

Improving Students' Oral Skill Using Photovoice

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ABSTRACT

The objective of this research is to improve grade IX students' oral skills of MAN 1 Kendari. This research is classroom action research. It was conducted in two cycles hold for three meetings in the first cycle and three meetings in the second cycle. The subjects of this research were 29 students of class XI English Major at MAN 1 Kendari. The instruments of the study are observation sheet and students' reflection. The activities in this research are using photovoice in teaching and learning process of speaking, implementing picture-based activities, giving feedback to students' performances, accustoming students to speak English, and some other supporting activities. The results of the research show that the use of photovoice in the teaching and learning process of speaking is effective to improve the students' speaking skills. The students' motivation is also increasing. Besides, it revealed that the mean score of the students' speaking performance increase from 57% in the first cycle to 81% in the second cycle.

Key words: *Classroom Action Research; