

**THE INFLUENCE OF USING PHOTOVOICE METHOD TOWARDS  
STUDENTS' SPEAKING ABILITY AT THE EIGHTH GRADE OF UPT  
SMP N 23 BANDAR LAMPUNG AT THE FIRST SEMESTER IN THE  
ACADEMIC YEAR OF  
2020/2021**

**A Thesis**

Submitted as a Partial Fulfillment of  
the Requirements for S1-Degree

**By:**

**MAHMUDAH**

**NPM: 1611040263**

**Study Program: English Education**



**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF  
RADEN INTANLAMPUNG  
1441H/2020**

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**Advisor: Iwan Kurniawan, M.Pd.  
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**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF  
RADEN INTANLAMPUNG  
1441H/2020**

## ABSTRACT

### THE INFLUENCE OF USING PHOTOVOICE METHOD TOWARDS STUDENTS' SPEAKING ABILITY AT THE EIGHTH GRADE OF UPT SMPN 23 BANDAR LAMPUNG AT THE FIRST SEMESTER IN THE ACADEMIC YEAR OF 2020/2021

By:  
MAHMUDAH

The purpose of the research is to know whether there is an influence of using Photovoice Method towards students' speaking ability at the eighth grade of UPT SMPN 23 Bandar Lampung at the first semester in the academic year of 2020/2021. Based on the preliminary research it showed the students' speaking ability at the eighth grade of UPT SMPN 23 Bandar Lampung were still low. It could be seen from the students' speaking score which shows that there were 61.85% of the students who got score under the criteria of minimum mastery. The criteria minimum mastery in UPT SMPN 23 Bandar Lampung was 73.

In this research, the researcher used quasi experimental design with the treatment held in three meetings, and 60 minutes for each meeting. The population of this research was the eighth grade of UPT SMPN 23 Bandar Lampung. There were eight classes of 249 students. The researcher took sample by using cluster random sampling, the sample were VIII A as experimental class; consists of 31 students and VIII C as the control class consists of 31 students. So, the total of sample was 62 students. The researcher also used WhatsApp application to apply the Photovoice method in online learning and it was helped by the pictures as the media, beside that the researcher also applied the photovoice method used Voice Notes. In collecting the data, the researcher used oral test that was monologue for pre-test and post-test with the topics about checking body temperature, social distancing, washing hands, market, using hand sanitizer and hospital.

After giving post-test, the researcher analyzed the data by using independent sample test formula. After doing the hypothetical test, it was obtained the result of (2-tailed) was less than 0.05 that was 0.037. So, this result means there was an influence of using Photovoice Method towards students' speaking ability at the eighth grade of UPT SMPN 23 Bandar Lampung at the first semester in the academic year of 2020/2021.

**Key words:** *Experimental Research, Online Learning, Photovoice, Picture, Students' Speaking Ability, Voice Notes, WhatsApp*



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A thesis entitled: "THE INFLUENCE OF USING PHOTOVOICE METHOD TOWARDS STUDENTS' SPEAKING ABILITY AT THE EIGHTH GRADE OF UPT SMPN 23 BANDAR LAMPUNG AT THE FIRST SEMESTER IN THE ACADEMIC YEAR OF 2020/2021", by: MAHMUDAH, NPM: 1611040263, Study Program: English Education, was tested and defended in the examination session held on: Thursday, December 10<sup>th</sup> 2020.

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## DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Photovoice Method towards Students’ Speaking Ability at the eighth grade of UPT SMPN 23 Bandar Lampung at the first semester in the academic year of 2020/2021” is completely my own work. I am fully aware that I have quoted statements and theories from several sources and they are properly acknowledged in the text.

Bandar Lampung, October 21<sup>st</sup> 2020  
Researcher,



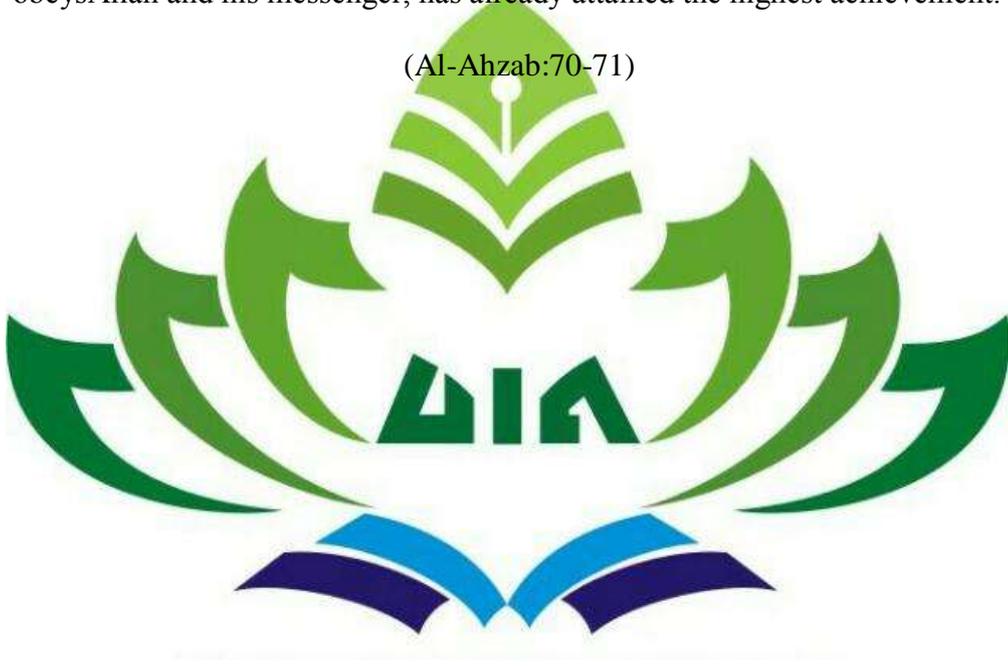
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## MOTTO

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا ﴿٧٠﴾ يُصْلِحْ لَكُمْ أَعْمَالَكُمْ وَيَغْفِرْ  
لَكُمْ ذُنُوبَكُمْ ۗ وَمَنْ يُطِيعِ اللَّهَ وَرَسُولَهُ فَقَدْ فَازَ فَوْزًا عَظِيمًا ﴿٧١﴾

“O you who believe, fear Allah, and (always) say a word directed to the right: that  
hemay make your conduct whole and sound and forgive you your sins: he that  
obeysAllah and his messenger, has already attained the highest achievement.”<sup>1</sup>

(Al-Ahzab:70-71)



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<sup>1</sup>Ahadi, “Qur’an Surah Al-Ahzab 70-71 (QS 33: 70-71) in Arabic and English translation” (Online), available at: <http://www.alquranenglish.com/quran-surah-al-ahzab-70-71-qs-33-70-71-in-arabic-and-english-translation> (Accessed on September 7<sup>th</sup> 2020)

## DEDICATION

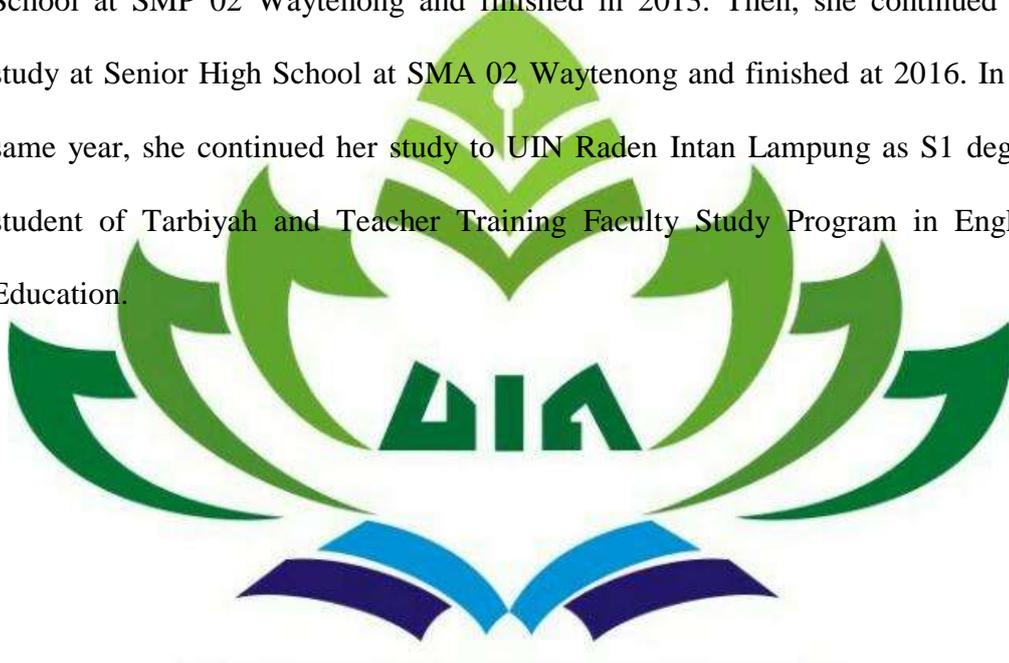
All praise to Allah for his abundant blessing to me, and from my deep heart and great love, this thesis is dedicated to:

1. My beloved parents, Mr. Seh Ahyar and Mrs. Masrawati who always pray for my success and give me motivation and support to study hard until now. I love them so much, Allah blesses you mom and dad.
2. My beloved older sister, and younger sister, Anisa, A.Md. and Halimatus Sa'diah who always support and advice, motivate and pray for me.
3. My beloved cousins, Misbahul Ihsan, S.Pd. and Hayatun Nufus who always give support and advice.
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5. My beloved Almamater and lecturers of UIN Raden Intan Lampung, who have made me grow and have contributed much for my self-development.
6. My beloved big AMPIBI family of UIN Raden Intan Lampung, who has been supported and helped me to finish my study until the end. Thank you so much.

## **CURRICULUM VITAE**

The name of the researcher is Mahmudah. She was born on April 2<sup>nd</sup> 1998 in Padang Tambak, West Lampung. She is the second child of three children of a lovely couple Mr. Seh Ahyar and Mrs. Masrawati. She has one older sister and one younger sister namely Anisa and Halimatus Sa'diah.

The researcher began her study in Elementary School at SD 01 Padang Tambak in 2004 and finished in 2010. After that, she continued her study at Junior High School at SMP 02 Waytenong and finished in 2013. Then, she continued her study at Senior High School at SMA 02 Waytenong and finished at 2016. In the same year, she continued her study to UIN Raden Intan Lampung as S1 degree student of Tarbiyah and Teacher Training Faculty Study Program in English Education.



## ACKNOWLEDGEMENT

First of all, all praise is to Allah SWT, the Most Merciful, and the Most Beneficent for His Mercy and Blessing were given to the researcher during the study and in completing this thesis. Then, peace and salutation maybe upon to the great messenger Prophet Muhammad SAW, who always brings us from the stupidity to the cleverness.

This thesis is presented to the English Education study program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' test partial fulfillment of the requirement to obtain S1-degree. Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staff, who has given an opportunity to the researcher when on going the study until the accomplishment of this thesis.
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10. All of English Education class E has been being my biggest support since 2016 until now.

