structure the collected data effectively and efficiently.

Qualitative coding was another crucial component of data analysis in qualitative research. It involved making significant judgments about the research design and the coding of the qualitative data. Qualitative coding was a

---

[30] Miles, Mathew B., et al, *Qualitative Data Analysis: A Methods Sourcebook* (Thousand Oaks, California: SAGE Publications, Inc.)

[31] Handoyo Puji Widodo, *Methodological Considerations in Interview Data Transcription* (Australia: International Journal of Innovation in English Language Teaching and Research, 2014), 1.

short word or phrase that symbolically summarized, emphasized a point, or conveyed the core of some data, whether it was language-based data or visual data. This technique helped researchers' structure entire research projects and effectively present data.

In conclusion, data analysis was a critical part of qualitative research that allowed researchers to make sense of the data they had collected and draw meaningful conclusions. Thematic analysis and transcription were two commonly used techniques that allowed researchers to analyze data in a transparent and in-depth manner. Qualitative coding was also an essential component of data analysis that assisted researchers in structuring entire research projects and presenting data efficiently.

F. Trustworthiness

Trustworthiness in this study referred to the accuracy of the data presented in the research report. Qualitative research used criterion terms such as dependability, appropriateness, transferability, credibility, and authenticity to establish trust. In other words, researchers aimed to prove the legibility and well-documentation of the research process by ensuring appropriateness, dependability, and authenticity. To achieve this, they described their data collection process using techniques such as using a cellphone camera to observe the learning process for teachers and students when applying the comprehension of writing narrative texts using photo voice media, analyzed documents through artifacts of student learning products in the form of writing summaries and understanding of writing narrative texts using photo voice

44

media, and conducted in-depth interviews with willing participants in the form of audio recordings. After collecting data from multiple sources, researchers interpreted the data collection process with a detailed explanation.

Regarding credibility standards, triangulation of data sources during data collection and analysis was crucial. Researchers ensured an in-depth description and interpretation of all research processes during the practice of the research project to gain confidence in the current research. Additionally, researchers ensured clarity in the project's data collection, and all participants who took part in the research project were properly identified and described for accurate reporting.
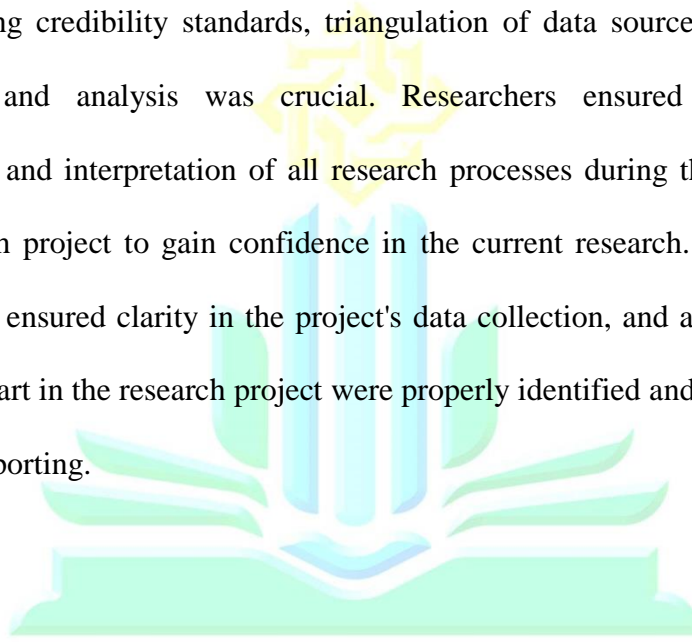
CHAPTER IV

FINDINGS AND DISCUSSION

This chapter included the exploration and outcomes of the research conducted. The ongoing study sought to tackle the inquiry put forth in chapter 1. It investigated the role of photo voice in facilitating students' reflection during narrative paragraph writing exercises. Extensive analysis of the qualitative data gathered from the study was performed to derive the research findings and provide a thorough discussion of the qualitative outcomes.

A. Research Findings

The purpose of this research was to investigate the role of photo voice in facilitating students' reflection during the practice of writing narrative paragraphs, particularly in the context of narrative text writing. The study's findings were presented in a contextual manner, based on data obtained through classroom observations, document analysis, and in-depth interviews. Through data analysis, four prominent themes emerged: 1) Uncertainty and confusion in pre-writing tasks; 2) Challenges and emotional struggles during the writing process; 3) Teacher feedback; and 4) Empowerment and transformation through the writing experience. These themes were organized chronologically to correspond with the sequence of learning activities and were supported by research evidence. The data findings were described descriptively and accompanied by a comprehensive discussion.

1. *Uncertainty and confusion in pre-writing tasks*

There was four-step process of writing as outlined in chapter two; the initial step was the pre-writing phase.[32] Under the guidance of their teacher, students engaged in a comprehensive analysis of the text, identifying its underlying structural patterns. They were then presented with a well-crafted written prompt that encouraged thoughtful reflection on the subject matter they would address in their own writing. To aid their thought process and idea generation, students were actively encouraged to employ techniques like free writing or mind mapping. On March 14th, 2023, students collectively expressed their reflections using photo voice media within distinct group settings. This pre-writing phase not only equipped students with essential writing tools but also fostered collaborative exploration and expression among them.

One student participant, A.R., described her experience through a photo and provided the following reflection: **See (Figure.4.1)**
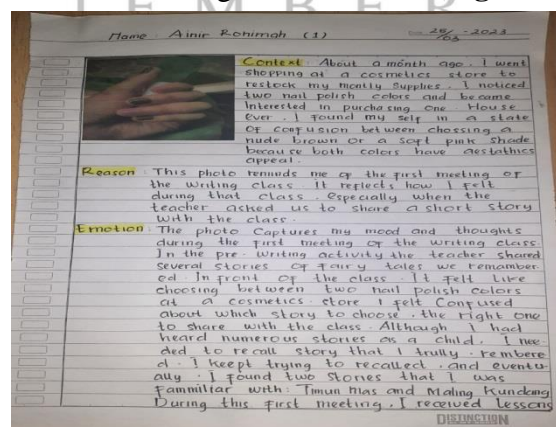
FIGURE: 4.1
Uncertainty and confusion in pre-writing tasks:
Decision-making and Choice

---

[32] Dorothy E Zemach & Lisa A Rumisek, *Academic Writing from Paragraph to Essay.* (Spain: Macmillan Education, 2005), Page 5-10

When A.R. shared the photo and reflected on the analysis, the researcher observed similar sentiments expressed by other group members. Students collectively experience confusion and difficulty making the best decisions, such as choosing the best nail polish color. As one student aptly put it when discussing their writing challenges in the context section, "I found myself torn between choosing a nude brown or a soft pink because both colors have aesthetic appeal." This photo highlights the experience of a student who felt confused and unsure in writing class. However, this shows that by continuously reflecting and motivating themselves to find optimal solutions, students can achieve the best results. The pursuit of excellence requires precision. During interviews, participants expressed their confusion in finding suitable topics for their writing. An excerpt from one of the interviews is given below.

> "At first, it is difficult to find a good topic for my descriptive writing. When I propose one title, my teacher said that the topic is too common. She suggested that I could write something like a tragedy in my childhood." (**Interview with A.R**. **on Tuesday, March 14th, 2023**)

Decision-making and Choice arose when selecting the color of nail art for A.R., while it manifested as Self-Doubt and Performance Anxiety for D.M. **See (Figure 4.2).**

48
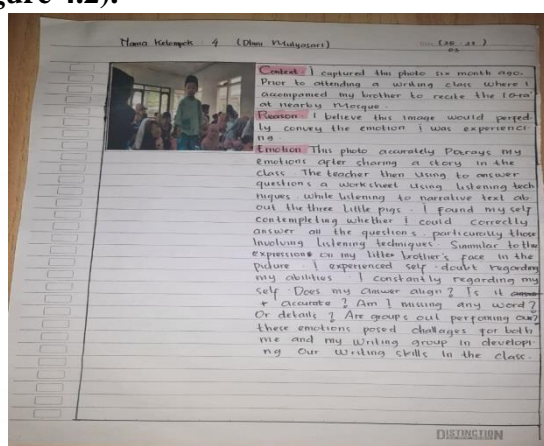
FIGURE 4.2
Uncertainty and confusion in pre-writing tasks:
Self-Doubt and Performance Anxiety

When D.M. sharing their reflections and photo analysis, the researchers acknowledged that each group collectively reflected on the emergence of self-doubt and performance anxiety, and expressed similar concerns. In the midst of this emotional struggle, one student succinctly described his experience, saying in the emotion section, "I experienced self-doubt about my abilities." During discussions in writing classes, students recognize a tendency to compare themselves to their peers, often realizing that they may not be meeting their own progress expectations. However, through these conversations, the researchers gained an understanding that each student had unique concerns related to them, resulting in an agreement that these differences were acceptable. An excerpt from one of the interviews is given below.

> "I looked at the worksheet and saw my answers, and I started doubting my ability. I asked myself, 'Can I answer the questions correctly? Did I miss any words that I should have included?' After completing my answers, I was ready to turn in the assignment, but the teacher suggested replaying the video to ensure that I provided the best possible answers**." (Interview with D.M on Tuesday, March 14th, 2023)**

Other feelings have also been described as Emotional Fluctuations in G.A.'s experience. She metaphorically compared her experience to a hurricane raining down on her comfort zone. **See (Figure 4.3)**:
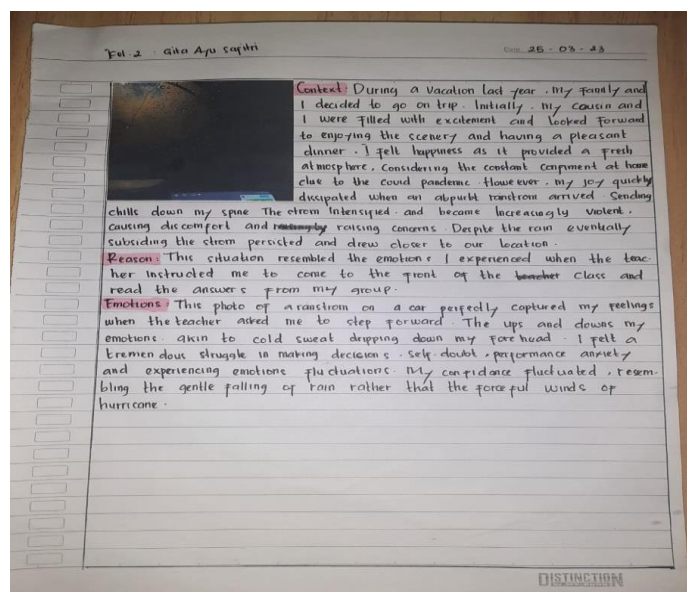
FIGURE 4.3
Uncertainty and confusion in pre-writing tasks:
Emotional Fluctuations

When G.A. sharing their reflections and photo analysis, the researchers recognized a collective contemplation of self-doubt and performance anxiety among students. These concerns were expressed in similar ways in writing class discussions, where students acknowledged their tendency to compare themselves to their peers and the potential for not meeting their own progress expectations. In this emotional context, one student clearly described his feelings, stating in the emotions section, "The fluctuations of the raindrops reflect the ups and downs of my emotions, similar to cold sweat dripping down my forehead." However, through these conversations, the researchers gained an understanding that each student has unique concerns related to themselves, resulting in an agreement that these differences are acceptable and should be respected.

digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

"When it was my turn to read out the results of our group's work, I felt a sense of worry, fearing that I might be laughed at if I provided incorrect answers. However, as I stepped forward, I was pleasantly surprised by the support and encouragement I received from both my group mates and students from other groups, as well as the teacher. Their reassurance helped boost my confidence, alleviating some of the burden I was carrying. After reading out the answers and comparing them, I realized that it wasn't as bad as I had initially feared, despite three incorrect answers." **(Interview with G.A. on Tuesday, March 14th, 2023)**

During the data analysis process, the researchers collectively identified the theme of Uncertainty and confusion in pre-writing tasks while examining the analytical encounters in the writing class. This theme is characterized by widespread uncertainty regarding students' overall abilities and potential to succeed in the classroom. It is manifested through recurring questions like "Is my answer correct?" Self-doubt permeates writing classes as a constant underlying force, albeit with varying degrees of influence and impact on individual students. It represents a significant aspect of students' experiences in writing classes, presenting challenges such as decision making and choices, self-doubt and performance anxiety, and emotional fluctuations. Moreover, the themes of challenges and emotional struggles during the writing process, teacher Feedback, and empowerment and transformation through the writing experience serve as descriptors for the overall writing experience of students.

2. *Challenges and Emotional Struggles in the Whilst-writing.*

There was four-step process of writing as outlined in chapter two; the initial step was the drafting phase. The drafting step involved creating an

initial version of your written work by putting your ideas into words. [33]In this while-writing assignment, students begin writing narrative text using photo voice to develop their writing skills. They start by selecting photos that reflect on themselves and compile their ideas from pre-writing assignments into complete paragraphs. They are instructed to write a specific word count based on the topics generated in groups. During these sessions, the teacher assists and guides the learning process by giving directions, asking questions to stimulate ideas, and engaging in discussions about the students' and the teacher's thoughts. This photo voice evidence demonstrates how each group responded to the task of writing narrative text using photo voice as a medium during the while-writing phase on March 20th, 2023.

D.N selected a photo **(See Figure 4.4)** that encapsulates his experience of being under performance pressure. The snapshot of this drawing book was captured one year prior to the writing class, symbolizing his presence in the writing class." In her analysis, D.N expressed:

---

[33] Dorothy E Zemach & Lisa A Rumisek, *Academic Writing from Paragraph to Essay.* (Spain: Macmillan Education, 2005), Page 5-10
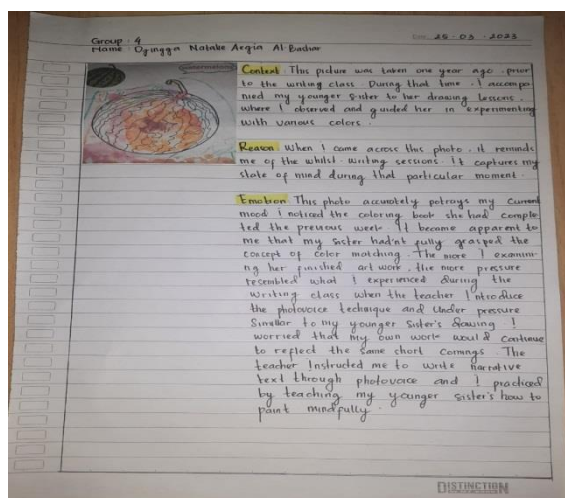
FIGURE 4.4
Challenges and Emotional Struggles in the Whilst-writing:
Performance pressure.

After detailing D.N.'s experiences, researchers reached the conclusion that pressure not only increased students' anxiety but also seemed to be a catalyst for them to take action and put effort into their writing. In this context, one student aptly expressed the situation, stating in the emotion section, "This pressure is similar to what I experienced during writing class when the teacher introduced the photo voice technique and gave examples." Through discussion around this photo, the researcher acknowledged that pressure forced students to seek methods to manage their readiness for writing class. When preparing to compose narrative texts using photo voice media in class, it is important to commit vocabulary from books and dictionaries to memory and adapt grammar to improve students' written storytelling abilities. The interview sketch can be seen below.

> "At first, I felt unfamiliar with the photo voice technique, but when my teacher demonstrated it, I tried to understand the concept of the technique. When I attempted to write using that technique, I felt pressured because I hadn't fully grasped it yet kindly explained and

guided me through the writing process. To support my writing, the teacher suggested using a dictionary to improve the quality of my work." **(Interview with D.N. on Tuesday, March 20th, 2023)**

For N.S., the process of memorizing vocabulary and adjusting grammar in her writing proved to be mentally and emotionally taxing. She recounted her experience while tidying up her younger sister's toys and employed a photograph of a damaged toy robot **(see Figure 4.5)** as an illustration for her writing assignments. Simultaneously, she faced the challenge of memorizing vocabulary and grammar rules to support her writing. According to her, this nearly drove her to the brink of insanity. In her analysis, N.S. expressed:
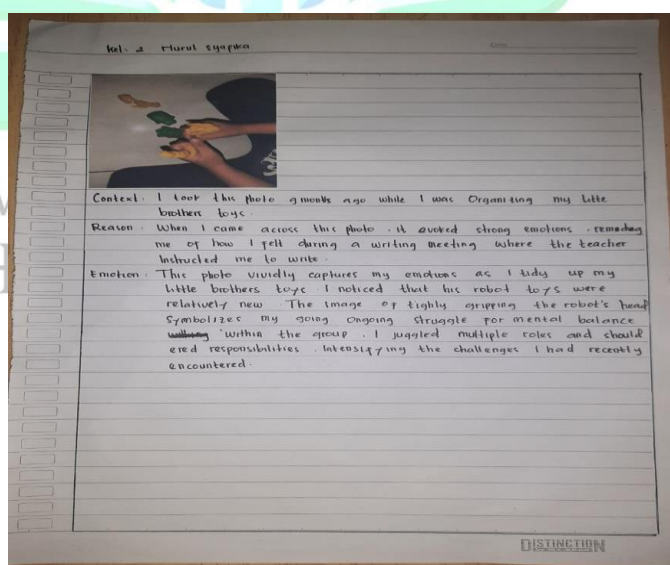
FIGURE 4.5
Challenges and Emotional Struggles in the Whilst-writing:
Struggles with Responsibilities and Balance

After uncovering N.S.'s experiences, researchers understood that each group faced challenges when trying to achieve balance among their various responsibilities. When students engage in the writing process after

preparation, they become frustrated and feel like they are losing their sanity. In this emotional context, one student poignantly conveyed his feelings, stating in the emotion section, "The image of holding tightly to the robot's head symbolizes my ongoing struggle for mental balance. Within the group, I perform many roles and bear responsibilities." They feel the pressure of their respective responsibilities within the group and the many struggles they put in to produce their best work. Balancing the roles of information seeker, writer, and reader continues to be a concern. It seems that there is an imbalance in these roles, which places a heavy burden on students. The interview sketch can be seen below:

> "When my group started writing, I felt an imbalance in task distribution among all of us. I felt frustrated when I hadn't completed my task yet, some of my group mates were struggling. I felt an increased sense of responsibility and challenge. We all felt overwhelmed and seemed to lose our sanity. However, the teacher suggested that we individually complete our tasks according to our abilities first, and then at the end of the allotted time, we could collaborate and correct any mistakes we made in our writing."**(Interview with N.S on Tuesday, March 20th, 2023)**

Three months before the writing class, N.L selected a photo **(See Picture 4.6)** while contemplating the struggle of being trapped between her own responsibilities.
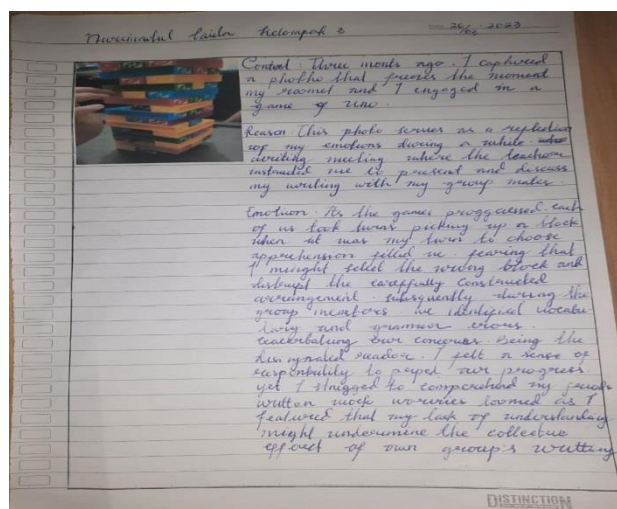
FIGURE 4.6
Challenges and Emotional Struggles in the Whilst-writing:
Anxiety and Frustration in Group Work.

When N.L shared his photos and reflections, the researcher agreed

that the theme of challenges and emotional struggles effectively described

students' feelings throughout the process of writing the photo's voice. These

images aptly depict their internal struggle in balancing various roles and

responsibilities. In this context, one student vividly described his group's

experience, stating in the emotions section, "During the group's turn to

present and discuss our writing, a mixture of anxiety and frustration

overwhelmed me and my group members." Students' writing experiences

can be characterized by sub-themes such as performance pressure, struggles

with responsibility and balance, and anxiety and frustration in group work.

Each student's interpretation of these concepts is illustrated through

individual photographs. These experiences of anxiety and frustration among

students span a variety of scenarios, including the balance between being a

student, teacher, employee, and friend. Anxiety manifests as mounting stress

and a growing sense of mental instability, prompting each group to consciously prepare for the upcoming writing class at its next meeting. Another important theme is teacher feedback and revision of student work. The interview sketch can be seen below:

> "I saw friends from other groups starting to finish their tasks, and one by one, groups began presenting their writing results. My feelings were mixed between fear of mistakes in our writing and anxiety about my responsibility as a reader in my group. I felt the need to fully understand the flow of the story because we shared tasks according to our roles. It turned out that our writing was not yet optimal, and there were many things that needed to be improved. Despite that, the teacher still appreciated our writing, and she motivated us to revise it and."**(Interview with N.L on Tuesday, March 20th, 2023)**

3. *Teacher Feedback*

The subsequent phase, involves teacher feedback where in students submit their writing to the teacher for thorough evaluation to determine if any further revisions are required. In the reviewing and revising step, you thoroughly evaluated the content and structure of your writing, made necessary revisions, and conducted proofreading to enhance clarity and coherence.[34] The purpose of teacher feedback is to provide students with an opportunity to revisit their writing. Additionally, the teacher serves as an editor, correcting any errors or mistakes in the students' writing before it is submitted or published. Writing was a complex task that involved multiple skills, such as research, analysis, and composition, encompassing four main

---

[34] Dorothy E Zemach & Lisa A Rumisek, *Academic Writing from Paragraph to Essay.* (Spain: Macmillan Education, 2005), Page 5-10.

stages, one of which was the reviewing and revising stage, integral to the

writing process. K.A. reacted to the teacher's input **(See Figure 4.7).**
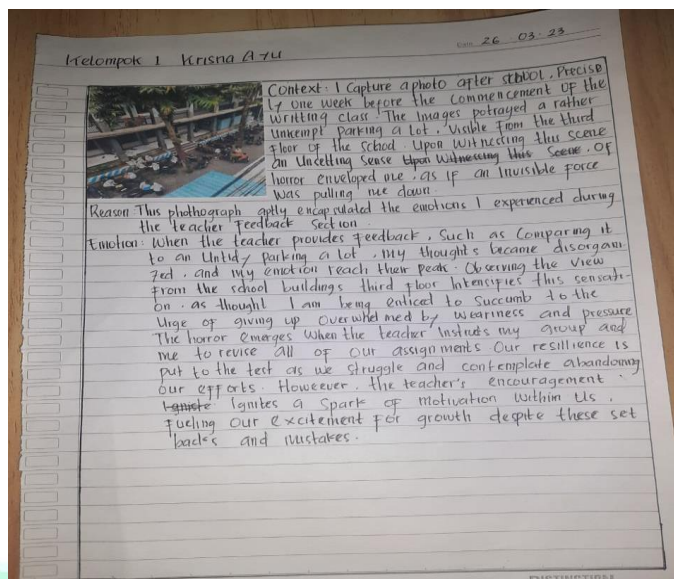
FIGURE 4.7
Teacher Feedbacks:
Resilience and Growth through Teacher Feedback

Photo voice depicts K.A. feeling of wanting to give up. in his writing

assignment. However, he realized that encouragement from teachers ignites

a spark of motivation within us, igniting our passion to improve despite

setbacks and mistakes. He expressed in the emotional section, "Our

resilience was tested as we struggled and considered abandoning our efforts.

However, encouragement from teachers ignites a spark of motivation within

us, spurring our passion to improve despite setbacks and mistakes." In this

text-based writing approach, students have the opportunity to organize their

initial writing and seek feedback from peers, other groups, and the teacher.

This feedback allows students to make necessary revisions. Both peers and

teachers can provide feedback, allowing students to cultivate a strong

commitment to continuous writing improvement and develop their skills as proficient writers. The interview sketch can be seen below:

> *"When I heard the teacher giving feedback and instructing me to revise my writing for the next meeting's post, I felt my mind cluttered and my emotions unstable, as if I wanted to give up. I felt exhausted from the tasks given. However, my resilience was tested here as I struggled to produce good writing. I thought I was almost at my limit, but the teacher never ceased to motivate me, pushing me to stay enthusiastic in completing this writing project and inspiring us to grow despite making mistakes."(Interview with K.A on Tuesday, March 20th, 2023*

4. Empowerment and Transformation through Writing Experience

Upon receiving feedback from both the teacher and other groups, the students are instructed to thoroughly review their writing before proceeding with publication. There were four-stage writing processes. In the rewriting step, they make final corrections and adjustments to ensure their work is polished and error-free.[35] Each group addresses various aspects requiring revision, such as rectifying inappropriate photos, reorganizing content, and performing necessary editing. This collaborative effort results in collective decisions to implement revisions in their writing. U.N., reflecting on her experience, described it as action-oriented, demonstrating her preparation for the post-writing phase. **(See Figure 4.8)**. In her journal, she expressed:

---

[35] Dorothy E Zemach & Lisa A Rumisek, *Academic Writing from Paragraph to Essay.* (Spain: Macmillan Education, 2005), Page 5-10
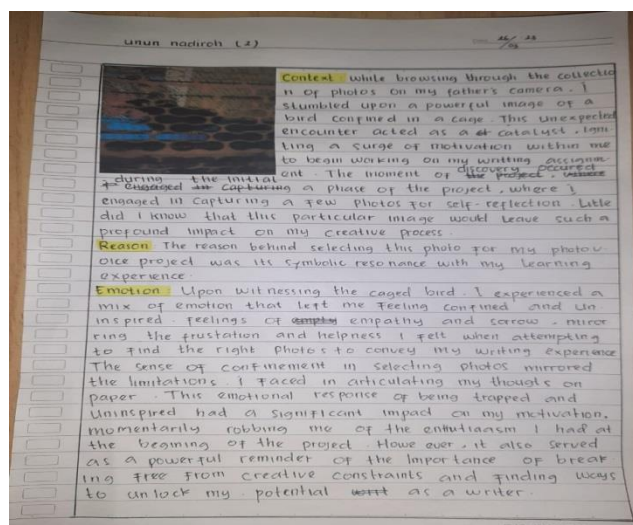
FIGURE 4.8:
*Empowerment **a**nd Transformation through Writing Experience:*
Inspirations from Visual Prompts.

Based on the experience of preparing for the UN, the researcher

found out that students experience anxiety in the early stages of taking

photos. Students feel restricted in choosing appropriate photos to reflect

themselves in narrative text for writing class. In this emotional context, a

student accurately described their experience, saying in the emotional part,

"The confinement experienced by this bird is in line with the challenges and

obstacles I encountered when choosing photos for this project, making it a

perfect representation of my journey as a writer." The photo of the caged

bird motivates the students to start preparing for the task and helps reduce

their anxiety. A sketch of his interview can be seen below:

> "During the phase of selecting photos again, I felt less enthusiastic
> because of my limitations in choosing photos that accurately depicted
> my feelings. I repeatedly matched photos that aligned with what I
> felt. However, I and my group still felt the need to adjust that. Then,
> the teacher guided us to create a table that served to understand the
> context of the story we were creating, so that we could apply photos
> that were suitable for our story."**(Interview with U.N on Saturday
> 25th, 2023)**

N.C. selects a photo **(See Figure 4.9)** to depict her experience in a post-writing reflection. She stated in her analysis:
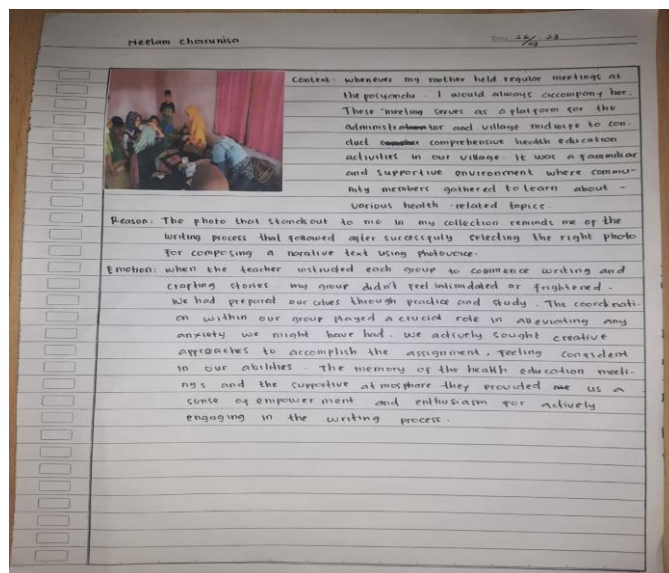
FIGURE 4.9:
Empowerment and Transformation through Writing Experience:
Group Coordination and Support

For researchers, coordination can be seen as a response to the collective tensions and doubts that students experience during the project. This photo illustrates how coordination minimizes anxiety by channeling focus into creative work methods. In this context, one student aptly described the importance of coordination, saying in the emotions section, "Coordination within our group played an important role in reducing any anxiety we may have experienced." Coordination acts as a means to increase productivity by channeling our energy more effectively. The interview sketch can be seen below:

> "When rewriting the story, neither I nor my group felt anxious or scared. We had prepared ourselves for this meeting. We coordinated with enthusiasm and fixed sentences that needed improvement based on our previous writing experiences, so we already knew the tips and tricks. As a support, the teacher suggested that I improve the

sentences using an application, so I could assure myself that my writing was correct."**(Interview with N.C on Saturday 25th, 2023)**

M.M. shared her photo **(See Figure 4.10)** to reflect on her experience of publishing group work in the post-writing phase. She stated in her analysis:
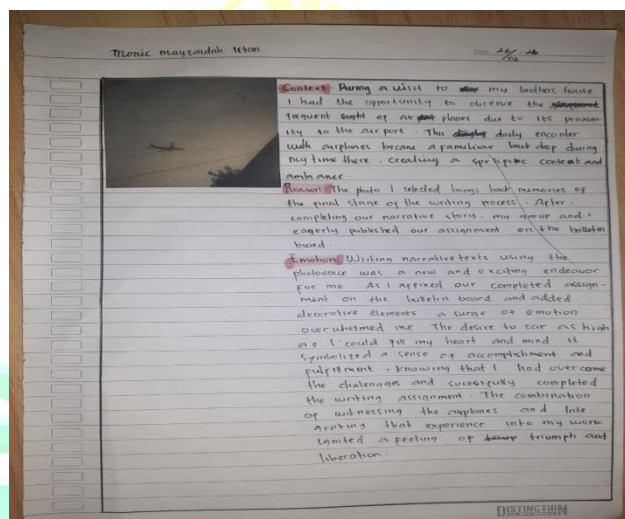
FIGURE 4.10:
Empowerment and Transformation through Writing Experience:
Overcoming Challenges and Growth.

Collectively, the main themes revolve around the post-writing experience, captured through photographs, coordination, and publication. This includes tasks such as enhancing photos, reorganizing written content, and sharing completed work. Post-writing serves as an action-based theme that students encounter while engaging in narrative text assignments using photo-sound media, typically running from March to early May. In this context, one student aptly summarized their accomplishment, stating in the emotion section, "I have overcome the challenges and successfully completed the writing assignment." For researchers, studying final photo voice can help in interpreting students' writing needs. In this context, student

involvement in the writing process is very important because it encourages the development of their creative writing skills. Furthermore, the use of photo voice media aims to enable students to discover meaningful insights that can shape their future journey. The interview sketch can be seen below:

> "After revising and correcting the narrative text using the photo voice media, I and my group felt happy about our achievement. Supported by the bulletin board provided by the teacher to post our work, it made us even more interested and enthusiastic. The photo voice technique was something new for me and it overwhelmed me to understand it, but at the end of the meeting, I wanted to do it again. It was an exciting experience for me."**(Interview with M.M on Saturday 25th, 2023)**

B. Discussion

The discussion in this case study explains the themes that emerged in the findings of the previous qualitative data. All discussions refer to the use of the photo voice technique by involving students in self-reflection in writing class. It explores how students engage in photo voice-based self-reflection in writing classes to get ideas in writing and how they express their original feelings that arise in writing narrative texts. Based on the findings, there are four themes as core indicators in this discussion which include: uncertainty and confusion in pre-writing tasks, challenges and emotional struggles during the writing process, teacher feedback and empowerment and transformation through the writing experience.

1. *Uncertainty And Confusion In Pre-Writing Tasks*

The findings related to the first theme align with the theory of how photo voice can explore students' emotions in the process of learning to

write Sari & Sultan (2022). According to this study, students expressed feelings of uncertainty and confusion during the prewriting phase, particularly when analyzing the text and selecting suitable writing topics.[36] To capture and understand these experiences, the researcher employed brainstorming techniques using videos and PowerPoint presentations, as well as assigning specific roles to students to facilitate optimal representation of their thoughts and reflections. Through this technique, each group could leverage their respective skills while still collaborating effectively to complete the task. The photo voice materials were supplemented with written reflections, providing deeper insights into their emotional challenges and mental states.

Additionally, Khoirun Nisa (2021) supports the idea that the photo voice technique can be more effective in writing when combined with technology, as it motivates students to learn.[37] By utilizing photos and videos, students can stimulate their inspiration and transform their emotions into literary expressions. This study's strategy encompasses brainstorming, collaborative group work, and integrating teaching methods with technology through photo voice media.

A crucial aspect of monitoring student progress lies with teachers, as emphasized by Fahmi et al (2022). Effective teachers must possess strong

---

[36] Dini Rosita Sari & Sultan," *Using photo voice to explore students' emotions of learning to write: "There is something about writing,"* Journal of English Educators Society 7, no.1 (2022): 93-101.

[37] Enti Khoirun Nisa," *Photo voice Activities to Teach Writing for High School Students,"* Borneo Educational Journal 3, no.1 (2021): 8-7.

64

communication skills to foster a comfortable learning environment.[38] Communication not only entails explaining concepts and assignment processes but also providing feedback on the students' work. This enables students to gain a better understanding of their tasks and encourages them to take their roles seriously, building an understanding of activities that involve reflective photo voice techniques in writing classes.

Building on the importance of teachers' communication skills, Vaccaro & Sabella (2018) propose that direct interaction and providing feedback during learning have a positive impact on student development.[39] This reinforces the strategies previously mentioned, especially group collaboration, which is designed to actively involve students with teacher supervision, enabling them to build a foundational understanding in their own unique way and language.

2. *Challenges And Emotional Struggles During The Writing Process*

The findings of the second theme pertain to during-writing activities aimed at inspiring students to initiate writing using photo voice media, thus reflecting their feelings and enhancing their writing skills. Students encounter challenges and emotional struggles when they begin writing, such as a lack of vocabulary and grammar mastery, and difficulties in initiating their writing. In line with research on photo voice as a tool for exploring students' emotions in the writing process, Sari & Sultan (2022) found that

---

[38] Yulinar Rahayu, et all*," Capturing students, "English Learning Experiences through Photo voice," Lingual Jurnal Ilmiah 18, no.1 (2022):38-59.*

[39] Deana T. Vaccaro, Impact on Student Learning: Monitoring Student Progress (South, Florida: University of South Florida, 2018), 1.

students faced emotional challenges during writing activities. The study revealed that composing English compositions proved inconvenient for novice writers due to various reasons, including difficulties in generating ideas, insufficient vocabulary and grammar proficiency, and challenges with writing in a foreign language.[40] To address this experience, the researcher guides students to write using systematic techniques, memorize at least 10 vocabulary words in each session, and provides examples through photo illustrations with accompanying narrative text to aid reflection. Through this approach, each group collaborates effectively to complete the task.

Moreover, Fahmi et al (2022) support the idea of using photo illustrations with captions depicting emotions, as it allows students to explore and freely self-reflect.[41] The teacher's utilization of photo illustrations helps stimulate students' ideas and enables them to overcome challenges and emotional struggles in expressing their feelings through writing. The research strategy involves providing photo illustrations and self-reflection texts, facilitating vocabulary memorization, and guiding students to write systematically. Fahmi et al (2022) underscore the teacher's significant role in student monitoring, emphasizing the importance of attentiveness to student psychology. Effective teachers must be proactive in assisting students who struggle to grasp the material by offering additional

---

[40] Dini Rosita Sari & Sultan*,” Using photo voice to explore students' emotions of learning to write: "There is something about writing,"* Journal of English Educators Society 7, no.1 (2022): 93-101.

[41] Yulinar Rahayu, et all*,” Capturing students, “English Learning Experiences through Photo voice,”* Lingual Jurnal Ilmiah 18, no.1 (2022):38-59.

explanations, exercises, or arranging special meetings when necessary. To aid comprehension, teachers should present the material in a straightforward manner, avoiding unnecessary complexity.

By prioritizing student psychology and employing targeted support strategies, teachers create a supportive learning environment where students feel valued and encouraged to excel. Personalized attention and tailored approaches cater to individual learning needs, fostering a deeper understanding of the subject matter. This approach not only enhances students' academic performance but also boosts their confidence and motivation to learn. Ultimately, the teacher's dedication to understanding and supporting students' unique learning processes significantly contributes to their overall academic success and personal growth.

3. *Teacher feedback*

Teacher feedback represents the third key finding that fosters student reflection, helping them address the various challenges encountered when engaging in self-reflection using photo voice in writing classes. During this feedback activity, students often experience a moment of frustration, contemplating giving up on their writing assignments due to the need for extensive revisions. However, they also perceive this as an opportunity to enhance their work and develop a strong commitment to continuously improving their writing skills. Notably, according to Sari & Sultan (2022) , students encountered difficulties while revising their writing, with some

opting for complete revisions and others feeling demotivated and confused, resulting in the need to start from scratch.[42]

Aligned with Keen (2020) statement, the process of revision in writing offers novices the chance to enhance the comprehensibility of their drafts by actively seeking feedback and immersing themselves in the writing process, thereby fostering a sense of ownership in their learning.[43]

Crucial to this process is the collaboration between students and teachers, as emphasized by Fahmi et al (2022), underscoring the significance of effective communication between them as a shared responsibility for learning in the classroom.[44] Such cooperation enhances students' self-confidence and motivation, thus creating a conducive environment for learning and development.

4. *Empowerment and Transformation through the Writing Experience.*

As a last finding from post-writing activities, students' experiences during this phase indicate its action-oriented nature and significant role in their writing skill development. Following feedback from their teachers, the majority of students engage in revising their assignments during this phase, even if they faced time constraints. Various tasks are undertaken, such as enhancing photos, reorganizing story content, and posting work on the class

---

[42] Dini Rosita Sari & Sultan*," Using photo voice to explore students' emotions of learning to write: "There is something about writing,"* Journal of English Educators Society 7, no.1 (2022): 93-101.

[43] John Keen, *Writing Revision: Evidence for Learning* (Manchester, UK: University of Manchester, 2020), 2.

[44] Yulinar Rahayu, et all*," Capturing students, "English Learning Experiences through Photo voice,"* Lingual Jurnal Ilmiah 18, no.1 (2022):38-59.

bulletin. Positive outcomes emerge during the post-writing phase, particularly empowerment and transformation through writing experiences. Having progressed through multiple writing stages, students find it easier to rearrange their ideas, leading to satisfaction with their writing results. Wright et al (2020) supports the notion that a positive attitude fosters deeper engagement in writing practice, with such conditions proving stable over time.[45] Consequently, the post-writing phase serves as a reflective practice for students to contemplate their learning journey, similar to Gibbs (2013) reflective structure aimed at enhancing the learning experience cycle or reflecting on personal learning experiences.[46]

Drawing from the lessons learned, students can delve deeper into their experiences and emotions throughout the writing class's various sessions. The first reflective practice involves group-based follow-up questions, which greatly empower students by reinforcing their learning materials through recollection. The second reflective activity entails students describing their experiences, feelings, evaluations, analyses, conclusions, and overall learning activity process. Hussein (2018) supports the idea that reflective writing enhances students' conceptual understanding, fosters a growth mindset, and helps express their thoughts about the learning

---

[45] Katherine Landau Wright et al," *Writing Motivation and Middle School: An Examination of Changes in Students' Motivation for Writing," (Boise State University, 2020), 149-168.*

[46] Graham Gibbs*, Learning by Doing: A Guide to Teaching and Learning Methods* (Oxford: Oxford Brookes University, 2013), 27.

process.[47] The purpose of reflective practice is to explore how applying strategies using photo voice in narrative text writing can be meaningful for students overall. This also allows teachers to understand the advantages and disadvantages of using photo voice as a learning strategy for narrative text writing.

However, it is important to note that this study focuses solely on the positive impact of using photo voice media in students' self-reflection regarding narrative text. Future research should investigate the application of other forms of text writing skills. Additionally, the study is limited to the context of the latest curriculum provisions, which mandate learning strategies based on secondary education levels (Senior High School). Thus, the researcher recommends future studies to address this gap and explore the applicability of these findings in other contexts without specific curriculum provisio

---

[47] Hinda Hussein, *Examining the Effects of Reflective Journals on Students' Growth Mindset: A Case Study of Tertiary Level EFL Students in the United Arab Emirates* (UAE: Higher Colleges of Technology, 2018), 33.

CHAPTER V

CONCLUSION AND SUGGESTION

This concluding chapter serves as a comprehensive summary of the implemented strategy in this research, encompassing the final conclusion as well as providing valuable suggestions. The final conclusion encapsulates the essence of the entire chapter, while the suggestions offered can serve as a valuable resource for English teachers and future researchers seeking reference points.

A. Conclusion

Drawing a common thread from the findings, the researcher concluded that photo voice functions as an effective mediator for students' self-reflection in writing narrative paragraph exercises. This allows students to capture and express their emotions and experiences during the pre-writing phase, especially when facing tension and confusion in selecting writing topics and analyzing texts. Collaborative group work and technology integration via photo voice further enhance this process by enabling students to utilize their skills collaboratively. During the writing phase, examples of media photos with narrative text succeeded in stimulating students' feelings, helping them overcome their challenges and struggles to reflect on their emotions, thereby enhancing their ability to convey feelings through writing. In the post-writing stage, photo voice plays an important role by equipping students to revise assignments and rearrange ideas, cultivating a growth mindset through reflective practice. By integrating photo voice into writing classes, educators

digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id

70

digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id

create a more meaningful and engaging writing experience, leading to improvements in students' writing skills and overall personal growth

B. Suggestion

Referring to the conclusion above, the researcher offers several suggestions related to engaging secondary school students in photo voice-based self-reflection in writing classroom which are as follows:

1. For pre-service and in-service English teachers

   Based on the research findings, English teachers can enhance their writing classes by integrating photo voice techniques. Utilizing videos, PowerPoint presentations, and photo illustrations will help students explore their emotions and experiences during the writing process. Additionally, providing specific and constructive feedback to students is crucial. Regular communication, explanation of concepts, and guidance on writing assignments will foster a sense of ownership in their work. Creating a supportive learning environment, where students feel comfortable to express themselves and collaborate, is essential for boosting their confidence and motivation in writing.

2. For further researchers

   Further researchers should explore the impact of photo voice on different writing skills, beyond narrative paragraph writing. Investigating how photo voice can be applied to persuasive essays, creative writing, and other forms of writing will offer a more comprehensive understanding of its effectiveness. Furthermore, extending the research to different educational

72

contexts, such as primary schools and universities, will provide valuable insights into how photo voice can be adapted and utilized at various academic levels. Considering additional variables, such as students' prior writing experience, age, and learning styles, will help identify specific student groups that may benefit the most from the photo voice approach, thus contributing to a more nuanced understanding of its potential.

Reference

Adams, S. R., Brooks, K., & Greene, M. C. S. (2014). Using Photo voice to Empower K-12 Teachers and Students. Writing & Pedagogy 6(3), 649–664. https://doi.org/10.1558/wap.v6i3.649

Anwar, I. A. (2021). The Effect of Using Videos and Photo voice on the Students' Achievement in Writing Explanation Text Thesis by Graduate Program English Language Teaching Study Program. January.

Applebee, A. N., Lehr, F., & Auten, A. (1981). Learning to Write Where. 70(5), 78–82.

Burhan-Horasanlı, E., & Ortaçtepe, D. (2016). Reflective practice-oriented online discussions: A study on EFL teachers' reflection-on, in and for-action. Teaching and Teacher Education, 59, 372–382. https://doi.org/10.1016/j.tate.2016.07.002

Caroline. Burris, M. A. W. (1997). Photovoice.pdf. in Health Education and Behavior (Vol. 24, Issue 3, pp. 369–387).

Cheung, Y. L. (2016). Chapter 12 Teaching Writing. 1–20.

Drajati, N. A., Ngadiso, N., & Zainnuri, H. (2020). Promoting Photo voice for Teachers' Self-Reflection on Multimodal Literacy. Al-Ta Lim Journal, 26(3), 309–317. https://doi.org/10.15548/jt.v26i3.513

Fahmi, Y. R., Nehe, B. M., & Nurhayati, N. (2022). Capturing Students' English Learning Experiences through Photo voice. 18(1), 38–59.

Farrell, T. S. C. (2018). Reflective Practice for Language Teachers. The TESOL Encyclopedia of English Language Teaching, 1–6. https://doi.org/10.1002/9781118784235.eelt0873

Flower, L., & Hayes, R. J. (1981). A Cognitive Process Theory of Writing. College Composition and Communication, 32 No 4, 365–387.

Gibbs, G. (2013). Learning by Doing. OCSLD.

Harmer, J. (2001). Harmer 2004.pdf. In How to teach English (pp. 1–212).

Hussein, H. (2018). Examining the Effects of Reflective Journals on Students' Growth Mindset: A Case Study of Tertiary Level EFL Students in the United Arab Emirates. 6(2), 33–50.

Juniarti, L., Rahman, F. N. A., Rusdianti, S. R., & Pupitawati, T. F. (2022). Photo voice as Project Based Learning to Foster Students' Viewing and Writing

Skills. Alinea: Jurnal Bahasa, Sastra, Dan Pengajaran, 11(2), 132. https://doi.org/10.35194/alinea.v11i2.2610

Keen, J. (2020). Writing Revision: Evidence for Learning. Changing English: Studies in Culture and Education, 27(2), 121–136. https://doi.org/10.1080/1358684X.2019.1653169

Khoirun Nisa, E. (2021). Photo voice Activities to Teach Writing for High School Students. Borneo Educational Journal (Borju), 3(1), 8–17. https://doi.org/10.24903/bej.v3i1.706

Milles, B. M., & Huberman, M. A. (1994). Qualitative Data Analysis. In Sage Publication.

Nugroho, W. T. (2020). The Use of Photo voice To Enhance Students' Motivation in Writing (A Classroom Action Research at SMK Muhammadiyah 1 Surakarta in The 2019/2020 Academic Year).

Sari, D. R., & Sultan. (2022). Using photo voice to explore students' emotions of learning to write: "There is something about writing." JEES (Journal of English Educators Society), 7(1), 93–101. https://doi.org/10.21070/jees.v7i1.1648

Sunra, L., Haryanto, & Nur, S. (2020). Teachers' Reflective Practice and Challenges in an Indonesian EFL Secondary School Classroom. International Journal of Language Education. International Journal of Language Education, 4(2), 289–300.

Vaccaro, D., & Sabella, L. (2018). Impact on Student Learning: Monitoring Student Progress. Journal of Practitioner Research, 3(1). https://doi.org/10.5038/2379-9951.3.1.1070

Wang, C. C., Cash, J. L., & Powers, L. S. (2000). Who Knows the Streets as Well as the Homeless? Promoting Personal and Community Action through Photo voice. Health Promotion Practice, 1(1), 81–89. https://doi.org/10.1177/152483990000100113

Widodo, H. P. (2014). Methodological Considerations in Interview Data Transcription. International Journal of Innovation in English Language Teaching and Research, 3(1), 101–107.

Wright, K. L., Hodges, T. S., Dismuke, S., & Boedeker, P. (2020). Writing Motivation and Middle School: An Examination of Changes in Students' Motivation for Writing. Literacy Research and Instruction, 59(2), 148–168. https://doi.org/10.1080/19388071.2020.1720048

Zemach, E. D. & R. L. A. (2005). Academic Writing from Paragraph to Essay_1405086068.pdf (2005th ed.). Macmillan Education.

DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Yusnita Sukmawanti

Student's number : T20196098

Study program : English Education Department

Faculty : Education and Teacher Training

Institution : State Islamic University of KH.Achmad Siddiq of Jember

Declare that thesis entitled "Engaging Secondary School Students In Photo voice-Based Self- Reflection In Writing Classroom" is my original work, gathered and utilized especially to fulfill the purpose and objectives of this study, and has not been previously submitted to any other university for a higher degree. I also declare that the publication citied in this work has been personality consulted.

Jember, 12th September 2023
I declared

Yusnita Sukmawanti
NIM. T20196098

Appendix 1

Matrix of Research

TITLE	VARIABLE	SUB VARIABLE	INDICATOR	DATA RESOURCES	RESEARCH METHOD	RESEARCH PROBLEM
Engaging Secondary School Students in Photo Voice-Based Self-Reflection in Writing Classroom	1.Self-Reflection	• Reflection in action • Reflection on action • Reflection for action	• Experience • Reflection • Action	1. Classroom Observation 2. Learning Artifacts 3. In-depth interview	1. **Research Approach:** Qualitative Approach 2. **Type of Research:** Case Study 3. **Technique of data collection:** • Observation • Learning Artifacts • In-depth interview 4. **Data Analysis:** Thematic Analysis	1. How can photo voice mediate student's reflection to engage their narrative paragraph writing practice?
	2.Photo voice	• Reflective writing • Photo	• Showed -What do you See here? -What is really Happening here? -How does this relate to Our live? -Why does this problem exist? -How can we be Empowered by this? -What kind we Do about it?				
	3. Writing class	• Narrative Paragraph Writing	• Orientation • Complication • Resolution			

<u>**Appendix 2 (Lesson Plan)**</u>

RENCANA PELAKSANAAN PEMBELAJARAN
KURIKULUM KTSP

A. Identitas & Informasi Umum

Nama Penyusun	Yusnita Sukmawanti
Asal Sekolah	SMA
Jurusan Bidang	Bahasa
Fase/Kelas/Jenjang	XI (Sebelas) SMA
Tahun Pelajaran	2023/2024
Jumlah Siswa/Target Peserta	16/Siswa Reguler
Mata Pelajaran	Bahasa Inggris
Kelas/Semester	XI Semester ganjil
Alokasi Waktu	2 JP × 4 Pertemuan
Materi	Teks Fungsional (Narrative Text)

B. Kompetensi Inti

KI-1 dan KI-2 Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

KI-3 Memahami dan menerapkan pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI-4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

C. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairytales, pendek dan sederhana, sesuai dengan konteks penggunaannya.	**3.7.1**Mengidentifikasi (C-1) struktur teks, dan unsur kebahasaan yang tekandung dalam teks narrative (fairy tales) lisan dan tulis pendek dan sederhana. **3.7.2**Menganalisis (C-4) teks naratif lisan pendek dan sederhana berbentuk fairytales terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan.
4.7 Menangkap makna secara kontekstual terkait fungsi sosial,struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait fairytales	**4.7.1**Mengkomunikasikan (C-6) teks narrative berbentuk fairy tales dengan pengucapan dan intonasi yang tepat.

D. Tujuan Pembelajaran

Pertemuan Pertama (2JP)

- Mengidentifikasi fungsi sosial teks lisan ataupun tulisan berbentuk naratif fiksi dan nonfiksi (Narrative) secara kritis dan kreatif dengan tingkat kelancaran dan ketepatan yang optimal.
- Menganalisis struktur dan unsur kebahasaan teks lisan ataupun tulisan berbentuk naratif fiksi dan nonfiksi (Narrative) secara kritis dan teliti dengan tingkat kelancaran dan ketepatan yang optimal.
- Menganalisis pesan moral teks lisan ataupun tulisan berbentuk naratif fiksi dan nonfiksi (Narrative) secara jujur dan bijaksana dengan tingkat kelancaran dan ketepatan yang optimal.

Pertemuan Kedua (2JP)

- Memahami alur pemikiran kreatif dengan melalui media photovoice berupa foto/gambar sebagai rangsangan awal
- Menganalisis makna dari sebuah media photovoice ke dalam teks pemaparan ataupun cerita

Pertemuan Ketiga (2JP)

- Merencanakan penyusunan teks fiksi ataupun nonfiksi (Narrative) setelah mengamati
contoh-contoh narasi yang telah disajikan oleh guru.
- Mengarang cerita fiksi ataupun nonfiksi (Narrative) sesuai dengan media photovoice berupa gambar/foto yang telah mereka pilih dari hasil diskusi.
- Menyajikan cerita fiksi ataupun nonfiksi (Narrative) yang telah dikreasikan kepada publik melalui madding sekolah

Pertemuan Keempat (2JP)

- Mengevaluasi pemahaman cerita fiksi ataupun nonfiksi (Narrative) yang telah disusun dengan baik

F. Materi Pembelajaran

1. Fungsi sosial teks naratif

   Tujuan utama dari bercerita adalah untuk menghibur, mendapatkan dan mempertahankan perhatian pembaca pendengar dalam cerita tersebut.

2. Struktur teks narrative

   - Orientasi: tokoh-tokoh dan perwatakannya (characters and charactherization dalam cerita. Dengan membaca atau mendengarkan cerita yang menarik, seseorang dapat menikmatinya dan bahkan mengambil hikmah yang disampaikannya.cerita, dan biasanya disebutkan juga kapan dan dimana (setting of time and setting of place)

   - Konflik: komplikasi ini membuat cerita semakin menarik karena tokoh utama terhalang untuk mencapai tujuan semula atau bahkan memicu peristiwa lain.

   - Resolution : Resolusi ini biasanya memberikan penyelesaian pada komplikasi.

3. Unsur-unsur kebahasaan teks naratif

   - Menggunakan past tense karena peristiwa cerita terjadi di waktu lampau;

   - Menggunakan action verbs (material processes), dan ada yang menggunakan verbal dan meental processe;

- Menggunakan kata sifat atau keterangan untuk merinci orang, binatang, tempat atau tindakan (action); menggunakan linking words yang berkenaan dengan waktu;
- Sering memasukkan dialog;
- Menggunakan ungkapan langsung atau tak langsung;
- Descriptive language digunakan untuk menciptakan kesan di benak pembaca; serta
- Dapat ditulis sebagai orang pertama (i) atau ketiga (he, she, they) atau orang kedua(you)
-

G. Kegiatan Pembelajaran

Pengaturan Siswa : berkelompok, setiap kelompok terdiri dari (3 siswa)

Media   : Photovoice

H. Sarana dan Prasarana

- Laptop   -Papan tulis
- LCD Proyektor   -Spidol

I. Model Pembelajaran

- Tatap Muka

J. Asesmen

- Asesmen Formatif : Berkelompok (diskusi)
- Asesmen Sumatif   : Esai dan refleksi

K. Kegiatan Pembelajaran

• Pertemuan pertama (2 JP)

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Guru mengawali pembelajaran dengan memberikan salam dan berdoa sebelum belajar mengecek kehadiran peserta didik dan mengecek siswa yang membawa kamus. • Brainstorming mengenai topik yang akan	10 menit

	dibahas dengan mengajukan pertanyaan: 1. *When you were a child, did your parents tell you stories?* 2. *What story did you like most?* 3. *Now, do you like reading stories or watching movies?* 4. *What was the last story you read?* 5. *Do you enjoy reading the stories or watching the movies?* • Guru menyampaikan tujuan pembelajaran	
Kegiatan Inti	• Siswa membentuk kelompok yang tediri dari 3 anggota • Setiap anggota kelompok membagi tugas masing-masing yaitu: 1. Mencari informasi tentang teks naratif; 2. Membacakan hasil dari informasi yang diperoleh; 3 Menulis hasil diskusi • Siswa dalam diskusi kelompok diharapkan tetap berkolaborasi meskipun memiliki tugas berbeda agar mempunyai pemahaman yang sama. • Setiap kelompok masing-masing diberikan teks naratif dan mereka diminta untuk menganalisis pemain, alur, keterangan serta pesan moral teks naratif fiksi dan nonfiksi secara jujur dan bijaksana dengan tepat. • Setiap kelompok mempersentasikan hasil diskusinya di depan kelas	65 menit
Penutup	• Guru melakukan refleksi materi pelajaran yang belum dipahami • Guru melaksanakan konfirmasi dengan bertanya seputar materi yang telah dijelaskan • Guru memberikan tugas kepada siswa • Guru menyampaikan kesimpulan dan menutup pertemuan mengajak siswa untuk mengucapkan "Alhamdallah" bersama-sama.	15 menit

•

- Pertemuan Kedua 2(JP)

Pendahuluan	• Guru mengawali pembelajaran dengan memberikan salam dan berdoa sebelum belajar mengecek kehadiran peserta didik dan mengecek siswa yang membawa kamus. • Guru mengajukan pertanyaan kepada peserta didik *Do you remember about the last meeting?* *Have you heard about photovoice in narrative text?* *What do you think about it?* *In your opinion, how do we write a narrative like this?* • Guru menyampaikan tujuan pembelajaran	10 menit
Kegiatan Inti	• Guru menjelaskan tentang strategi photovoice yang akan digunakan untuk menulis teks naratif fiksi ataupun nonfiksi secara tepat dan optimal • Guru menstimulasi siswa dengan menampilkan contoh penulisan photovoice yang benar melalui slide power point. • Siswa dengan kelompok masing-masing diminta untuk mengamati dan berdiskusi tentang contoh penulisan photovoice yang ditampilkan melalui slide power point. • Siswa diberikan lembar worksheet dimana mereka diberi tugas untuk mengkreasikan sebuah objek foto yang sudah disediakan. • Siswa mengarang cerita pendek berdasakan foto yang sudah disediakan. • Siswa berdiskusi dan menganalisa deskripsi dan makna dari hasil kerja mereka	65 menit
Penutup	• Guru melakukan refleksi materi pelajaran yang belum dipahami • Guru melaksanakan konfirmasi dengan bertanya seputar materi yang telah dijelaskan • Guru memberikan tugas kepada siswa	15 menit

	• Guru menyampaikan kesimpulan dan menutup pertemuan mengajak siswa untuk mengucapkan "Alhamdallah" bersama-sama.	

84

- Pertemuan Ketiga (2 JP)

Pendahuluan	• Guru mengawali pembelajaran dengan memberikan salam dan berdoa sebelum belajar mengecek kehadiran peserta didik dan mengecek siswa yang membawa kamus. • Mereview secara singkat terkait materi pada pertemuan sebelumnya. • Guru menyampaikan tujuan pembelajaran	
Kegiatan inti	• Siswa dengan kelompok menunjukkan hasil foto mereka untuk menulis teks naratif dengan menggunakan photovoice • Siswa merancanakan penulisan narasi dengan photovoice berdasarkan kolaborasi keterampilan dan kreativitas dalam kelompok diskusi • Guru meminta siswa untuk mencari dan menentukan tema beserta pemilihan foto yang digunakan dalam penulisan narasi sesuai dengan rencana pada pertemuan sebelumnya. • Siswa mulai menulis dan mengarang cerita berdasarkan analisis photovoice dan kolaborasi ide kreatif dalam kelompok berdasarkan waktu yang telah ditentukan. • Perumusan judul (bisa dilakukan ketika awal menulis ataupun di akhir penulisan) • Guru meminta siswa untuk mempublikaskan hasil kreativitas setiap kelompok di madding sekolah berdasarkan kesepakatan kelompok.	65 menit
Penutup	• Guru melakukan review dan apresiasi atas keseluruhan pembelajaran • Memberi waktu belajar dan konsultasi di luar jam sekolah bagi siswa dalam pengerjaan project menulis teks narasi menggunakan photovoice. • Guru menyampaikan kesimpulan dan menutup pertemuan mengajak siswa untuk mengucapkan "Alhamdallah" bersama-sama	15 menit

- Pertemuan ke 4 (2 JP)

Pendahuluan	• Guru mengawali pembelajaran dengan memberikan salam dan berdoa sebelum belajar mengecek kehadiran peserta didik dan mengecek siswa yang membawa kamus. • Mereview secara singkat terkait materi pada pertemuan sebelumnya. • Guru menyampaikan tujuan pembelajaran	10 menit
Kegiatan inti	• Tindakan lebih lanjut terkait tulisan teks naratif menggunakan photovoice yang telah mereka kreasikan sebelumnya • Refleksi diri terkait proses pembelajaran yang telah dilakukan • Pengumpulan lembar worksheet kelompok yang meliputi hasil diskusi, hasil analisis teks narasi, analisis kreativitas photovoice, dan juga lembar project.	
Penutup	• Guru melakukan review dan apresiasi atas keseluruhan pembelajaran. • Memberi umpan balik dan apresiasi atas keseluruhan pembelajaran. • Guru menyampaikan kesimpulan dan menutup pertemuan mengajak siswa untuk mengucapkan "Alhamdallah" bersama-sama	15 menit

L. Lembar Assesmen

Discussion Group :

No	Aspects	Score				Notes
		1	2	3	4	1: Poor 2: Enough 3: Good 4: Excellent
1.	Group member involvement					
2.	Discussion results					
3.	Punctuality					
	TOTAL					**x 9 - 8**

86

Narrative Text Analyzing Group :

No.	Aspects	Score				Notes
		1	2	3	4	1: Poor
1.	Material mastery					2: Enough 3: Good 4: Excellent
2.	Material completeness					
3.	Accuracy					
	TOTAL					**x 9 – 8**

Reflective practice

No.	Aspects	Score				Notes
		1	2	3	4	1: Poor
1.	Team work					2: Enough 3: Good 4: Excellent
2.	Creativity					
3.	Idea					
	TOTAL					**x 9 – 8**

Photovoice project

No.	Aspects	Score				Notes
		1	2	3	4	1: Poor
1.	Team work					2: Enough 3: Good 4: Excellent
2.	Idea					
3.	Creative Thinking					
4	Critical Thinking					
	TOTAL					**x 9 – 8**

J. Lampiran Materi

Pertemuan pertama:

HAVE YOU EVER HEARD ABOUT THESE STORIES?

NARRATIVE TEXT

1 **What is narrative text?**
A text that tells about an imaginative story in the past.

2 **The social function of narrative text**
To entertain and to teach people moral lessons with a story.

The language features **3**
Adverb of Time, Conjunctions, Simple Past Tense & Past Continuous Tense.

TYPES OF NARRATIVE TEXT

1 LEGEND   FABLE 4
2 FOLKTALE   FAIRY TALE 5
3 MYTH   ETC. 6
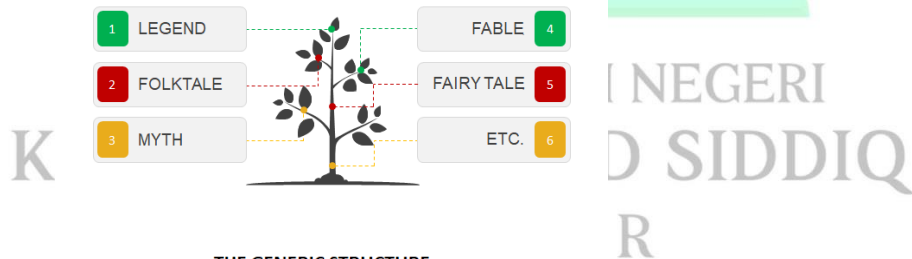
THE GENERIC STRUCTURE

"The Legend of Rawa Pening"

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a *"lesung"*, a big wooden mortar for pounding rice. She reminded him, "Please remember, if there is a flood you must save yourself. Use this *"lesung"* as a boat". The boy was happy and thanked the old woman. He continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the *"lesung"* as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

ORIENTATION
Introduces the characters and informs about time & place

COMPLICATION
Tells the problems of the story and how the character solves them

RESOLUTION
The problems in the story solved for better or worse

https://youtu.be/FNYBQsay_Ek

88

Source video: https://youtu.be/FNYBQsay_Ek

(Worksheet)

The Three Little Pigs Questions

Can you answer the questions about the story you have just heard?!

1. **What kind of text it is?**

   Answer:

2. **What is the text about?**

   Answer:

3. **What kind animals are mentioned in the text?**

   Answer:

4. **How many characters were in the story? Please, mention it!**

   Answer:

5. **What is purpose of the text?**

   Answer:

6. **Where and when did the story take place?**

   Answer:

7. **What is the moral lesson of the story?**

   Answer:

8. **What are the language features of narrative text?**

   Answer:

9. **Why does narrative text use simple past tense?**

   Answer:

10. **Who are your favorite character please explain your reason!**

Answer:

Pertemuan kedua:

- **The definition of photovoice :** Photovoice is reflective learning that engages learners' writing ability by having their literature from their experiences into perspective through photography. It is reflected in what happened, what has been done, or what is happening.

- **Example photovoice 1:**
  Source:https://saungbelajaraisyah.blogspot.com/2019/10/menggunakan-photovoice-sebagai-teknik.html

Good Green School Park for Better Learning Process

SMAN 2 Wonogiri is one of the biggest school in Wonogiri, it have many facilitye there such as computer lab, library, audiovisual room, and big green park. The SMAN 2 Wonogiri's park is an example for a good green school park, because it have a minimalist "greeny" design that really suitable for students nowadays. The SMAN 2 Wonogiri Park is also having lot of facility too, for example, electric socket, green trees, wi-fi connection, and bench. This kind of school park could bring a good effect for the students' learning process. Here is why I said so.

According to research, the green color on trees can make our body feels fresh and it could make our mind become calm and relax. This color could help students that feels stressed out by studying 8 hours non-stop in the classroom. The experts also stated that green color can increase student's reading ability.

Students also more interesting to study in a place that make them comfortable, such as this school park in SMAN 2 Wonogiri. Nowadays, wi-fi connection become one of students' priority, because of it, students could find reference and study more easily by using the internet connection to find those study material.

That's why I said that good green school park could bring a good effect for students' learning process. So I hope that SMAN 2 Wonogiri can use the school park as an alternative place for the students' learning process and make inovation to make better modern school park for better students' learning process.

Titan Samudra

- **Example photovoice 2 :**
  Source:https://saungbelajaraisyah.blogspot.com/2019/10/menggunakan-photovoice-sebagai-teknik.html

The Dirty Toilets

As we know that SMAN 2 Wonogiri is the favourite Senior High School in town. Of course it has many facilities for students, for example is the toilet. There are some toilets in my school. But I don't like with toilets in my school. Those toilets are really disgusting for everyone. There are many reasons why I said so.

First, the smell is so not good, it is because the ventilation is so small and the fresh air can't enter in the room of toilets. So it can cause students to become uncomfortable when they are in the toilets.

Second, the toilets aren't large. If there are sport lesson and students want to cange sport uniform, they have to stand in line very long time, and they make the toilet like a market because the voice is so noisy. So it can distrupt other classes that are learning.

Finally, the toilets are not provided with soap. After the defecation, students can't wash their hands, it's not good for students health, washing hands properly with soap after defecation is important. This will also cause many students do not want to defecate in school.

For those reasons, I think the cleanliness of the toilets have to be more increased cleaning service and better give the air freshener in each toilets. Every students must also keep the cleanliness of the toilets.
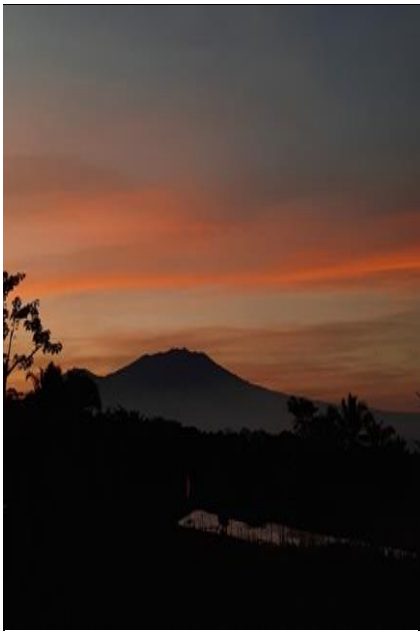
Name : Muhammad Yusyfarijal Ma'rufi

- **Analysis text photovoice**

Table 2

Example of photovoice

	I took this photo in the rice field behind a residential area when I was carrying out KKN with my friends. When I was about to leave, I saw a very beautiful sunset and slowly sinking behind the mountain. This photo reflects my mood and my thoughts when I was about to take part in KKN. The dark sky prevented me from leaving the house. So, this is how I felt when I was about to leave for KKN last year when I found out the village I was going to live in. While I was in college, I gained a lot of experience, but after 2 years of Covid-19 which required online learning, I became less adapted to the environment. I feel afraid of new surroundings like the sun that starts to hide behind a mountain. This feeling grew when I found out that there were no friends in the group that I knew. I'm afraid they won't be on the same frequency with me or won't be cooperative in groups with one another. Even though at first it felt awkward communicating with them and the	Context Reason Emotion

	surrounding village environment. In the end I was able to open up and adapt well with friends and the environment around me. We help each other in various circumstances; doing chores, cooking, helping local residents, holding various agendas even in the most difficult times, when one of us is sick we work together to take care of him or the water situation is difficult in our village. Truly, the best experience in my life we became a group that complement each other. From that experience, I learned not to be afraid to try new things. Now I realize that everyone must have experienced the fear of starting something new.	

Appendix 3 (Data Collection Form)

OBSERVATION CHECKLIST

GROUP DISCUSSION

School Name: SMA Banyuwangi

Lesson Year: 2023/2024

Class/Year/Phase: X1/1/E

Material Lesson: Narrative Text

Meet: 1

GROUP	Aspect											
	Involvement				Punctuality				Result			
	1	2	3	4	1	2	3	4	1	2	3	4
1				✓				✓				✓
2				✓				✓				✓
3				✓				✓				✓
4				✓				✓			✓	
5				✓				✓			✓	
6				✓				✓			✓	

Note:

1: Poor   2: Enough   3: Good   4: Excellent

Banyuwangi, March 14th2023

Researcher

Yusnita Sukmawanti

OBSERVATION CHECKLIST

NARRATIVE TEXT ANALYZING

School Name: SMA Banyuwangi

Lesson Year: 2023/2024

Class/Year/Phase: X1/1/E

Material Lesson: Narrative Text

Meet: 2

GROUP	Aspect											
	Materials Completeness				Accuracy				Mastery			
	1	2	3	4	1	2	3	4	1	2	3	4
1				✓				✓				✓
2			✓					✓				✓
3			✓					✓				✓
4			✓				✓				✓	
5		✓					✓				✓	
6		✓					✓				✓	

Note:

1: Poor   2: Enough   3: Good   4: Excellent

Banyuwangi, March 14th2023

Researcher

Yusnita Sukmawanti

OBSERVATION CHECKLIST

REFLECTIVE PRACTICE IN WRITING

School Name: SMA Banyuwangi

Lesson Year: 2023/2024

Class/Year/Phase: X1/1/E

Material Lesson: Narrative Text

Meet: 3

GROUP	Aspect											
	Teamwork				Idea				Creativity			
	1	2	3	4	1	2	3	4	1	2	3	4
1				✓				✓				✓
2				✓				✓				✓
3				✓				✓				✓
4				✓			✓					✓
5			✓				✓				✓	
6			✓				✓				✓	

Note:

1: Poor   2: Enough   3: Good   4: Excellent

Banyuwangi, March 14[th]2023

Researcher

Yusnita Sukmawanti

OBSERVATION CHECKLIST

WRITING SELF REFLECTION THROUGH PHOTOVOICE PROJECT

School Name: SMA Banyuwangi

Lesson Year: 2023/2024

Class/Year/Phase: X1/1/E

Material Lesson: Narrative Text

Meet: 4

GROUP	Aspect															
	Teamwork				Idea				Creativity				Critical Thinking			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1				✓			✓				✓				✓	
2				✓				✓				✓			✓	
3				✓				✓				✓			✓	
4				✓				✓				✓			✓	
5				✓			✓				✓			✓		
6				✓			✓				✓			✓		

Note:

1: Poor   2: Enough   3: Good   4: Excellent

Banyuwangi, March 14th 2023

Researcher

Yusnita Sukmawanti

INTERVIEW TRANSCRIPTS

Day/Date: Tuesday, March 14th, 2023

Place: 11th Grade Classroom

Time: 10:49-11:16 a.m.

Interviewee: 11th Grade Student's

Resource Person 1: AR

Interviewer: Hello, Please introduce yourself first!

A: Hello, my name is AR from group 1.

Interviewer: Okay, before that, I wanted to ask you about the first meeting, to be precise, the pre-writing activity that we discussed before, because this was done in groups. So how did you discuss it with your group?

A: In our group, we did it together, starting from finding information, writing, and explaining information.

Interviewer: So what was your role in the group discussion session?

A: I had the role of explaining information.

Interviewer: Reader? Does that mean you explained the information you got and those who read the story in front of you?

A: Yes, I was the one who explained the information and read the story in front of the class before.

Interviewer: When I gave examples of some narrative texts, did you manage to remember some of the stories you heard?

A: Yes, I managed to remember them, like the story of Sangkuriang and Lake Toba, but only the core conflict of the story that I remembered.

Interviewer: OK, good. After that, I instructed you to tell a short story in front of the class. What did you feel at that time?

A: Initially, it was difficult to find good topics for my descriptive writing. Because there were two stories that I often listened to when I was little, namely the story of Timun Mas and Malin Kundang.

Interviewer: Then you decided to choose Timun Mas or Malin Kundang?

digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

A: Even though I was confused, I finally decided to ask the teacher's opinion. But when I proposed the idea, the teacher said that the topic was too general. He suggested that I could write something like the tragedies of my childhood.

Interviewer: After telling the class, what experiences did you learn for the next writing class?

A: What I learned is to prepare myself for the material that will be taught so that I can more freely understand the material.

Interviewer: Good, okay, thank you for your time, OK?

A: You're welcome, ma'am.

Resource Person 2: DM

Interviewer: Hello please let me know about you.

D: Hello, my name is DM from group 4.

Interviewer: Ok, I want to ask about the first meeting in the previous writing class. Since this was done in groups, how did you discuss it with your group?

D: Our group did it together.

Interviewer: So, what role did you usually play in group discussions?

D: I often acted as a writer in the group, but sometimes I also worked as an information seeker.

Interviewer: OK, in the second assignment, there was a session to listen to the story of the 3 little pigs and answer 10 questions about the story. What did you feel at that time?

D: To be honest, at that time I was doubtful and questioned my ability in the writing class. Because during the listening session, my friends and I felt the same way. We missed a few words, and even though we repeated them, there were many difficult words that we didn't understand. So we answered the question sheet with great hesitation.

Interviewer: This means that the complaint was about difficulty understanding difficult vocabulary and missing words in the listening. Then when you were done, how did you feel?

D: I looked at the worksheet, saw my answers, and started to doubt my abilities. I asked myself, 'Could I have answered the questions correctly? Did I miss words that I should have included?'

Interviewer: Then how did you solve the problem with the group?

D: After finishing my answers, I was ready to turn in the assignment, but the teacher suggested replaying the video to make sure I gave the best answer.

Interviewer: Did you feel more confident after replaying the video? How many wrong answers did your group have?

D: When the video was played back, I felt my answers made more sense than before, and there were 3 wrong answers out of the 10 questions, ma'am.

Interviewer: Ok, that's a good thing. It means you were concerned about your ability to answer the questions that I had given you. What lessons did you learn from that lesson?

D: Yes ma'am. I feel I have to learn more vocabulary in English and instill confidence to answer the questions to the fullest.

Interviewer: OK, I hope you truly learn and prove it in the next meeting, OK? Keep up the spirit. Thank you very much for your time.

D: Okay, see you next week. Goodbye and stay motivated!

Resource Person 3: GA

Interviewer: Hi, please introduce yourself first.

G: Hello, ma'am. My name is GA from group 2.

Interviewer: I want to ask about the first meeting in the earlier writing class since it was done in groups. How did your group discuss?

G: My group did it based on our respective roles. Some of us sought information, some wrote the information, and others explained the information or read it.

Interviewer: Then what was your role in the discussion group?

G: During the first meeting, my role was to explain the information and read it.

Interviewer: After I gave the task to answer questions, I instructed you to read your work in front of the class. How did you feel at that time?

G: My feeling when asked to read in front of the class was that I lacked confidence because some of the answers were not optimal. When it was my turn to come forward, my sweat slowly dripped because I was nervous and afraid of making mistakes.

Interviewer: Then how did you overcome these feelings?

G: I received support from my group mates, and fortunately, I wasn't the first to present, so I could prepare myself by watching presentations from other groups. That encouragement reduced my lack of confidence.

Interviewer: Out of the 10 questions, how many did you and your group answers?

G: We managed to answer 8 questions.

Interviewer: Not bad at all.

G: Yes, ma'am, but when I stepped forward, it felt like a storm was raining down on me. The vibe was like that, and I didn't have the confidence to be up front.

Interviewer: Okay, very tense. From that experience, there are definitely many things you can learn for the next lesson. What did you learn?

G: With that experience, I learned that I need to eliminate self-doubt and be confident in my work. If I make a mistake, I should correct it, because if I avoid it, the remaining problem is incompetence.

Interviewer: Yes, you are absolutely right. Thank you. Good job and I'll see you at the next meeting. Thank you very much for your time.

G: See you at the next meeting. You're welcome.

Day/Date: Tuesday, March 20th, 2023

Place: 11th Grade Classroom

Time: 10:40-11:18 a.m.

Interviewee: 11th Grade Student's

Resource Person 4: DN

Interviewer: Hi, please introduce yourself?

D: Hello, my name is DN. I'm from group 4.

Interviewer: So, on this occasion, I would like to interview you about the meeting on the topic of "whilst writing" that we discussed earlier. Are you ready?

D: Yes, ma'am, but I'm afraid I might not be able to answer all the questions.

Interviewer: It's okay, I'll try to understand your answers, and you can respond honestly to the questions you understand.

D: Alright, ma'am.

Interviewer: In every meeting, I always instruct the students to work on assignments in groups. How about your group? Did you work together, or was there a division of tasks?

digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id

digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id

D: For the "whilst writing" meeting, two members of my group were sick, so we collaborated with one of my group friends.

Interviewer: Oh, I see. So, how did you overcome this challenge?

D: My friend and I tried to address this by searching for the learning resources you explained earlier, so we would be prepared with the material taught during the "whilst writing" meeting.

Interviewer: Good job. During the writing meeting, I gave a briefing about media photo voice. How did you feel about it?

D: Initially, I was unfamiliar with the photo voice technique. However, when my teacher demonstrated it, I made an effort to grasp the concept. When I attempted to write using this technique, I felt pressured because I didn't fully understand it yet.

Interviewer: What steps did you take to address these difficulties?

D: I discussed this issue with the teacher in a debriefing session. The teacher kindly explained and guided me through the writing process. To support my writing, the teacher suggested using a dictionary to improve the quality of my work.

Interviewer: What intrigued you about the photo voice media?

D: The concept of a self-reflective photo was particularly interesting to me. Before this meeting, I hadn't realized that photos could serve as a medium for reflecting on our past experiences. Combining photos with photo voices is something that really captured my attention.

Interviewer: So, you found this to be a new concept. What did you learn from this meeting?

D: It became clear that knowledge is vast, and sometimes we fail to recognize what's right in front of our eyes.

Interviewer: That's a great insight. Thank you for your input. See you at the next meeting.

D: Thank you, ma'am. Looking forward to it.

Resource Person 5: NS

Interviewer: Hallo please let me know about you!

N: Hi, my name is NS from group 2

Interviewer: Are you ready?

N: Yes ma'am

Interviewer: I want to ask about the previous meeting, namely whilst writing. Previously I instructed you to work in groups, did you still carry out your respective roles?

N: Yes, ma'am, we are still working on it according to our role in the previous meeting.

Interviewer: Alright, then at the whilst-writing meeting I instructed them to start preparing to do photo voice writing. How did your group deal with this?

N: Our group has prepared photos and other preparations to write a photo voice.

Interviewer: Good, how did you feel when you started writing based on photo voice?

N: When my group started writing, I felt an imbalance in the distribution of tasks among all of us. I feel frustrated when I haven't finished my assignment, but some of the other groups have mostly done it. I feel an increased sense of responsibility and challenge. We all felt overwhelmed and seemed to have lost our sanity.

Interviewer: Then what did you do to solve the problem?

N: I kept working on it even in the midst of confusion and the teacher who saw that we were confused advised us to finish our assignments according to our abilities first, and then at the end of the allotted time, we can collaborate and correct the mistakes we made in our writing.

Interviewer: Okay great, what did you learn from this meeting?

N: Collaborating with a group really helps me solve problems faster because it's done together, but if it's done in accordance with their respective roles.

Interviewer: OK, thank you for your time, see you in the next session

N: See you next session ma'am.

Resource Person 6: NL

Interviewer: Hello, please introduce yourself first!

N: Hello ma'am, my name is NL from group 3.

Interviewer: I will interview you about our meeting in the "whilst-writing" session, specifically about using photo voice for writing. Are you ready?

N: Yes, ma'am, I'm ready.

Interviewer: OK, then I'll start by discussing how your group progressed in collaborating to complete writing assignments. Did it follow their respective duties or not?

N: Initially, our group worked according to our assigned roles, but during the middle of the writing process, we encountered difficulties.

Interviewer: Could you find out what role you had?

N: I had the role of a reader.

Interviewer: I understand. Did you contribute to writing the story as well?

N: Yes, even though my role was that of a reader, I participated in writing by providing information.

Interviewer: How did you feel during the final stages of writing and presenting in front?

N: I had mixed feelings, being both afraid of making writing mistakes and concerned about my responsibilities as a reader within the group. I felt the need to fully comprehend the storyline since we divided tasks based on roles. Observing friends from other groups begin to present their work heightened my motivation to complete ours.

Interviewer: How did your group's work compare to the results achieved?

N: Our writing didn't turn out as well as we had hoped; there are still numerous aspects that require improvement.

Interviewer: How did you address this challenge?

N: We felt disappointed, but despite that, our teacher still acknowledged our efforts, motivated us, and allowed us a chance to revise our work.

Interviewer: What lessons did you take away from this meeting?

N: Perhaps I should dedicate more time to studying writing techniques, making it easier to tackle future assignments.

Interviewer: Fabulous, thank you for your time. Goodbye!

N: You're welcome, ma'am. Goodbye and see you later.

Resource Person 7: KA

Interviewer: Hello, please introduce yourself first!

K: Hello, I'd like to introduce myself as KA from group 1.

Interviewer: Alright, are you ready for the interview?

K: Yes, ma'am, I am ready.

digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id

digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id

Interviewer: Okay, I will ask about the previous meeting concerning the review, revision of the assignment, and the feedback I provided. What role did you have in the group previously?

K: I had the role of a writer.

Interviewer: Okay, during the review phase, many groups made errors in writing, vocabulary, and grammar. Did your group receive similar feedback?

K: Yes, ma'am, my group also received similar feedback.

Interviewer: How did you feel at that time?

K: When I heard the teacher's feedback and instructions to revise my writing for the next meeting's submissions, I felt my thoughts were scattered and my emotions were unstable. It was as if I was on the verge of giving up. I was exhausted by the given task.

Interviewer: So, how did you address these challenges?

K: To be honest, this experience tested my resilience as I struggled to produce quality writing. I believed I was nearing my breaking point, but the teachers never ceased to motivate me. They encouraged me to maintain my enthusiasm for completing the writing project and inspired us to grow despite our mistakes.

Interviewer: What did you learn from the previous meeting?

K: I learned not to give up easily when studying science.

Interviewer: Great, thank you. I'll see you at the final meeting.

K: Thank you, ma'am. I look forward to it.

digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Day/Date: Saturday, March 25th, 2023

Place: 11th Grade Classroom

Time: 10:40-11:18 a.m.

Interviewee: 11th Grade Student's

Resource Person 8: U.N

Interviewer: Hello, please introduce yourself.

U: Hello ma'am, my name is UN from group 2.

Interviewer: Okay, I will interview you about post writing. Are you ready?

U: Yes, ma'am, I'm ready.

Interviewer: Okay, let's start. After receiving feedback from the teacher, you had the chance to revise in the post-writing part. How did you and your group approach revising the writing you had done in the last meeting?

U: My group and I began by selecting photos again that matched the story we had created.

Interviewer: How did you feel during that stage?

U: I felt somewhat less enthusiastic since I faced limitations in choosing photos that truly reflected my emotions. I repeatedly sought images that aligned with my feelings. However, my group and I still recognized the necessity of making adjustments.

Interviewer: With that in mind, did you find a solution to the problems you and your group encountered?

U: Yes, my group and I discussed the issue with the teacher. The teacher guided us in creating a table to better understand the context of our story. This enabled us to select photos that matched the narrative we had crafted.

Interviewer: Excellent, finally, what did you learn from the previous lesson?

U: The lesson I took from this meeting is not to hesitate in asking questions in order to achieve the best outcome.

Interviewer: Well, thank you for your time.

U: You're welcome, ma'am.

Resource Person 9: N.C

Interviewer: Hello, introduce yourself!

N: My name is NC from group 3.

Interviewer: Thank you. I will ask about your writing improvement process in the post-writing section. Are you ready?

N: Yes, ma'am, I am ready.

Interviewer: Great. When rewriting the story, how did your group prepare?

N: We had prepared ourselves prior to the post-writing meeting. We corrected sentences, vocabulary, and grammar that required improvement based on our previous writing experience.

Interviewer: Superb. Then, how did you feel while revising your written work?

N: During the process of rewriting the story, both I and the group did not feel anxious or scared like in the previous meeting. Having learned from past experiences, we were already familiar with tips and tricks.

Interviewer: What were the strategies you used to address mistakes in your writing?

N: As a helpful suggestion, the teacher recommended using Google applications to correct any grammar errors.

Interviewer: Okay, good. And what did you learn from this part?

N: I realized that I feel more at ease when I have adequately prepared the material I intend to present.

Interviewer: That's insightful. Alright, thank you for your time.

N: You're welcome, ma'am.

Resource Person 10: M.M

Interviewer: Hello, please introduce yourself first!

M: Hello, my name is M.M from group 2.

Interviewer: Okay, next I will interview you about post writing. Are you ready?

M: Yes, ma'am, I'm ready.

Interviewer: After you and your group finished writing, I instructed you to post your work on the class bulletin. How did you feel at that time?

M: After revising and correcting the narrative text using the photo voice media, my group and I felt satisfied with our work.

Interviewer: Really?

digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

M: Yes, ma'am, really. Furthermore, having the class bulletin board to display our work and the ability to decorate it with our ideas made us even more excited and enthusiastic about sharing our work.

Interviewer: What are your thoughts on the photo voice technique?

M: I consider the photo voice technique to be something new for me.

Interviewer: How did you handle this new concept? I mean, how did you adapt to understanding the photo voice technique?

M: Alongside the information provided by the teacher, I explored other resources such as books, magazines, and so on.

Interviewer: Okay, good. So, how did you feel after this last meeting?

M: By the end of the meeting, I was eager to utilize the photo voice technique again. It provided a pleasant experience for me.

Interviewer: I hope you can make good use of it in the future. Thank you for your time.

M: Thank you very much, ma'am.

Appendix 4

DOCUMENTATION

Observation and Interview with Head master and English teacher

Teaching and Learning activities

Students are having group discussion

The teacher is giving directions to students in conducting group
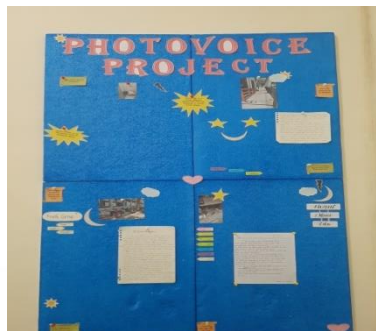

Students are guided to understand narrative text in the pre-writing section.

Group discussion to understand the photo voice project and start writing in the whilst-writing section.

Students receive feedback from the teacher and revise their writing.

Students post and be creative with the results of the photo voice project.

Appendix 5 (Certificates)

<u>**SURAT PERMOHONAN IZIN OBSERVASI**</u>

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-1214/In.20/3.a/PP.009/01/2023
Sifat   : Biasa
Perihal : Observasi untuk Memenuhi Tugas
            Proposal Skripsi

Yth. Kepala SMA DARUSSALAM BLOKAGUNG
JL.PON.PES DARUSSALAM, Karangdoro, Kec. Tegalsari, Kab. Banyuwangi

        Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu
Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM   : T20196098
Nama   : YUSNITA SUKMAWANTI
Semester   : Semester delapan
Program Studi   : TADRIS BAHASA INGGRIS
untuk mengadakan Observasi selama 1 (satu) hari di lingkungan lembaga
wewenang Bapak/Ibu Afan Sucipto, S.Pd.
        Adapun pihak-pihak yang dituju adalah sebagai berikut:
    1. Kepala Sekolah
    2. Waka Kurikulum
    3. Guru Bahasa Inggris

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

                                                        Jember, 25 Januari 2023
                                                        an. Dekan,
                                                        Wakil Dekan Bidang Akademik,

                                                        MASHUDI

SURAT PERMOHONAN IZIN PENELITIAN

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id   Email: tarbiyah.iainjember@gmail.com

Nomor : B-1307/In.20/3.a/PP.009/03/2023
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMA DARUSSALAM TEGALSARI
JLN. PONPES DARUSSALAM BLOKAGUNG

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM   : T20196098
Nama   : YUSNITA SUKMAWANTI
Semester   : Semester delapan
Program Studi   : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Engaging Secondary School Students In Photovoice-Based Self-Reflection In Writing Classroom" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Afan Sucipto, S.pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 5 Mareti 2023
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

SURAT KETERANGAN SELESAI OBSERVASI DAN PENELITIAN

YAYASAN PONDOK PESANTREN DARUSSALAM
SMA DARUSSALAM
STATUS : TERAKREDITASI "A"
NPSN : 20525832   NIS : 300140   NSS : 302052523062
BLOKAGUNG KARANGDORO TEGALSARI BANYUWANGI
Website : www.smadarussalam.sch.id   E-mail : smadarussalambwi@gmail.com
Alamat : Jl. Pon. Pes. Darussalam Blokagung Karangdoro Tegalsari Banyuwangi Jawa Timur Kode Pos 68491 Telp. (0333) 4460483

SURAT KETERANGAN SELESAI MELAKSANAKAN PENELITIAN
Nomor: 31/0333/429.245.300140/III/2023

Yang bertanda tangan di bawah ini :

Nama	:	AFAN SUCIPTO, S.pd
NIP	:	-
Pangkat/ Gol Ruang	:	Non PNS
Jabatan	:	Kepala sekolah
Unit Kerja	:	SMA Darussalam Tegalsari

Dengan ini menerangkan bahwa :

Nama	:	YUSNITA SUKMAWANTI
NIM	:	T20196098
Program Studi	:	TADRIS BAHASA INGGRIS

Nama mahasiswa tersebut di atas telah melakukan observasi penelitian untuk tugas akhir di SMA Darussalam Tegalsari, pada tanggal 5 Maret s.d 5 Mei 2023 dengan judul *"Engaging Secondary School Students In Photovoice-Based Self-Reflection In Writing Classroom"*

Demikian surat keterangan ini dibuat dengan sebenarnya dan dapat dipergunakan sebagaimana mestinya

Banyuwangi, 5 Mei 2023
Kepala Sekolah

AFAN SUCIPTO, S.pd

Appendix 6

JOURNAL OF RESEARCH ACTIVITIES

JOURNAL OF RESEARCH ACTIVITIES

No.	Date	Activity	Signature
1.	January 25th, 2023	Licensing and Initial Observation	
2.	March 5th, 2023	Licensing and Schedule adjustment	
3.	March 14th, 2023	First Meeting (Pre-writing activity) • Introduction to basic material (Narrative) • Group Discussion • Analyzing of narrative text (Worksheet)	
4.	March 17th, 2023	Second Meeting (Pre-writing activity) • Introduction of photovoice • Photovoice in narrative free writing	
5.	March 20th, 2023	Thrid Meeting (Whilst-writing activity) • Briefing on the use photovoice media in narrative writing. • Preparation and planning of photovoice narrative writing • Process of photovoice in narrative writing group project.	
6.	March 25th, 2023	Fourth Meeting (Post- writing activity) • Photovoice writing project submission • Post writing tasks • Self-reflection	
7.	March 25th, 2023	Interview 1	
8.	May 5th, 2023	Interview 2	

Banyuwangi, 5th of May, 2023

English Teacher of SMA Darussalam Tegalsari

KHADIJAH, S.pd.

112

Appendix 7

CURRICULUM VITAE

Personal Information

- Full Name : Yusnita Sukmawanti
- NIM : T20196098
- Gender : Female
- Place & Date of Birth : Banyuwangi, November 7th 2001
- Address : Tegalsari-Banyuwangi
- Religion : Islam
- Department/Major Courses : FTIK/English Department
- Email Address : Sukmayusnita7@gmail.com

Educational Background

- 2005 - 2007 TK Kartini 1 Tamansari
- 2007 - 2013 SDN 2 Tamansari
- 2013- 2016 SMPN 1 Tegalsari
- 2016 - 2019 MAN 2 Genteng