Integrating Photovoice in Building Students' Confidence in Facing Public Speaking

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ABSTRACT

The objective of this study is to determine to what extent the Photovoice can build students' confidence in facing public speaking anxiety. In this study, Photovoice helps students to speak in many aspects such as enthusiasm improvement, eye contact, and body language adeptness, critical thinking, and also fluency. This case study involved approximately two students at second grade of language major of MAN 1 Kendari. To collect the data from the research, three kinds of instruments were used, such as rubric of public speaking to measure the level of students' self-confidence, classroom observation, and students' reflection. The result can be seen through students' marking scheme that showed both participants getting score 47 and 72 at the first performance, 71 and 80 at the second one, 100 and 100 at the last one and students' reflection that indicate S1 and S2 have been influenced positively in terms of their self-confidence by using Photovoice. From classroom observation side, students' improvements were seen by teaching activities and video recorder that was taken during research.
Kata Kunci: anxiety; EFL students; fluency; Photovoice; reflection; self-confidence.

INTRODUCTION

Speaking skill is essential in language learning and teaching process because the goal of learning English as a foreign language is to be able to communicate using the target language. However, most of the EFL students tend to be more nervous if they speak English, and this will impact their other proficiencies. Therefore, the researchers came up with one media to promote students' confidence in speaking. It is known as photovoice. It was developed by Caroline C. Wang of the University of Michigan, and Mary Ann Burris, Program Officer for Women's Health at the Ford Foundation headquartered in Beijing, China. These techniques allow research participants to create visuals that capture their perspectives as part of the research process (Lorenz, LS and B Kolb, 2009). The idea was built on the foundation that images and words together can effectively express communities and individual's needs, problems, and desires (Nykiforuk, Candace I.J, Vallianatos, Helen, Nieuwendyk, Laura M, 2011). Photovoice was first used to empower the silenced rural women in Yunnan Province, China, to influence the policies and programs affecting them (Wang, C., & Burris, M. A., 1994).

In the 21st century, some university professors have used the photovoice model to teach social work students (Oden, Melissa, 2013). Photovoice has also been used in conjunction with collaging, drawing, and mapping in participatory studies, which focus on the voice of participants and aim to make the familiar strange (Mannay, D., 2013). In addition, it has been used as a tool to engage children and youth, giving them a safe environment and opportunity to communicate their concerns and coping strategies to policymakers and service providers (Skovdal, M., 2011). In other words, photovoice is used at all levels as a tool for self-development, sharing awareness, advocacy, research, needs assessment, monitoring, etc. Thus, the use of photovoice allows one to capture and widen their perspective on all levels of various issues (Strack RW, Magill C., & McDonagh, K., 2004). The researchers thought that this method could also be used in EFL classroom in which helping the students to express their own though on some pictures they have. One of the reasons that the students are anxious and cannot express their own thought because they do not have any ideas. Accordingly, photovoice seems helpful for this reason.

Photovoice is a visual research methodology that puts cameras into the participants' hands to help them to document, reflect upon, and communicate issues of concern while stimulating social change (Li VC, Wang S, Wu K, Zhang W, Buchthal O, Wong GC, 2001). With the intention to foster social change, Photovoice can enhance community engagement, increase awareness of community resources, and foster self-efficacy of the research partners (Israel BA, Coombe CM, Cheezum RR, Schulz AJ, McGranaghan RJ, Lichtenstein R, Reyes AG, Clement J, Burris A, 2010). Caroline Wang and Mary Ann Burris developed Photovoice, with the end goals of 1) to enable people to record and reflect their community's strengths and concerns, 2) to promote critical dialogue and knowledge about important issues through small group discussions of photographs, and 3) to reach policy makers (Wang C, Burris MA, 1997). These are central elements of empowerment, a concept that is intertwined with the Photovoice methodology from its original conceptual underpinnings to its implementation. Firstly, Photovoice builds on Freire's methods of empowerment education (Freire P, 2014), with one main element being the acquisition of knowledge that the participants collectively produce by reflecting on and discussing community issues. Secondly, Photovoice is able to 'voice' and represent individual perceptions (van Hees S, Horstman K, Jansen M, Ruwaard D, 2017): this is an essential element of the Photovoice process and is often associated with empowerment, particularly emphasized in discourses on women's empowerment (Sheilds LE, 1995). Thirdly, feminist theory is meant to empower vulnerable populations, and recognize local expertise that cannot be fully realized from the outside (Castleden H, Garvin T, Huu-ay-aht, 2008).

However, there is no universal definition of empowerment, and it is mostly used as a multi-faceted concept, adapted to the context it is being used in (Bishop D, Bowman K., 2014). More recent conceptualizations, for example, relate it to a change in self-perception, in terms of the perceived control in different areas of life (*Peterson NA, Zimmerman MA, 2004*). Such transformation has been described as a main empowerment outcome in previous studies using Photovoice (Duffy L, 2011). Moreover, empowerment can encompass a change in how participants engage with their surroundings, that is to say, their access to and use of resources and the formation and potential of social relations and networks. This concept has previously been used to investigate the change in empowerment in vulnerable communities, such as populations living with HIV/AIDS, and mothers with learning difficulties (Teti et.al, 2013). Evaluating this potential can increase our understanding of empowerment processes and generate valuable implications for future research using Photovoice leading to place-based social change projects (Dankwa, et.a;, 2016).

The focus of this study is to explore and investigate to what extent the Photovoice method can build students' confidence when facing public speaking anxiety. This study aims to seek how this method enhance students' confidence in speaking.

RESEARCH METHODOLOGY

The research was done in MAN 1 Kendari specifically at Second Grade of Language Major. It is a case study where involving 2 participants selection. The research was done for nine meetings where three meetings the researcher focused on doing a public speaking performance. The researcher used Photovoice as media and divided all students in several small groups. The researcher chose a topic relating to particular material. In the first performance, both participants selection and also other students were introduced to Photovoice. After knowing how Photovoice works, they do presentation with their own group. Before going to the procedure how the data is collected, additional reason about participants selection is the researcher chose the students at second grade as the object of the research who are learning to speak and having different protruding performances than other students. The researcher also assumes that both participants can be an excellent promoter to the teacher, even headmaster, in applying this method in the class. The researcher provides a short description for both participants' characters which becoming an additional reason in choosing these participant selections as follows.

This case study research which done in MAN 1 Kendari involving two students namely Annisa Nadya and Hilaliyah Vibra Ghina. Both of them are students in Language Major. They sit in the second grade while this research was done. Those participants selection have different protruding performance

than other students. The researcher believes that both students have base practice in learning English in various ways and methods.

Subject 1 or known as S1 is one of the talented students except for S2. Basically, S1 has almost the same character as S2. She was very active in class, whether asking or answering questions from the researcher. She was also very creative and collaborative in doing tasks individually or even collectively. She has a good ability in terms of speaking and listening. In speaking, S1 has good fluency and a lot of vocabulary. She spoke very clearly and loudly. She was not very talkative but also not too quiet person neither. Although, she still did few pauses or stumbling in her speaking. She also had mispronounced in several vocabularies. But, overall, she is a great language learner. In listening, S1 was able to respond researcher's question nicely. When the researcher asked her question in meeting seven, for instance, without feeling hesitation S1 can answer the question.

To some extent, S1 was quite ordinary in school. What researcher means by ordinary in school is that S1 does not involve in many organizations like S2. This is good for her because she can attend all meeting and unlike S2 who needs to spare her time with organization. S1 is a kind of person who can get along with everyone. When the researcher put her into groups, she still can dominate herself and help other members. Same with S2, the researcher believes that S1 has base practice in learning English whether joining in the course or being self-educated.

Subject 2 or known as S2 is a female student of Language Major in MAN 1 Kendari. S2 is very active in organizations such as OSIS and MANSA ART or known as Journalistic Community. As an active student, S2 can balance her activities and study. It proofs that S2 often get a reward from school because of doing competition in many events. She always sits in the front seat and has good concentration on the lesson. She also has good relations and communication among other students or even teachers. Both English teachers Ms. Sukmawati and Mr. Aras even consider S2 as the cleverest student in the class. As it has been mentioned above, the researcher also believes that S2 can speak fluent because of her activity as a presenter in the journalistic community in the school and also OSIS. She was also very active speaking in class, whether asking or answering questions from the teacher. On other occasions, the researcher tried to communicate with S2 through debate class. It showed that S2 had tremendous critical thinking while conveying an idea. The researcher was confused in the first impression that S2 was not a student in second grade. The fluency, accuracy, and consistency make people cannot recognize her that was known before. This is a special thing from S2. The researcher thinks that S2 is already done self-educated or joined an English course previously, or she was graduated from a favorite school. Those assumptions stated as an important part for students to be good learners. Students need to have a good environment and habit of learning. These all belong to S2.

RESEARCH RESULT

This finding provides the result of two main instruments in obtaining data. To measure the improvement of both participants' selection, the researcher uses students' marking schemes in the form of rubric. The rubric contains five categories with four assessments. Each assessment includes 5 points of range. Those assessments are Very Poor (on the scale of 1-5), Poor (on the scale of 6-10), Good (on the scale of 11-15), and Very Good (on the scale of 16-20). The additional instrument was reflection, which measuring students' perspective and responds toward Photovoice media.

Reflection

The reflection was done four (4) times during the research. Both S1 and S2 generally had the same idea in terms of Photovoice. The point is, S1 and S2 can build confidence using Photovoice. All reflection quote is written in the form of table as follows.

Day	Subject 1	Subject 2
1	"the use of media today is quite good" (answer number 2)	"I think today's class is better and more fun than before, because it is relaxing than previous and easy to understand" (answer 1)
2	"not bad I think" (answer 1) "Yes, because lesson in pronunciation of English become better" (answer 2) "Yes, start reducing" (answer 3) "Yes, because can give us comprehension of how present photovoice" (answer 4)	"I think media photovoice is influencing. Because by photovoice we must increase speaking ability and confidence" (answer 2)
3	"Yes, because I am so excited to learn English pronunciation" (answer 1) "Yes, because I often get new things" (answer 2)	"Media photovoice motivate me because make our brain more creative in explaining" (answer 1) "Yes, I feel improvement, because here I can improve speaking English" (answer 3)

The data above shows some quotes from participants' reflections. Generally, both S1 and S2 were impressed with Photovoice media. These quotes represented positive respond from S1 toward the use of media in the first until the last meeting. In the first reflection, the researcher can conclude that S1 and S2 indicated happiness. But the explanation was not only about getting happy; they even added how they felt comfortable. The unique things came from the way how S1 and S2 answering the questions. S1 tended to use simple answers while S2 vice versa. S2, for instance, elaborated by saying, "because it is more relaxing ….". This strength researcher mentioned that it was different from S1. In second reflection, both S1 and S2 started feeling that Photovoice made them interested more in speaking proficiency. Subject 1 believed that Photovoice reducing her anxiety in speaking. Subject 2 stated that Photovoice media engaged her to increase her speaking ability and self-confidence. S2 related Photovoice and confidence in her answer such below,

"I think media photovoice is influencing. Because by photovoice we must increase speaking ability and confidence" (answer 2).

It becomes the data more trusted because showing direct indication toward Photovoice that has been treated to subject. Moreover, it also indicates that Photovoice has been succeeded in influencing and upgrading S2 self-confidence. The last reflection S1 and S2 showed that eventually Photovoice media could improve their speaking skill. In the last reflection on day 3, S2 precisely showing a significance indication that Photovoice has upgraded her self-confidence in doing public speaking. It is proved by 2 from 3 answers that directly refer to research question.

"Media photovoice motivate me because make our brain more creative in explaining" (answer 1)

"Yes, I fell improvement, because here I can improve speaking English" (answer 3)

To gain trusted data from this third reflection, the researcher focuses on several words such as *motivating, being more creative, improving speaking.* Those keywords have succeeded investigating that Photovoice can build subject's self-confidence.

DISCUSSION

This study was designed to find out the extent of Photovoice media influence towards students' self-confidence in doing public speaking. Within the lights of the findings that were examined in this study have shown that there was well established relationship between confidence and Photovoice. One of the skills that must be mastered by students is speaking because it has an important role in communication. Speaking is oral communication that is used to express ideas, feelings, and thought among people (Luki Nugroho, Sudirman, Hartati Hasan, 2014). Speaking becomes necessary skills that should be mastered by language learners with other language skills. Since English becomes an essential language around the world, the needs of speaking have increased (Megawati, A., D., D, Nurhayati, W., A., D., Pangestu, S., B., Drajati, A., N, 2018). But students still find anxieties in speaking. There was a study done in Muhammadiyah University of Kendari about an analysis of students' hesitation in speaking. It was found confidence becoming anxiety in speaking performance. Wina (2014), as the researcher, stated that lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. Having low level of confidence is one of the barriers for students to communicate. Students might lose self-esteem when some people, both in and out of the classroom are unwilling to help them to communicate in a new language.

Therefore, the researcher used picture series as media to teach speaking to establish a situation of learning activities that involve real communication. Furthermore, previous study conducted by Rike Febrina Aska in SMPN 1 Gadingrejo showed that picture series is effective to be applied in teaching speaking. Students' speaking skill was increased significantly in three aspects of micro skill; pronunciation, vocabulary, and grammar. This study also shows student's motivation in joining the teaching-learning during the treatments increased. The atmosphere in class became more encouraging to study. Students were more active in participating in class activities. Photovoice is able to be an effective approach since most students like to take pictures or even selfie. Thus, Voices of imagery, which is an appropriate way to describe this study with photography that bridges some of the gaps between teaching, learning, and research in the context of visual methods. Photovoice is an effective method for beating the gaps mentioned above.

Wang defines Photovoice as a process in which people can identify, represent, and enhance their community through a specific photographic technique. It enables participants to share their stories by taking photographs and involves selecting images that most accurately reflect the issues, explaining what the photographs mean, and identifying theories, issues, and themes that appear. Photovoice has three main goals; to enable people (1) to record and reflect their community's strengths and concerns, (2) to promote critical dialogue and knowledge about personal and community issues through large and small group discussions of their photographs, and (3) to reach policymakers. It will be combined all skills of English, especially preparing public speaking. Therefore, based on this review, Photovoice will help students to build confidence in doing public speaking.

CONCLUSION

This research was intended to notice the finding of what extent that Photovoice can influence students' self-confidence in doing public speaking as a case of study for two students in the language major of MAN 1 Kendari. To obtain the result data in this research, the instruments used were classroom observation, students' reflection, and public speaking marking scheme. Based on data that is obtained by using all instruments mentioned above, the researcher found that both participants' selection was amazingly upgrading their self-confidence because of Photovoice media. In simple words, Photovoice can build their self-confidence. The findings of this research optimistically can be used as a main source of information for the institution, particularly at the English Department of IAIN Kendari. The study also can be a source for students in the lower semester who will proceed with research. In further expectation, the researcher hopes that there will be some benefits of this research for an educational institution, lecturers, and students.

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