Finally, none or nothing is perfect and neither is this thesis. Any correction, comments, and criticism for this thesis are always open-heartedly welcome.

Bandar Lampung, October 21<sup>st</sup>2020  
The Researcher,

Mahmudah  
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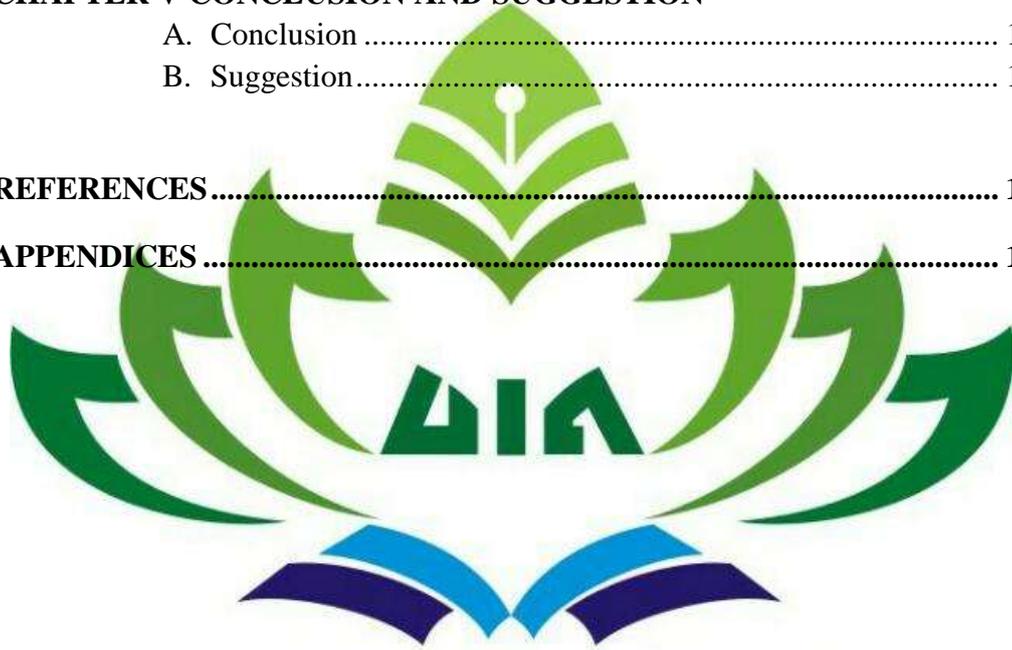
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Communication is needed among people in this world. We have the language to interact with other communities. One of the forms of language that can bunch the interaction of people in the world is English. English has become more important in the world because it is an international language.

English is an international language used as a tool for communication with other people in this world. The people would understand what they talk about through language. Language could help people to show their thinking, feelings, or ideas in communication. It means that we have to learn how to speak well with teachers, friend, and others, because speaking is one of the skills that everyone should have.

Speaking is one of the four skills in English, speaking has an essential role in the language learning process. According to Brown, speaking is related to how to talk the word which goal to tell what will explain like feelings, ideas, and opinions.<sup>1</sup> It means that the speaking is needed to build the closeness to make an understanding about the meaning, information, ideas, opinions, feelings so that it may produce an idea or an expression we shall speak of and we can digest and classify what other people are talking about.

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<sup>1</sup>H. Douglas Brown, *Teaching by Principle: An interactive approach to language pedagogy* (Longman: Pearson Education, Inc, 2004), p.115

Teaching speaking or other skill has some problems. Usually, people are challenge to learn how to speak well because they are unfamiliar with the language. According to Brown, you will be better able to diagnose student difficulties if you are familiar with the sound system of the learner's native language.<sup>2</sup> By the statement, it concludes that the mother language of students will be a problem in teaching speaking if the teacher cannot understand the fact and decided a way to solve the condition. Moreover, if the linguistic aspects of native language students have is different from the target language. In this condition, linguistically, the different of first language and second language is the fundamental factor that determines the success of a speaking class.

In learning speaking, students may have difficulties in learning it. Based on the preliminary research in UPT SMPN 23 Bandar Lampung, the researcher conducted an interviewe with an English teacher there.<sup>3</sup> The teacher name is Mrs. Yuli Akhira Devi, S.Pd. the researcher found that the students were not confident to practice speaking in front of the class, the students were not braveto ask in English, the students got difficulties in understanding grammar, the students still lack of vocabulary to speak English, and the students got difficulties to speak with proper pronunciation.

Besides, the world is a very bad place because of the exposure of the Corona virus and causing schools to be conducted with online learning it was intended to reduce the spread of the virus. This required that students learning on a cell phone

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<sup>2</sup>H. Douglas Brown, *Teaching by Principle: An interactive approach to Language Pedagogy* (2<sup>nd</sup>) (Longman: Pearson Education, Inc, 2001), p. 284

<sup>3</sup>Yuli Akhira Devi, *Interview the English Teacher* (UPT SMPN 23 Bandar Lampug) October 21<sup>st</sup>, 2019. unpublished

or computer. In teaching English teachers often simply gave the task not doing practice to speak. As a result, students rarely or even never practice speaking English at all during this online learning.

The pandemic COVID caused a shortage of activity including the process of teaching and learning in the school done by online learning. The people have to stay at home and applied health protocol to restrain the Corona Virus. This caused the researcher could not to carry out the research directly and the researcher must find the solution on how to do it. This is a difficult situation for the researcher to do the research. But as time went on, the school permitted to carry out the research even if it is through online learning.

The way to help this research could conduct that was changed the method and added media to help the students in learning speaking. In which the method that was chosen was the Photovoices method and the media was a picture that was sent through WhatsApp and supported by the Voice Note. In that way, this study could be carried out and could help students in learning speaking although not being face to face in the classroom. From this, we could see that there would always be some easier for anything. Allah SWT said in the Holy Qur'an, Al-Insyirah, Verse: 5-6.

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۝ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۝ ٦

“For indeed, with hardship [will be] ease, Indeed, with hardship [will be] ease”.<sup>4</sup>

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<sup>4</sup>Ahadi, “Qur’an Surah Al-Insyirah 5-6 (QS 94: 5-6) in Arabic and English Translation” (Online) Available at <http://www.alquranenglish.com/quran-surah-al-sharh-6-qs-94-6-in-arabic-and-english-translation> Accessed on September 9<sup>th</sup> 2020.

Based on the interview in preliminary research, the researcher got the data of students' speaking scores from the English teacher. It was about a conversation or dialogue performs with their partner in front of the class. The students' scores of speaking can be seen in the following table.

**Table 1**  
**The Students' Score of Speaking at the Eighth Grade of UPT SMPN 23 Bandar Lampung at the First Semester in the Academic Year of 2020/2021**

Standards of Scoring	Range of Score	Class								Percentage
		8A	8B	8C	8D	8E	8F	8G	8H	
Excellent	100-90	0	0	0	0	0	0	0	0	0%
Very Good	89-80	2	3	1	2	4	2	4	2	8.1%
Good	79-70	5	6	9	8	9	9	5	7	23.5%
Fair	69-60	11	12	11	6	5	8	5	11	27.9%
Fail	≤ 59	13	11	11	16	13	11	16	9	40.5%
<b>Total</b>		31	32	32	32	31	30	30	29	100%

*Source: The Score from English Teacher of UPT SMPN 23 Bandar Lampung*

Based on the table criteria by Brown, it can be seen that achievement of students' speaking ability from UPT SMPN 23 Bandar Lampung there are some problems in learning speaking because the number of students who got score above criteria was 31.6% while the number of students who got score under criteria was 68.4%. It could be inferred that the achievement of the students in learning speaking ability is low because there are many students got the score under criteria that was 169 students and only 78 students got the score above criteria.

To overcome the problem, the researcher thought that the students speaking ability would be best if the students want to practice. To support this idea, the English teacher should be able to use an appropriate method to increase students' speaking ability. There are many methods that the language teacher could use to

encourage the students to speak English. The researcher would like to apply a method in teaching speaking. One of the methods that can be used in teaching speaking is photovoice method. The photovoice method is a process that the students or teacher took a photo then the teacher asked the students about the picture. In this method, the students could show their idea spontaneously because it could prime their emotions and their discernment to answer when the teacher gave the questions.

In the previous research examined by Drajadi, et.al entitled Photovoice: Exploring the Role of Teacher's Question for University Students' Fluency in Speaking Class. The objective of the research is to investigate how questioning gives an impact on students' fluency in academic speaking class. The researchers used narrative inquiry to collect and process the data using Photovoice. The participants in this research were 12 university students. The finding shows that the use of questioning can develop students' speaking fluency in academic speaking class. As an implication, teachers can give questions followed with feedback to enhance the students' fluency.<sup>5</sup>

The second previous research examined by Hidayat, et.al entitled The Effect of Photovoice on Speaking Skills at the Secondary School Level. The purpose of the study is to identify the effect of using Photovoice on speaking skills at the secondary school level. We used a speaking test to complete and process the data. The participants of the study were the students at the secondary level. The

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<sup>5</sup>Nur Arifah Drajadi, et al. "Photovoice: Exploring the Role of Teachers' Question for University Students' Fluency in Speaking Class". Journal SAINS SOSIAL dan HUMANIORA Department of English Education, Faculty of Teacher Training and Education, University of Sebelas Maret, Vol. 2 Nomor 1, Maret 2018, p.17 <http://jurnalnasional.ump.ac.id/index.php/JSSH/article/view/2160> accessed on 10<sup>th</sup> July 2020.

outcome of the study revealed that the students who taught using Photovoice had better skills in speaking English than the students who were not taught using Photovoice. Through this method, the students become interested and active during the study. They seemed to enjoy and excited in the exhibition or presentation.<sup>6</sup>

The third previous research was done by Widiadnya entitled Implementing Photovoice in Teaching Speaking to the Tenth Grade Student of SMA (SLUA) Saraswati 1 Denpasar. The purpose of the study the student could explain a picture that showed in the slide show orally. The study has been stated as the following: speaking skill at the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar could be improved through Photovoice.

This study was conducted in X IPA class that consisted of 36 females and 13 males. The researcher conducted cycle I and the results of the data analysis of the reflection were 70.81. Then, the researcher continued the research by conducting cycle II and the result of the data analysis o reflections in cycle II 81.02. The finding showed that there was the improvement in the students' scores after the implementation of the Photovoice method. Also, the results of the questionnaire showed that option A was 72.47%, option B was 20.70%, option C was 6.81%, and option D was 0%. From the result of the study, it could be conducted that the

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<sup>6</sup>Rifqi Aziz Hidayat, et.al “*The Effect of Photovoice on Speaking Skills at the Secondary School Level*” VISION: Journal for Language and Foreign Language Learning, Universitas Pancasakti Tegal, Vol. 8, No. 2, 141-155, (2019), P. 153 <http://journal.walisongo.ac.id/index.php/vision/article/view/4075> accessed on 10<sup>th</sup> July 2020.

Photovoice method could improve the speaking skill of tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar.<sup>7</sup>

The fourth previous was done by Foster and Denoyelles entitled by Using the Photovoice Method to Elicit Authentic Learning in Online Discussions. This case study explores how students perceive the influence of the Photovoice method on their authentic learning, critical thinking, engagement, and peer interaction in an asynchronous online discussion. Photovoice is a research method combining photography with social action, in which people express their points of view by photographing scenes that highlight certain themes. Students in an online undergraduate course engaged in an online discussion which asked them to connect personal images to the course content. Students reported that this method supported authentic learning, critical thinking, engagement, and interaction; besides, a correlation analysis found that these factors are highly interrelated. This case study proposes recommendations for practitioners interested in using a similar approach.<sup>8</sup>

The last previous research examined by Adams and Brooks entitled Using Photovoice to Empower K-12 Teachers and Students through Authentic Literacy Engagements. The participant narratives demonstrate, K-12 students, including beginning language learners, not only enjoy and engage in Photovoice projects but

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<sup>7</sup>I gusti Ngurah Bagus Yoga Widiadnya, "Implementing Photovoice in Teaching Speaking to the Tenth Grade Students of SMA (SLUA) Saraswati 1 Denpasar" International Journal for Educational and Vocational Studies, Vol.1, No.7, November 2019, pp. 676-680. p. 676 <https://www.researchgate.net/publication/335669046> accessed on 10<sup>th</sup> July 2020.

<sup>8</sup>Beatriz Reyes-Foster and Aime deNoyelles, "Using the Photovoice Method to Elicit Authentic Learning in Online Discussions" Journal of Teaching and Learning with Technology, Vol. 7 No. 1, Spring 2018, pp 125-138. University of Central Florida, p.133 <http://scholarworks.iu.edu/journals/index.php/jotlt/article/view/23596> accessed on 10<sup>th</sup> July 2020.

also make significant progress in developing academic language proficiency in their writing. In addition, these students, many of whom have previously experienced marginalization or limited agency to have an impact on their schools and communities, find that communicating through Photovoice provides an opportunity to express themselves in sophisticated and empowering ways. Thus Photovoice offers an accessible, motivating, and technologically rich entry point for young writers and their teachers and an authentic and empowering forum in which to share their photos, their writing, and their stories with the school and with the broader community. As schools and classrooms continue to become increasingly technology-rich, Photovoice has the potential to evolve and develop to adapt readily to new uses and to expand its repertoire for future classroom instructional uses.<sup>9</sup>

In the fifth previous research above, all of them used the same method namely Photovoice. However, the subject of the study was different, first research by Drajati, et.al focused on how questioning gives an impact on students' fluency in academic speaking class. The second, research by Hidayat focused on how the effect of Photovoice on speaking skills at the secondary school level. The third research by Widiadnya focused on how to implementing Photovoice in teaching speaking to the tenth-grade students of SMA (SLUA). Moreover, the fourth research by Foster and Denoyelles is entitled using the Photovoice Method to Elicit Authentic Learning in Online Discussions. The last previous research by

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<sup>9</sup>Susan R. Adams and Kathryn Brooks, "Using Photovoice to Empower K-12 Teachers and Students Through Authentic Literacy Engagements". *Journal Scholarship and Professional Work-Education*, IN 46208 (317) 940-8985, 2014. P. 8 [http://digitalcommons.butter.edu/cgi/viewcontextnt.cgi?article=1015&context=coe\\_papers](http://digitalcommons.butter.edu/cgi/viewcontextnt.cgi?article=1015&context=coe_papers) accessed on 10<sup>th</sup> July 2020.

Adams and Brooks focused on using Photovoice to empower K-12 teachers and students through authentic literacy engagements.

Based on an assumption above, the researcher focused on the Photovoice method to know the influence of the Photovoice method on students' speaking ability in. The Photovoice method triggered the students to focus on learning speaking well. They learn language development in speaking through oral interaction. The researcher used the Photovoice method to teach speaking English monologs to help students in the learning process and increasing their speaking ability. The researcher applied this method through social media which is a Whatsapp group because it follows the rule of the government that schools are carried out online. Therefore, the researcher gave the title in this research, "The Influence of Using the Photovoice Method Towards Students' Speaking Ability at the Eighth Grade o UPT SMPN 23 Bandar Lampung at the First Semester in the Academic Year of 2020/2021".

### **B. Identification of the Problem**

Because of the background of the problem above, the researcher identifies the problems of speaking as follows:

1. The students were not confident to practice speaking in front of the class.
2. The students were not brave to ask in English.
3. The students got difficulties in understanding grammar.
4. The students still lack of vocabulary to speak English.
5. The students got difficulties to speak with proper pronunciation.

### **C. Limitation of the Problem**

In this research, the researchers focused on the use of Photovoice method towards students' speaking ability in monologue using WhatsApp group.

### **D. Formulation of the Problem**

Based on identification and limitation of the problem above, the researcher formulated the problems in this research as follow: Is there any significant influence of using the Photovoice method towards students' speaking ability at the eighth grade of UPT SMPN 23 Bandar Lampung at the first semester in the academic year of 2020/2021.

### **E. Objective of the Research**

Related to the formulated of the problem above, the objective of this research is to know whether there is an influence of using Photovoice method towards students' speaking ability at the eighth grade of UPT SMPN 23 Bandar Lampung at the first semester in the academic year 2020/2021.

### **F. Significance of the Research**

The significances of the research are as follows.

1. Theoretically

The researcher expected that the result of this research will get valuable information for the English teacher about The Influence of Using Photovoice Method towards Students' Speaking Ability.

2. Practically

- a. For the Teacher

Give the information for the English teacher that the Photovoice method is effective to be used in the learning process, especially in teaching speaking. It could be used for online learning.

b. For the Students

This research is hoped that could be made the students easy to understand the lesson. Furthermore, it could be improved their speaking ability.

c. For the Researcher

The researcher knew about the students' speaking ability by using the Photovoice method and the researcher carried out the method to the next teaching and learning in the classroom.

### **G. Scope of the Research**

The scope of the research as follows:

1. Subject of the Research

The subject of this research was the students at the eighth grade of UPT SMPN 23 Bandar Lampung at the first semester in the academic year of 2020/2021.

2. Object of the Research

The object of this research was the influence of Photovoice method toward students' speaking ability.

3. Time of the Research

The time of the research was conducted at the eighth grade of UPT SMPN 23 Bandar Lampung at the first semester in the academic year of 2020/2021.

#### 4. Place of the Research

Place of the research was conducted at UPT SMPN 23 Bandar Lampung.



## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Frame of Theories

#### 1. Teaching English as Foreign Language

There are many subject materials in the school one of them is English. The students must be ready to learn about English to develop their language in this world. Therefore, as a teacher must help to teach English in the school and another place. Previously, Brown states that teaching is sharing ideas with knowledge for helping people to do something.<sup>1</sup> It means that teaching is a process that the teacher delivers the material to the students based on experiences and knowledge.

English is also called a foreign language because in Indonesia does not use English as the general language or in this country English is not the second language. Language is the way to communicate with other people and as operates in a speech community or culture.<sup>2</sup> It means that we need the language to speak to each other. In real life, not all people could understand and use English in their daily activities. Furthermore, we need to know how to teach English to make learning easier.

According to Meiring and Norman, teaching English as a foreign language is the target language not the mother tongue of any group within the country where

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<sup>1</sup>H. Douglas Brown, *Principle of Language Learning and Teaching*, (San Fransisco: State University, 2000), p.7

<sup>2</sup>*Ibid.* p.17

it is being learned.<sup>3</sup> It means that the students must work hard for learning English as a foreign language to get used to English in real-life situations.

Based on the explanation above, it could be concluded that English in Indonesia as a foreign language and need to learn in the school to university level to know about how to communicate using English in the environment. By teaching English, students also could develop their language to get information from another country. Furthermore, the target language has the rules that the students have to focus on learning it. Where speak English is difficult for students and people because it was different from Indonesian language.

## **2. Speaking**

### **a. Definition of Speaking**

Communication is an important part of humans to sharing ideas, giving suggestions, and to interact with other people. People can communicate with other people through speaking because it is an important skill to carry off communication. We need the language to combine communication with other people in this world, English as language that can bunch it. Through English, people could interact with other people to share what they want to know.

We have to learn English as a tool to communicate with other people because it is the way to know a new language in communication. Language is used to express a variety of things and also it is covers almost all areas of human life in this world. Therefore, communication could be done in some ways such as writing

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<sup>3</sup>L. Meiring &N. Norman, *Back on Target: Repositioning the Status of Target Language in MFL Teaching and Learning*, (Cambridge: Cambridge University Press, 2000), p. 28

and speaking. Through speaking, people could send up any ideas that they have in the flesh.

As we know, there are many definitions of speaking by experts. According to Cameron, speaking is also important to organize the discourse so that the interlocutor understands what the speaker says. Speaking is important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in daily life.<sup>4</sup> It means that speaking is very triggered the human to show about their condition, and situation through speaking. We can transfer our idea by speaking so we have to learn more about how we can speak to each other with good communication.

According to Bailey, speaking is productive aural or oral skill. It consists of producing systematic verbal utterances to convey meaning.<sup>5</sup> Concerning the definition of speaking of speaking above, meaning that speaking is a concept that follows from what they are about to say, speaking has a level of social distance to be understood because speaking must conform to the proper concept of social distance in the context. Speaking is also called productive skill because everything which has been and listened could be expressed through speaking.

According to Harmer, speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to

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<sup>4</sup>Lyne Cameron, *Teaching Language to Young Learners*, (Cambridge: Cambridge University Press, 2001), p.41

<sup>5</sup>Kathleen M, Bailey, ed David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill Companies, 2003), p.48

process information and language ‘on the spot’.<sup>6</sup> It means that when someone tells about something, they have to understand what they said about it. Finally, other people could digest your meaning across.

From the theory above, the researcher assumes that speaking is one way someone relay the information to talk. Both the speaker and listener can show or express easy to understand with the purpose of the speaker. The speaker has to speak with good language by using five aspects of speaking such as pronunciation, vocabulary, grammar, fluency, and comprehension.

### **b. Speaking Ability**

Speaking is the most important aspect of daily life. Richard says that comprehension is the ability to speak a foreign language is the most pressed skill because someone who can speak a language will also be able to understand it.<sup>7</sup> When people understand what they said other people also easy to understand their speech. Luoma, defines the ability is to use in essentially normal communication stress, intonation, grammatical structure, and vocabulary of the foreign language at normal rate delivery for native speakers of the language.<sup>8</sup> It means that speaking ability is the result of good communication using the concept of language.

This theory explained that, when people can speak used five aspects of speaking, they have the good speaking ability. In addition to that, Luoma points out that speaking ability or skill is described as the ability to report acts or

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<sup>6</sup>Jeremy Harmer, *Practice of English Teaching*, (Edinburgh Gate: Longman, 2001), p.269

<sup>7</sup>Jack C Richard, *Teaching Listening and Speaking From Theory to Practice* (Cambridge: Cambridge University Press, 2008), p19

<sup>8</sup>Sari Luoma, *Assessing Speaking*, (Cambridge University Press, 2004), p.1

situations, or the ability to report acts or situations in precise words, or the ability to converse, or the express a sequence of ideas fluently.<sup>9</sup> As we know within speak we must be aware of the situation of the supportive environment so we can talk calmly.

Furthermore, speaking ability is also one language that will be learned when studying a foreign language. Speaking ability is not only best at the time where the students learns the speaking for a long time but also the students must practice and make habits to rehearsal with their friends. The ability to speak English is very important for the students it is one of the basic skills in communicating. Speaking ability is way to get the information to develop the progress in this era.

Based on the explanation above, the researcher concludes that speaking ability is the ability of the people to speak with other people used good language and they can understand each other about their speech. Speaking ability is a way to share their or thinking to other people and also speaking trigger the people to impart the information that no one else knows.

### **c. Teaching Speaking**

Teaching speaking is one of the ways that could be used by the teacher to give an explanation or new knowledge about how the ways to do good communication in real communication and the learners have to understand it. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning and showing or helping someone to learn how to do

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<sup>9</sup>*Ibid.* p.2

something it is defined by Brown.<sup>10</sup> It means that teaching is a process to give information, and knowledge based on the experiences and material preparation the goal of teaching attainable.

Teaching speaking is a very important part of second language learning. Students' success in communicating is usually because the teacher gives enough information on how to teach speaking well. Therefore, guiding students to pure memorization, allocating a rich environment where meaningful communication takes is what they wanted. Finally, as a teacher have to know the principles in teaching speaking.

There are five principles of teaching speaking by Nunan, they are:

1. Be aware of the difference between second language and foreign-language in a learning context.
2. Give students a chance to practice with both fluency and accuracy.
3. Provide opportunities for students to talk about using group work or pair work.
4. The plan is a speaking task that involves the negotiation of meaning.
5. Design classroom activities that involve guidance and practice in both transactions and interaction speaking.<sup>11</sup>

Based on the explanations above, it could be concluded that teaching speaking is delivering instructions to the students about how they could

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<sup>10</sup>H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (2<sup>nd</sup> ed) (San Fransisco: Addison Wesley Longman, 2001), p.271.

<sup>11</sup>David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), pp. 54-56

communicative their ideas, express their feelings, with some principles in teaching speaking.

#### **d. Elements of Speaking**

Speak fluently is the ability of presupposes but not only knowledge of language features. It is also about the ability to process information and language on the spot. According to Harmer, the ability to speak English presupposes the elements necessary for spoken production as follows:

##### **a. Language Features**

There are some points of elements for spoken productions are the following:

- 1) Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English. In connected speech, sounds are modified (assimilation), omitted (elision), added (linking), or weakened (through construction and stress patterning). It could be the reason that we should involve students in activities designed specifically to increase their connected speech.
- 2) Expressive devices: it is how the native speakers of English change the pitch and stress on a particular part of utterances, and show by other physical and nonverbal (paralinguistic) means that how they are feeling (especially in face to face interaction). It can conclude that the speaker focuses on how to speak which describes the intonation in speaking.
- 3) Lexis and grammar: In the performance of certain language functions spontaneous speech is marked by the use of several of common lexical phrases. It means that speaking also needs grammar and lexical when the

people speak to each other because it could be made easy for what they are talking about.

- 4) Negotiation language: effective speaking benefits from the negotiator language we use to track down clarification and show the structure of what is saying. It can conclude that the speaker could catch up with explanation from other speakers to accomplish a different goal.

#### b. Mental or Social Processing

In this part a speaker productive ability involves the knowledge of language skills such as those discussed above; success is also dependent upon the rapid processing skills that necessitate.

- 1) Language processing: effective speakers need to be able to process language in their heads and put into coherent order so that it comes out in forms that are not only comprehensible but also convey the meanings that are intended. Languages processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. Speaking activities in language lessons is to help students develop their habits of swift language processing in English.
- 2) Interacting with others: as we know that speaking is interaction with one or more participants. It means that effective speaking also involves a good deal of listening, and understanding of how the other participants are feeling.

3) (On the spot) Information processing: quite apart from our response to another feeling, we also need to be able to process the information they tell us the moment we get it. The longer it takes for the penny to drop the less effective we are as instant communicators. However, it could be remembered that this instant response is very culture-specific, and is not prized by speakers in many other language communities.<sup>12</sup> It means that the speaker must both understand and accept the information that they are discussing directly.

#### e. Assessment of Speaking

Brown states that a teacher should provide the widest possible opportunity for students to interact, both with the teacher, subject matter as well as with other students.<sup>13</sup> Assessment is a tool to measure the achievement of the goals set. Assessment could be oriented to products and processes. According to Arends in Alwasilah assessment has six types, there are:

##### 1) Performance assessment

Performance assessment is done to see the result perform students in speaking, in this type students usually given problem situations used to test students perform. It means that performance assessment is we could get the result after the students finish performing in speaking.

##### 2) Authentic assessment

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<sup>12</sup>Jeremy Harmer, *the Practice of English Teaching* (3<sup>rd</sup> Ed) (England: Longman, 2003), p.269

<sup>13</sup>H. Douglas Brown, *Language Assessment Principle and Classroom Practice*, (2<sup>nd</sup> Ed) (San Fransisco: Addison Wesley Longman, 2002), p.140

An authentic assessment is similar to performing an assessment. In this assessment, the students are given a real-life setting. While in authentic assessment or assessment perform things to note that the assessment should focus on the skill of the students.

### 3) Portfolio assessment

A portfolio assessment is done by assessing the works of students in the form of journals, essays, and other exercises. It means that we could use portfolio assessment when give the students a task about journals, essay and other.

### 4) Assessment of learning potential

An assessment study focused on the students' works in using learning potential. It means that if we want to give the result of students' works in learning potential we have to understand how their students work.

### 5) Assessment of group effort

Assessment group is the assessment made at the time students do working group. It is only to assess the working group.

### 6) Checklist and rating scales

The assessment checklist is systematically prepared based on certain criteria and indicators so that the teacher is marking the time of assessment and based on the result of the checklist on each indicator.<sup>14</sup>

Assessment is a way to know the outcome of the students' ability in learning.

In this theory, there are six types of assessment in speaking such as performance

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<sup>14</sup>A. Chaedar Alwasilah, *Contextual Teaching and Learning, Menajdikan Kegiatan Belajar Mengajar Mengasyikkan dan Bermakna*, (Bandung: Mizan Learning Centre, 2007), p.217

assessment, authenticity, portfolio, learning potential, the assessment within a group, and checklist. From this explanation, the researcher used performance assessment as a way to know the students' ability in speaking, because in this theory the researcher used the Photovoice to help the students in learning speaking. It means that, the researcher could give the result for the students speaking ability must be finished practiced first of speaking using Photovoice.

Assessment is done not only to assess students learning outcomes but also to assess students learning the process by looking at students' abilities. The success of teaching could be known as the results through improving learning that serves to measure the ability of students after the test conducted in the learning process. Assess students' ability is not an easy thing to do; we had to understand the procedure of assessment in speaking.

#### **f. Components of Speaking**

Harmer states that speaking is one of four basic skills of language and it has an important role in daily life because it is the main skill in communication. Speaking must fulfill these following criteria, they are:

##### **a) Pronunciation**

Pronunciation refers to the ability to produce easily comprehensible articulation. There are three basics of the main range of the teaching technique which can be involved to assist pupils in learning pronunciation. The first is the exhortation. The exhortation is the instruction to imitate and mimic, to make such a sound, without further explanation. The second is speech training. It is the construction of special games and exercises which entail the use of word or

sentence to practice particular sounds, sequence of sounds, stress patterns, rhythm, and intonation. The third is practical phonetics which including a description of the organ speech, description of the articulation of sounds, description of stress, rhythm, and intonation.<sup>15</sup>

#### **b) Grammar**

The study of how and their parts combine to form sentences, structural relationships in language, or a language, sometimes including pronunciation, meaning, and linguistic history. Grammar is the set of logical and structural rules that govern the composition of sentences, phrases, and words in any given natural language. Grammars refers to it is a kind of regularity of sound structure that nobody could learn the language without grammar.<sup>16</sup>

#### **c) Vocabulary**

Vocabulary means the appropriate diction which is used in communication. Vocabulary refers to the selection of words that suitable for content.<sup>17</sup> Vocabulary is divided into two parts close class and open class. The close class consists of preposition, pronoun, and conjunction.

#### **d) Fluency**

Fluency is the smoothness or flow with which sounds, syllables, words, and phrases are joined together when speaking. It could be seen that fluency as the maximal effective operation of the language system so far acquired by the

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<sup>15</sup>Jeremy Harmer, *How to Teach English*, (Edinburg Gate: Pearson Education Limited, 2007), p.343

<sup>16</sup>*Ibid.*

<sup>17</sup>H. Douglas Brown, *Language Assessment...*, p.365

students. It refers to the one who expresses a language quickly and easily without any difficulty.<sup>18</sup>

#### **e) Comprehension**

Comprehension the study how well students understand a language or that helps them to improve their understanding of it, in which they read a piece of writing or listen to someone speaking, and then answer questions. Besides that, comprehension is the ability to understand completely and be familiar with a situation, facts. It refers to the ability to understand the speaker's intension and general meaning.<sup>19</sup>

From the explanation above, it could be concluded that in teaching speaking must be mastered in many aspects, there was pronunciation, grammar, vocabulary, fluency, and comprehension so the students would be active speakers when they did practice in speaking class because in this activity the students show what their mind.

#### **g. Types of Classroom Speaking Performance**

Speaking not only about monologue and dialogue, but we could also apply the kinds of oral production that the students were expected to carry out in the classroom. Brown states that there are some types of classroom speaking performance as follow:

##### **a) Imitative**

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<sup>18</sup>Jeremy Harmer, *How to Teach English...*, p. 344

<sup>19</sup>*Ibid.*

In speaking not only about monologue and dialogue but also there are some kinds of speaking performance in the class. Imitative is focus on pronunciation or some particular element of language not for meaningful interaction. In imitative speaking, learners practice an intonation contour or try to accurately a certain vowel sound.<sup>20</sup> From this explanation, it could be concluded that simulated is an activity in speaking to focus on how to repeat what the teacher said, and then the teacher saw the students' pronunciation when they were spoken.

#### **b) Intensive**

Intensive speaking is the performance that is designed to practice some phonological or grammatical aspects of language. Intensive speaking could be part of some pair work activity, where learners are “going over” certain forms of language.<sup>21</sup> At this point, it could be resumed that in speaking we have to understand how to speak well with good grammar so the students not only speak normally and also the speaker apprehended the phonological in speaking.

#### **c) Responsive**

Responsive speaking is part of the question or comment between teachers and students. Usually in responsive should be adequate for answers rather than for dialogue.<sup>22</sup> It means that responsive speaking just to comment between teacher and students. When the students do not understand with their teacher said, they could speak to each other to give the clear answer.

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<sup>20</sup>H. Douglas Brown, *Principles of Language Learning and Teaching* (London: Longman, 2001), pp. 271-274

<sup>21</sup>*Ibid.* p.273

<sup>22</sup>*Ibid.*

#### **d) Transactional (Dialogue)**

Transactional dialogue has a purpose of conveying exchanging specific information, which is a wide form of responsive language.<sup>23</sup> It means that the speaker when they did the conversation may have more of a negotiation nature to them than do the responsive speech. It could be also defined just to get something that we want to know.

#### **e) Interpersonal (Dialogue)**

Interpersonal dialogue is carried out more with the purpose of maintaining social relationships than for the transmission of facts and information. In this part explained how we could understand the real conversation or question from our partner when we speak.<sup>24</sup> It means that the speaker understand each other what they talk about and it is not only normally speak but to establish good and proper communication between communicator.

#### **f) Extensive (Monologue)**

Extensive (monologue) is an intermediate to advance levels in speaking which the speaker just gives information, reports, summaries, and others through speaking with self. The monologue is usually more formal and deliberative. These monologues could be planned or impromptu.<sup>25</sup> It means that the speaker just talks to herself but the speaker conveyed something information for others to know. It could also define widespread talk.

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<sup>23</sup>*Ibid.*

<sup>24</sup>*Ibid.* p.274

<sup>25</sup>*Ibid*

From the explanation above the researcher used extensive (monologue) as an activity to perform speaking used WhatsApp, because here the researcher needs the students active to speak using Photovoice to increase their speaking ability. Monologue could be a tool for doing speaking which was appropriate and consistent, make easier for students to understand and focus on the material that they have learned. Eventhough, in Photovoice method the researcher provided questions as guide to student in describe what they have, it just a way for the student easy to describe something.

### 3. Concept of Descriptive Text

Descriptive text is a text which lists the characteristics of something that according to Gerot and Wignell. Description is to describe a particular person, place, and things.<sup>26</sup> Therefore, our visualization is needed. To create this text our imagination must flow on a paper. It means that descriptive text is a way to describe everything such as description of person, description of place and description of thing which is seen by writer in detail.

In addition, descriptive text is giving information about something or someone. It can be concrete object such as person, animal, car, etc. It can also be abstract object such as opinion, idea, love, hate, belief, etc.<sup>27</sup> In other words, descriptive text make someone imagine about something that is describe in concrete object or in abstract object. Pardiyono says that there are several things

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<sup>26</sup>Linda Gerot and Peter Wignell, *Making Sense of Function Grammar*, (Sydney: GerdStabler, 1994), p.208.

<sup>27</sup>Dorothy E. Zemach & Lisa A Rumisek, *Academic Writing from Paragraph to Essay*, (Oxford: Macmillan Publisher, 2005), p.25

that we need to know and understand about descriptive writing. They are purpose, rhetorical structure and grammatical pattern.

a. Purpose

Description is a type of written text, which has specific function to give description about an object (human or non-human).

b. Rhetorical Structure

The descriptive text writing has generic structure, they are:

- a) Identification: general description about an object.
- b) Description: specific description about an object.

c. Grammatical Pattern

- a) Use declarative sentence and simple present tense.
- b) Use conjunction.<sup>28</sup>

It means descriptive text is a written text that have specific function to give description about an object that contain identification and description that use grammatical pattern. In the case point, descriptive writing is a type of writing that describe about an object such as things, place, animals or people specifically by using declarative sentence. This kind of writing describes an object so that the reader can imagine about the object because the writer describe it specifically. In this research, the researcher used descriptive text because based on the syllabus and this material has not been taught to students.

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<sup>28</sup>Pardiyono, *Teaching Genre Based Writing*, (Yogyakarta: CV Andi Offset, 2007), p.34

#### 4. Concept of Students Speaking Ability in Descriptive Text

Descriptive text is a text that describes about particular person, thing, or place. As mentioned in previous point by Zemach and Rumisek, descriptive text is giving information about something or someone. It can be a person, animal, car, etc.<sup>29</sup>The objects of descriptive text that focused in this research were about environment, family habits, and the students' activity at home. This is based on the current situation. Hence the students must be creative to take the picture based on the topic to make a good description when the students describe about their picture.

In speaking descriptive text, the students express the idea or topic of the text by focuses on the generic structure of descriptive text that explained before. In the end of process to produce good speaking work about descriptive text, the students have to keep attention about five aspects of speaking (grammar, pronunciation, vocabulary, fluency and comprehension).

Based on the explanation above, it can be concluded that students speaking ability in descriptive text means an ability to produce a text, which describe briefly a certain kind of objects such as environment, family habits, and the students' activity at home which fulfills good mastery of aspect in speaking including grammar, pronunciation, vocabulary, fluency, and comprehension.

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<sup>29</sup>Dorothy E. Zemach & Lisa A Rumisek, *Academic Writing from Paragraph to Essay...* .p.25

## 5. Approach, Method, and Technique

The teacher needs to apply some approaches, methods, and techniques when she or he teaching in the classroom because it trigger the process of learning enjoy and it could make the student understood what they were learned. There are some differences between approach, method, and technique which is the teacher must be understood how to use it.

Anthony in Richards and Rogers clarifies the differences between approach, method, and technique. He states that approach is the level of theories, a method is the plan of language teaching which is consistent with the theories, and techniques are more specific activity within the classroom that conforms to good methods and approaches. In other words, which would mean that approach is axiomatic, a method is procedural and technique is the consummations.<sup>30</sup> From these explanations above it could be concluded that approach is the first step in focusing on ideas how to manage the process of learning and it has generally type. The method is ways that implement the planning that has been laid out in real activities to achieve the optimal purpose of learning. While the technique is a way to implements the learning method more specifically.

Besides, Setiyadi adds that an approach is a set of correlative assumptions dealing with the nature of language and the nature of language learning and teaching. A method, which is developed based on some assumptions of an approach, includes the whole plan for the presentation of language materials,

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<sup>30</sup>Jack C. Richards and Rogers, *Approach and Methods in Language Teaching*, (Cambridge: Cambridge University Press, 2007), p. 19

while the technique is implementation, meaning that teaching or learning in the classroom. Techniques are not exclusive to certain methods. To some extent different methods may have some similar techniques even though they must have other different techniques.<sup>31</sup>

From this explanation, we got the example from approaches such as communicative language teaching, cooperative language teaching, competency-based language teaching, content-based instruction, genre-based instruction, scientific approach, discovery language learning, and task-based language learning. Examples of methods such as grammar-translation method, direct method, situational language teaching, audio-lingual method, cognitive code learning, community language learning, total physical response, silent way, suggestopedia, natural approach and photovoice. While, the technique that could be used for teaching such as drills, dialogues, information gaps, role play, group presentation, reading aloud, describing the picture, discussion, presentation, question and answer, and repetition.

Based on explanations above the researcher used the photovoice as a method in experimental class.

## 6. Concept of Online Learning

The study is usually done face to face but the process of learning could also be done online depending on the conditions. According to Carliner defined online

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<sup>31</sup>Ag. Bambang Setiyadi, *Teaching English As a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.9

learning as educational material that is presented via a computer.<sup>32</sup> Online learning is education that takes place over the internet. It is referred to as “e-learning” among other terms. However, online learning is just one type of distance learning. As we know that there are many webs or applications that we could use for online learning such as WhatsApp, Google Classroom, Google Meet, Zoom, Facebook, and others.

#### **a. Advantages of Online Learning**

Instructional technology is highly beneficial for students, especially students pursuing a professional course. Online learning is considered a boon due to the reasons given below.<sup>33</sup>

##### **a) Accessibility**

Online learning provides accessibility due to which a student could learn from anywhere in the world. This is an especially important consideration for students who wish to study in a different country. It does not matter where a student lives and what he or she wants to study. They could always find a suitable course or even a degree program that could be followed from home. Students learning options are not constrained by their geographic location.

##### **b) Personalized Learning**

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<sup>32</sup>S. Carliner, *An Overview Online Learning* (2<sup>nd</sup> ed) (Armherst, MA: Human Resource Development Press, 2004), p.19

<sup>33</sup>Mehra. V. *Teachers' Attitude Towards Computer Use Implications for Emerging Technology: Implication in ET*. Journal of Teacher Education and Research. Noida. Vol.2. No.2 December 2007, p.1 <https://www.researchgate.net/publication/332833360> accessed on 8<sup>th</sup> July 2020

An online learning system enables a student to determine and process his or her learning style, content, aim, current knowledge, and individual skills. Therefore, person-specific education could be provided through by creating individual learning styles. E-learning enables the individual to plan and direct his or her own learning. It has the potential to motivate, develop confidence and self-esteem, and overcome many barriers that learners encounter, personalize the learning experience, widen access, and improve the learning experience, while also helping people to develop their skills.

**c) Develops Cognitive Abilities**

In a study, it was found that E-learning may be effective in developing the cognitive abilities of pupil teachers. It was found that students of the e-learning programs had higher achievement levels than their counterparts. A student could find unlimited information that he could access just by the click of a button. Many online programs are offered by some of the most prestigious universities from all around the world. The student could take such a course online which could be helpful for the development of his cognitive abilities.

**d) Cost-Effectiveness**

Online learning is cost-effective because less money is spent in traveling and on buying books or spending money in the college context. Since it could be carried out at any geographic location and there are no travel expenses, this type of learning is less costly than learning at a traditional

institute. Students who want to study through this mode need to have access to the necessary computer hardware as well as paying often substantial fees for access to an internet service provider.

**e) Promotes Research**

Students are excited to publish their work when they produce something of extremely high quality. With the permission of their teachers, they post the work on the web as examples for current and future students. Publishing students' work helps form a classroom legacy and archive of successful products.

**f) Basic Computer Skills**

Both on and off-campus students who choose to study online have an opportunity to gain technical skills in using information communication technology. These skills are likely to be useful to them in their professional life and all future endeavors which may be in themselves marketable features of their education.

**g) Equal Opportunity to All**

All students are equal; they are not treated differently based upon caste. Rather online learning is a boon for learners who are disabled and face problems in commuting and for those sections of the society who live at far off places where the schools or college are at a distant place.

**h) Self-Pacing**

Due to individual differences, all learners are not able to complete the work assignments at a given time due to which they have to face

difficulties. Online learning allows students to work and learn at their own pace without time restriction.

### **i) Globalization**

New technologies are narrowing geographic barriers in the way of education. The world has become a small village and the opportunities to have information about other nations are within our access. The electronic net world connects people all over the globe, therefore, it is vital to experiment with electronic learning situations where in students share ideas and resources, access information about current events and historical archives, interact with experts, and use online databases.<sup>34</sup>

### **b. Disadvantages of Online Learning**

It is well said that technology is a good slave but a bad master. Excess use of technology, lack of careful planning, and implementation of e-learning could lead to several problems like poor communication, sense of isolation, frustration, stress, in some cases, poor performance in learning and teaching, wasted resources, and loss of revenue. There are two sides of the same coin. Online learning also shows its other not so good side as follows:

#### **a) Poor Communication**

In online learning, one does not have the opportunity to have face to face interaction with the teacher which is very significant for establishing a bond between the student and the teacher.

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<sup>34</sup>Indira Dhull & MS. Sakshi, *Online Learning*, Journal Research Paper, E-ISSN No. 2452-9916 Vol. 3 Issue: 8 Aug 2017, p.2. <https://www.researchgate.net/publication/332833360> accessed on 8<sup>th</sup> July 2020

**b) Feeling Isolated**

Stress the importance interacting with fellow learners, citing learners' feelings of isolation as a definite drawback of online learning. Due to technological advancement in the modern era, the social development of a child has taken a back seat. Students remain in touch with their online friends sitting at far off places through WhatsApp, Instagram, Facebook, Google Meet, Zoom meeting but fail to meet and greet a person sitting just next door to them. This tendency leads to a feeling of isolation. Studies show that feeling of isolation was a huge stress factor that prompted students to drop out.

**c) Lack of Motivation**

Online learners lack of motivation while studying because they easily get distracted towards any other thing. Working at their own pace becomes a disadvantage for students who have difficulty with time management and a tendency of procrastination. These students tend to be more successful with the structure of traditional learning.

**d) Lack of Funds**

Points out those technology downsides include cost, hardware issues, internet problems, production of course materials and worry about the availability of funds. Researches reveal that most of the educational institutions typically do not anticipate connectivity costs which may later cause barriers to online learning.

**e) Lack of Quality**

Online learning sometimes results in a lack of quality in the teaching-learning process. Online instructors do not take their lesson preparations as seriously as they could, and this lack of commitment surely has a profound and negative effect on the quality of online learning.

**f) Poor Accessibility in Remote Areas**

In the absence of any one of these, online learning cannot achieve its objective some people do not have ready access to a computer and internet connection, and some who do have the required equipment feel ill-equipped use it.<sup>35</sup>

From those advantages and disadvantages of online learning above it could be concluded that online learning sometimes help the people to learn in wherever place and develop the people thinking in using social medi, but also online learning could made the students bored because they did not meet when their friend, the students felt less motivation and the students should be prepared with steady internet connection in following learning.

**7. Concept of WhatsApp Application**

**a. Definition of WhatsApp**

Lenhart, et al said that WhatsApp is a free messenger application that works across multiple platforms like iPhone and Android phones, and this application is being widely used among undergraduate students who sent multimedia messages like photos, videos, audios along with simple text messages.<sup>36</sup> It means that

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<sup>35</sup>*Ibid.* p.3

<sup>36</sup>Amanda Lenhart, et al. *Teens and Social Media*, (Washington, DC: Pew Internet & American Life Project, 2007), p.4

WhatsApp is one of the media online application has many functions to get or share information like for sending instant messages that works on an internet data plan.

According to Bouhnik and Deshen define WhatsApp as a Smartphone application used for instant messaging. WhatsApp is an instant messaging application for Smartphones it allows users to exchange images, videos, and audio or written messages using their internet connection.<sup>37</sup> People could use WhatsApp to get information and sharing from other people through online communication.

WhatsApp also could be used for the learning process.<sup>38</sup> The teacher could use this application when they are sent the video, audio, picture, voice note, or video call. This application made easier the teacher taught the students in online learning. The teacher has the chance to continue with their buddies without slowing down the device. It considered being an effective tool for learning and teaching through social interactions. Also, the WhatsApp application has four main functions; it motivated the learners, helped the students communicated with others, sent the information in education or personal purpose, managed the class increased efficiency by reminding the students what they have and what they brought in the classroom.

#### **b. Procedure of Using WhatsApp in English Teaching**

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<sup>37</sup>Dan Bouhnik and Mor Deshen, *WhatsApp Goes to School: Mobile Instant Messaging Between Teacher and Students*. Journal of Information Technology Education: Research. Bar-Ilan University. Vol. 13, 2014. P.217 <http://www.jte.org/documents/Vol13/JITEv13ResearchP217-231Bouhnik0601.pdf> accessed on 27<sup>th</sup> July 2020

<sup>38</sup>*Ibid*, p.228

There are some steps that must be followed by the teacher in taught using WhatsApp, as follows:

- a. Set the rules teacher made a deal with their students about the rules of using WhatsApp. It means that the teacher and the students discussed the time or others. The students' language must be polite then they might want to add their own rules about whether it is ok for learners sent teachers private messages outside of the group.
- b. Set up the class that would be used in the teaching and learning process. In this session, the teacher asked the students took a note point of what they got from the WhatsApp group. It could be easier for the students did the tasks in the class.
- c. The teacher gave the assignment to the students. In this part, the teacher shared a short video or a picture to the class WhatsApp group. The teachers asked the students about the video or picture. Then, the students gave the comments by using a voice message. So the teacher could listen the students' comments directly.<sup>39</sup>

From those steps, it could combine with the procedure of Photovoice method that the researcher used in this research and that were explained in the concept of Photovoice method. The researcher helped the students with the Photovoice method and using WhatsApp to make students easier in teaching and learning especially in online learning.

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<sup>39</sup>*Ibid*, p.229

### c. Benefit of WhatsApp for Learning

According to Bouhnik and Deshen there are some benefits of WhatsApp as a tool in learning, as follows:

- a. WhatsApp facilitated online collaboration and cooperation between online students connected from school or home in a blended mobile lecture.
- b. WhatsApp is a free application that is easy to use.
- c. Groups connected to WhatsApp could share learning objects easily through comments, texting, and messaging. Discussions are related to the course content taught one hundred percent in-class.
- d. WhatsApp provided students with the ability to create a class publication and thereby publish their work in the group.
- e. Information and knowledge are easily constructed and shared through WhatsApp.<sup>40</sup>

From the benefits above, it could be concluded that the WhatsApp helped the teacher and the students did online learning. It provided faster and easier communication among the students and developed their sharing ideas in WhastApp group. It also provided an immediate response within the group members joined the conversation using voice recording thus making the communication more effective.

### d. Concept of Voice Note

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<sup>40</sup>*Ibid*, p.230

Communications not only about direct orally but the people could communicate the indirect situation. In this pandemic era, the people limited their activities to communicate directly. The people need to understand how communicated while not face-to-face, especially in the teaching and learning process. In this situation, the people used some applications as the media helped their thought in online learning. One of them which the teacher used in online learning is WhatsApp. In the WhatsApp, there are a lot of things that the people could use one of them is voice note.

A voice note is a reminder or note created by speaking into an electronic device.<sup>41</sup> It means that a voice note is a message contained audio of a person's voice. Voice notes gave people the ability to hear our voices. Voice notes, unlike text messages, leave less room for misinterpretation. The tone could be deciphered more easily in a voice note. The people could tell instantly whether words are conveying sarcasm or jibes depended on what they want to convey or explain.

Voice note also great for when the person with whom they want to communicate is living overseas in a different time zone. However, that is to say, that person located a mere stone is throw away from one another cannot embrace this form of communication; indulging in their relative egos via self-directed monologue filled with whatever musings, relations and mind fart the person so choose.

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<sup>41</sup>Andrew McComb Kimbrough, *The Sound of Meaning: Theories of Voice in Twentieth-Century Thought and Performance*. LSU Doctoral Dissertations, p. 245 <https://digitalcommons.lsu.edu/cgi/viewcontent> accessed on 27<sup>th</sup> July 2020.

In the teaching and learning process voice notes could boost classroom learning. When the students record their voices responding to prompts or an assignment offers another space for students to talk their way into learning, remembering, or clarifying. As a supplement to classroom content, voice note is a flexible and accessible space for student practice. There are four ways voice note could boost learning across the curriculum; voice note struggling students could focus on the creativity and thinking instead of stressing over spelling errors, voice note could help students listen for the tone and voice that could be thought for students recognized, let alone control. With group work, voice note offers a practice space before the final presentation.<sup>42</sup> It means that if the students are working on integrating primary sources in a social studies class, voice notes could help them listen for appropriate source introductions. With voice note, the students could see their self-assessment like students could back up, self-correct, and restate as they thought then the students could complete the assignment with quite practiced and comfortable.

For the teacher, voice note was simple and easy to adapt. With an iPad or android a recording app, students found a quiet place in the classroom to talk through their answers or responses. The students could upload the voice note through WhatsApp, Messenger, or other and the students could use voice notes as a space for constructing new ideas about their learning. Voice note keeps students

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<sup>42</sup>Marissa King, *Four Ways Audio Recording Can Boost Classroom Learning*, Journal Technology Integration, Updated July 15, 2016. P.1 <https://www.google.com/amp/s/www/image.ie/amp/life/obsessed-whatsapp-voice-note-116483> accessed on 27<sup>th</sup> July 2020

accountable for their work but it also easy for the teachers listened without the constraints that normally accompany speech.

## **8. Concept of Picture**

### **a. Definition of Picture**

Picture is the most commonly used by the teacher in teaching materials in the school. So the students prefer picture than text, especially if the picture is created and presented with the good of requirements, would certainly add the spirit of the students in following the learning process. In teaching English, the use of pictures has important roles. The first role is to help teachers managed the process of teaching and used classroom time wisely. Second by using a picture, students would be more interested and eagerly to learn the material which was given.

According to Hamalik, a picture is everything that is visually transformed into two-dimensional shapes as the flow or a variety of thoughts such as painting, portraits, slides, film, strip, opaque projector.<sup>43</sup> Based on the definition above, it could be concluded that the picture is a manifestation symbol of the limitation of objects, landscape, the flow of thoughts, or ideas that are visualized into two-dimensional shapes.

One of the visual aids that could be used for teaching speaking is the picture. Silbert says that picture is kind of interesting visual aid which is able to give motivation and a good impression for the students so that the students could

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<sup>43</sup>Oemar Hamalik, *Media Pendidikan* (Bandung: Alumni, 2011), p. 57

memorize the words related to the picture.<sup>44</sup> It means that the picture helped the students what they want to say, so the students could increase their thinking and they could talk anything based on the picture.

In addition, Yunus says that the use of picture is more efficient and simple than words or text; the students are easier recalled and remember than words, furthermore the student exposes real-life situation although it happened a long time ago.<sup>45</sup> The picture also could represent images from ancient times or portray the future.

## **b. Function and Characteristic of Picture**

### **a) Function of Picture**

The main function of the picture media is a tool of learning which is used by the teacher to convey the material. Setiawan, et.al stated that there are several functions of the picture. First, it could provide visual illustrations that interesting for students. Second, it could be explain what cannot be described verbally. Third, the picture could motivate the students and made them want to pay attention and took apart. The picture could be described as an objective way or interpreted or responded to subjectively and it could cue responses to questions or cue substitutions through control practice. The last function of the picture could

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<sup>44</sup>Noor Azlina Yunus, *Preparing and Using Aids for English Language Teaching* (Kuala Lumpur: Oxford University Press, 1981), p.49

<sup>45</sup>*Ibid*, p.51

stimulate and provided information to be referred to in conversation, discussion, and storytelling.<sup>46</sup>

### b) Characteristics of Picture

According to Daryanto there are some characteristics of the picture media:

1. The picture must be authentic; it means that it could describe an object or events as if the students saw it directly.
2. Picture must be simple; its composition must quite clearly show the main parts in the picture.
3. Picture must combine beauty with suitability achieved learning objectives. In other words, the picture has been appropriated with the learning objectives.
4. Picture must be a proportional size; so that students would be easier to imagine the real size of the object.
5. Picture must have message. Not all the picture media are good media. The best one is the picture that must be easy to understand.<sup>47</sup>

### c. Types of Picture

Through picture presentation, people are able to reach their minds. Pictures that they could see always lead to the reality of their minds. But the realities that have been presented by pictures depend on the types of the picture. There are two kinds of the picture that Szyke finds especially useful as searching aids are:

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<sup>46</sup>Denny Setiawan, et.al., *Komputer dan Media Pembelajaran* (Jakarta: Rineka Cipta, 2010), p.18

<sup>47</sup>Daryanto, *Media Pembelajaran: Perannya Sangat Penting Dalam Mencapai Tujuan Pembelajaran* (Yogyakarta: Gava Media, 2010), p.30

1. Picture of individual persons or things may be used mainly at the elementary level, introduced, or test vocabulary items, for example a man and a cat. A portrait is a picture which is showing people in close detail, it is useful for intermediate and advance learners. The students could be asked the question about the age and profession of the model.
2. Picture of a situation in which a person and object are “in action” between object and people could be a perfect teaching aid for introducing or reviewing grammatical or structures.<sup>48</sup>

Meanwhile, Yunus in his book divided the picture into four groups:

1. Composite picture

These are large single pictures, which show a scene (hospital, beach, canteen, and railway station, street) in which number of people could be seen doing things.

2. A picture series

A picture series is some related picture linked formed a series of sequences.

3. Individual picture

These are single pictures of objects, people, or activities such pictures vary in size from small newspaper pictures and could be mounted singly.

4. Specialized pictures (posters, charts, advertisements, brochures).<sup>49</sup>

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<sup>48</sup>Brazna Szyke, *Using Picture as Teaching Aid* (English Teaching Forum, Vol. XIX No. 4, Oktober, 1981), p.25

<sup>49</sup>Noor Azlina Yunus, *Preparing and Using Aids...*, p.54

The description above is about types of pictures that could be used in teaching-learning process, in which the language teacher helps the students enter an imaginative experience beyond the classroom.

#### **d. Advantages of Using Picture**

According to Gerlach, there are some benefits of the picture:

- 1) They are inexpensive and widely available.
- 2) They provide common experiences for the entire group.
- 3) The visual detail make it possible to study an object, which would turn back to be impossible.
- 4) They could help you prevented a correct disconcertion.
- 5) They offer a stimulus for further study, reading, and research visual evidence is a power tool.
- 6) They help focused attention and developed critical judgment.
- 7) They are easily manipulated.<sup>50</sup>

#### **e. Disadvantages of Using Picture**

Sadirman et.al said that there are some weaknesses in using a picture, as follows:

- 1) Students pay attention to the picture more than learned material.
- 2) It takes time and costs much provided attractive pictures.
- 3) Small and unclear pictures may arouse problems in the learning process since the students may misunderstand about the picture.<sup>51</sup>

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<sup>50</sup>Vernon Samuel Gerlach and Donald Paul Ely, *Teaching and Media a Systematic Approach* (New Jersey: Prentice Hall, 1980), p.67

From those disadvantages above the teacher could provide the ways to overcome them are such as teachers should avoid using pictures or photographs to attract more attention to them than to the activity. The teacher also should make or choose an attractive simple picture to avoid wasting time and money. Then the teacher should make or choose big and clear enough pictures to avoid misunderstanding about the pictures.

#### **f. Concept of Taking Picture**

Picture could be powerful teaching tools, as an illustration to in-class teachers, or for studying concepts outside of the classroom. Therefore, using the picture in teaching practice is a need, an opportunity and a challenge for the modern teacher since the language of the picture must have full citizenship on the special “cognitive keyboard” consisting of the complex of different languages; an opportunity, since in the educational design process, the teacher could wonder systematically about his or her practices and pay attention to the information retrieval, testing quality and effectiveness of the resources; teachers could be active and responsible makers of digital learning picture.<sup>52</sup>

Usually, the teacher shared the picture when they taught in the classroom, but the students also could share or show the picture that they have obtained. In this situation, the students could develop their imagination to get the picture of what they want to take. When the teacher showed the picture in the teaching and learning process the students could only receive and understand that the picture

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<sup>51</sup>Arief S Sadirman, et.al., *Media Pendidikan: Pengertian Pengembangan dan Pemanfaatannya* (Jakarta: Rajawali Pers, 2010), p.24

<sup>52</sup>Richard E Mayer, *Multimedia Learning* (New York: Cambridge University Press, 2009), p.159

was given by the teacher, but when the students chose and took the pictures by themselves the students could enjoy the teaching and learning process.

The students could appropriate pictures by themselves so that the students could raise the production of thousands of words and a multitude of creative and analytical thoughts. The process of taking a picture by the students could provide sufficient stimulation engaged learners in knowledge discovery, and simultaneously develop new skills. In this pandemic era, the teacher should make the student more creative in the teaching and learning process.

## **9. Concept of Photovoice Method**

### **a. Definition of Photovoice Method**

In teaching speaking many methods could be used by the teacher in the classroom or online learning, one of the themes is the photovoice method. According to Wang and Burris, photovoice is a process where people can analyze, show, and improve their society using a specific photographic method.<sup>53</sup> It means that photovoice could help people to speak through the pictures they have obtained. Photovoice helps students solve the problem both individual and group or community by telling of the portrait or oneself of the photographer to tell certain communities or to describe them directly or in writing a phenomenon occurring in certain societies.

According to Kroeger and Meyer, the photovoice process requires participants to take pictures. These images become a focus for communication

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<sup>53</sup>Caroline Wang & Mary Ann Burris, *Photovoice: Concept, Methodology and Use for Participatory Needs Assessment* (New York: SAGE, 1997), P.369

between the participant researchers and the researchers. The participants share their ideas behind an image, their beliefs about what the image represents, and their attitudes about the selected image.<sup>54</sup> It means that photovoice also be able to express the students' creativity through the camera and they could sharpen their critical thinking and expressing ideas through a presentation to describe or to visualize the photo.

In addition, Palibroda, et.al states that photovoice is an activity that uses photography in the group or individuals with the result of the photo, it makes their understanding of a community issue.<sup>55</sup> From these explanations, it could be concluded that photovoice is a method for develop people's thinking through the object of the photo they took. The people would visualize the results they took through writing or orally to describe the circumstances in the picture.

#### **b. Procedure of Photovoice Method**

When the teachers applied the photovoice method to teach speaking, they used the steps or the procedure to conduct it. Harmer said that a procedure is consecutive who can be described in the terms such as from the first preparation to the last preparation.<sup>56</sup>

According to Wang and Burris, there are some steps of the photovoice method as follows:

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<sup>54</sup>Stephen D. Kroeger and Helen Meyer, *Photovoice as an Educational Action Research Tool* (Montreal: Canada, 2005), p.45

<sup>55</sup>Beverly Palibroda, et.al., *A Practical Guide to Photovoice: Sharing Pictures, Telling Stories and Changing Communities* (Winnepag: Manitoba, 2009), p.8

<sup>56</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (4<sup>th</sup> ed) (London: Longman, 2007), p.62

- a. Introduce photovoice, it means that the teacher observed the situation of classroom or other environments. In this step, why the teacher said that observed other environments because in this situation is impossible to have an observation in the class or at the school environment because in this pandemic era school does from home. To make students easier in learning, teachers tried to explain about the environment that could be observed room their homes.
- b. Take photographs using a camera, in this session the students have to take the photo in their environment. In this step, after the students took a photo then they have to share their photo in the WhatsApp group one by one based on the instructions from the teacher.
- c. Discussing the result of the photograph, in this part, the teacher asked the students to represent their point of view towards the picture. In showing their opinion, students were guided by using SHOWED which is the acronym of six questions that can guide to the results of the study, such as:
  - a) S: What do you SEE there?
  - b) H: What is really HAPPENING there?
  - c) O: What is the effect to OUR live?
  - d) W: WHY does it happen?
  - e) E: How does it EDUCATE the people?
  - f) D: What can we DO about it?<sup>57</sup>

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<sup>57</sup>Caroline Wang & Mary Ann Burris, *Photovoice: Concept, Methodology...* . p. 378

In this step, the teacher asked the student about their picture then the student sent their voice in WhatsApp. Then, the teacher saves their voice. It could make it easier for the teacher to check their speaking.

Meanwhile according to Delgado, there are eight procedures of Photovoice method as follow:

- a. Identifying locations, it means that the students choose a site or location of focus.
- b. Inviting participation and choosing a focus, in this step the teacher invited the students to participate and choose a shared focus for their inquiry.
- c. Selecting and learning from relevant informational texts, in this session the teacher and the students gather and share authentic and trustworthy information and resources to learn from and with.
- d. Documenting evidence, this step the students use cameras to take photographic evidence of the problem at the center of inquiry.
- e. Creating photo elicitations and corresponding narratives, in this step the student decide which photographs they would like to select for their project, then the students orally narrate and subsequently transcribe the content and context of the photographs they took.
- f. Evaluating the theme, for the sixth step, the teacher and the students evaluate the project and focus on revising to create a cohesive voice in the photovoice project.

- g. Presenting the project to stakeholders, in this step the students should be present in person or virtually to orally present one or more components of their projects.
- h. Confirming responses, in the last step the teacher and the students explore reactions to the presentation. The students formally debrief and reflect on their observations and the responses from stakeholders and community members orally and in writing.<sup>58</sup>

For the two procedures, the researcher chose the procedure proposed by Wang and Burris especially in the whilst activity point in doing the teaching process using Photovoice, because it was suitable for the teaching and learning process especially in speaking. This procedure is not too much difficult to be understood by the students, moreover for online learning in this era. Students just took the picture then sent it via WhatsApp group and tried to explain the result of the picture and answer the questions from the teacher. It makes students easier to practice speaking without having to take the difficult steps in online learning.

### **c. Advantages of Photovoice Method**

The selection of learning method is to teach students to build based on the assumption that there is no one method or whatever it names could be used properly for all materials. All method has advantages and disadvantages in learning. According to Velea and Alexandru, applying photovoice has many benefits in the teaching-learning process:

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<sup>58</sup>M. Delgado, *Urban Youth and Photovoice: Visual Ethnography in Action* (Oxford, UK: Oxford University Press, 2015), p.284

- a. Improve written and oral communication.
- b. Develop teamwork skills.
- c. Creates powerful visual materials.
- d. Stimulates creativity and spirit of imitative.
- e. Improve self-esteem.
- f. Stimulating reflection on reality.<sup>59</sup>

From the advantages above, it could be concluded that this method was suitable to use in the teaching and learning process. The Photovoice method is an activity that the students took the photo and the teacher asked some questions for the students based on the picture. It means that the students could increase their thinking to answer the question and this method could train the concentration of each student.

#### **d. Disadvantages of Photovoice Method**

There are five disadvantages of Photovoice method by Velea and Alexandru as follows:

- a. The time needed is relatively long, needed time management.
- b. Participants were getting trouble to express their ideas about their photos.
- c. A deep analysis of the problem could also negative feelings.
- d. The students should be warned of this risk and losing the camera.
- e. The activities must be monitored to know the progress of the students in the activity.<sup>60</sup>

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<sup>59</sup>Simona Velea and Mirela Alexandru, *A Guide to Facilitate Photovoice Projects* (Abingdon: Routledge, 2017), p.12

From the disadvantages of the photovoice method above, one of the ways to solve the problem if the time is not enough, the researcher tried to divide the class into several meetings so that all students could show their photos and describe their photos with sufficient time. In point b, the researcher helped the students to show their ideas by the question from the researcher. It could make it easier for the students to tell about their photos. In point c, to avoid students from negative thinking about their images, the researcher was helped students to stay focused on the images they have already taken. To solve the problem from point d, the researcher asked the students just took the photo around their environment, and this is also because it is currently the pandemic era so the students were not allowed to take photos too far. Then, to solve the problem from point e the researcher saved their voices in WhatsApp group every meeting then they explain their photos so the researcher could compare their progress from the first meeting until the last meeting.

## **10. Concept of Audio Visual Method**

Audio Visual Method was a media that was used in the control class. The researcher only interviews the teacher to know what the method used in the control class because of some problems that the researcher got. The researcher could not teach in the class control because the researcher only got one class for this research. So this method is only applied by the teacher in the control class.

### **a. Definition of Audio Visual Method**

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<sup>60</sup>*Ibid.* p. 13

Iskandar and Sunendar in Aqib and Murtadlo said that Audio Visual Method is a method that teaches by using demonstration listening devices such as videos, cards, tape, recorders, or television programs so that teaching becomes more alive and interesting.<sup>61</sup> It means that if the people want to use this method they have to prepare the media such as videos, cards, tape, records, or television program that would be helped to teach in the classroom.

According to Syamsidah, Audio Visual Method is a way of presenting lessons by using teaching media tools that can be listened to, or demonstrating materials so that students can watch in person, observe carefully, feel the material of the demonstration.<sup>62</sup> From that explanation it could be concluded that Audio Visual Method is a method which refers to both sound and pictures which is typically in the form of slides or video and recorded speech or music; all is visual presentations that are shown by the teacher to the students.

#### **b. Procedure of Teaching Using Audio Visual Method**

According to Hamid in Aqib and Murtadlo the steps in Audio Visual Method:

- a. Lesson begins with film strips and tape serving.
- b. The teacher explains the lesson explicitly by showing demonstrations, selective listening and question answer.
- c. The dialogue is repeated several times and remembered by replaying from film strip recordings or with training in the language laboratory

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<sup>61</sup>Zainal Aqib dan Ali Murtadlo, *Kumpulan Metode Pembelajaran*, (Cikukang: Satunusa, 2016), p.31

<sup>62</sup>Syamsidah, *100 Metode Pembelajaran*, (Yogyakarta:Deepublish, 2007), p.35

- d. In the development step, it is presented without using recording and students is given orders to remember comments or make their own comments.<sup>63</sup>

While according to Syamsidah the steps in Audio Visual Method:

- a. If it is possible the original object must be demonstrate in front of the class.
- b. The sample in small size (for instance miniature airplane, television), etc.
- c. A photo of an object, other picture forms or the teacher own self could describe it on the whiteboard.
- d. If the things above could not we do. Therefore, the teacher could explain the form of object, the characteristic, with demonstration through hand movements, words or certain expression. In other that it attracts students' attention.<sup>64</sup>

From those steps, the teacher used the steps by Hamid especially in doing whilst activity. The teacher used the method and helped by media such as WhatsApp application and Video to teach using this method.

### c. Advantages of Audio Visual Method

Hamid in Aqib and Murtadlo said that there are some advantages of Audio Visual Method as follows:

- a. Students can watch, observe, and say at once.

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<sup>63</sup>*Ibid*, p. 34

<sup>64</sup>Syamsidah, *100 Metode Pembelajaran...*, p. 36

- b. It is able to accommodate all students.
- c. It is very interesting students' interest and their attention.<sup>65</sup>

The advantages are the students could watch, observe and say about the material because in Audio Visual Method the student is can see the real of the demonstration what the teacher wants to explain about the materials to them in the teaching learning process.

#### **d. Disadvantages of Audio Visual Method**

According to Hamid, there are some disadvantages in applying the Audio Visual Method in teaching and learning process as follows:

- a. It requires time and careful planning because of preparing the material the educator must also prepare the media.
- b. The task of the educator becomes heavy because besides having a plan to the subject matter that presented it also must master the teaching tools and other communication tools.
- c. Procurement of demonstration equipment requires adequate costs and maintenance.<sup>66</sup>

Besides, Audio Visual Method needs a media for the teaching learning process to demonstrate the material and rarely talk about how to practice the material.

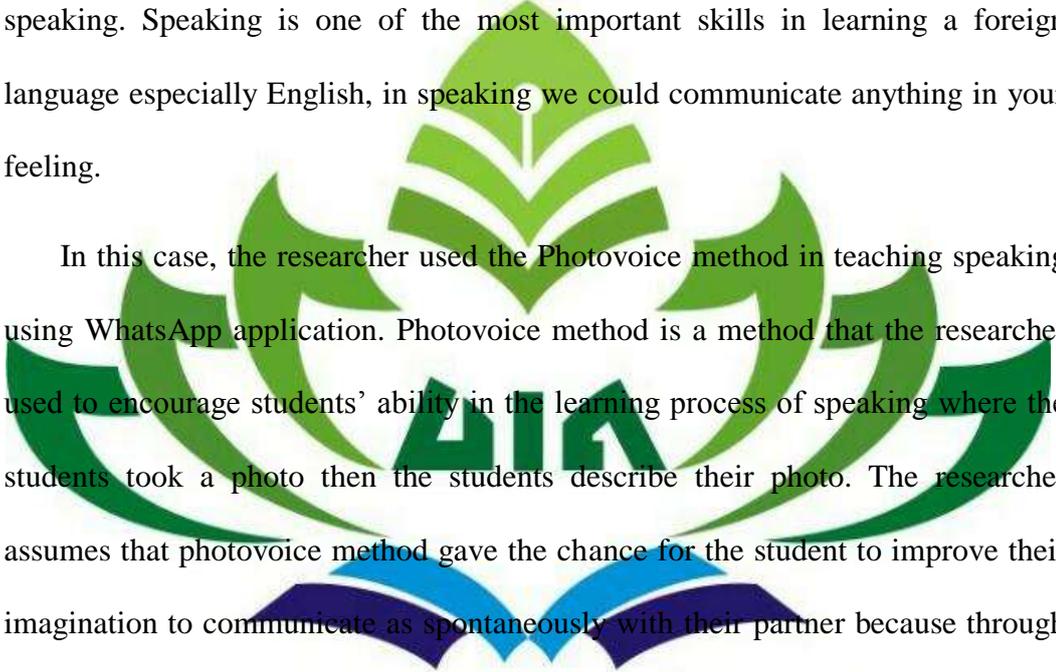
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<sup>65</sup>Zainal Aqib dan Ali Murtadlo, *Kumpulan Metode Pembelajaran...*, p.35

<sup>66</sup>*Ibid*, p. 37

## **B. Frame of Thinking**

English is an international language that must be mastered. We could more easily communicate with other people when we interact with them. Through language, we could express our ideas, feelings, opinions, and arguments. The students learned about four skills such as listen, talk, read, and write in learning English. There were many people or students who are expected to able to use English in speaking. Speaking is one of the most important skills in learning a foreign language especially English, in speaking we could communicate anything in your feeling.



In this case, the researcher used the Photovoice method in teaching speaking using WhatsApp application. Photovoice method is a method that the researcher used to encourage students' ability in the learning process of speaking where the students took a photo then the students describe their photo. The researcher assumes that photovoice method gave the chance for the student to improve their imagination to communicate as spontaneously with their partner because through photovoice the students forced their minds to be tried talk about what the picture that was taken by them. This method was good for teaching speaking and also for the students to improve speaking skills in the learning process.

Even the photovoice method could increase students' speaking ability, it could also practice apprehend the aspect of speaking, which grammar, vocabulary, pronunciation, fluency, and comprehension. From all those aspects of speaking, the researcher believes that vocabulary was the aspect that could increase the most

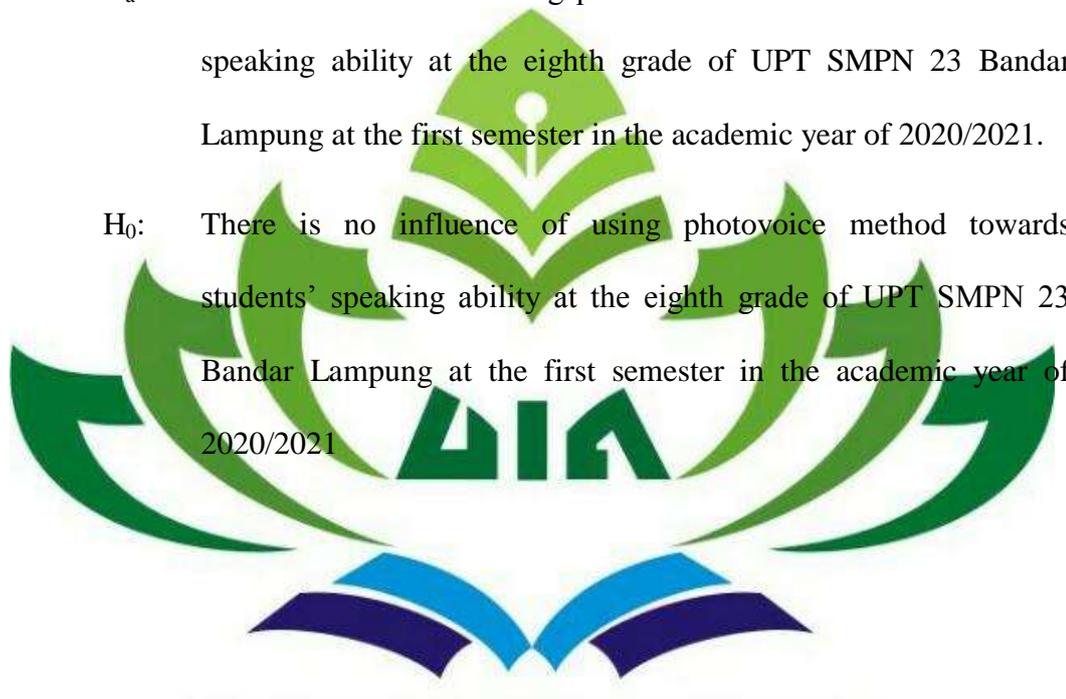
because students got new vocabulary when they were did the question and answer with the teacher to describe the picture that the students took before.

### C. Hypothesis

Based on the review of thinking above, the researcher formulates the hypotheses as follows:

H<sub>a</sub>: There is influence of using photovoice method towards students' speaking ability at the eighth grade of UPT SMPN 23 Bandar Lampung at the first semester in the academic year of 2020/2021.

H<sub>0</sub>: There is no influence of using photovoice method towards students' speaking ability at the eighth grade of UPT SMPN 23 Bandar Lampung at the first semester in the academic year of 2020/2021



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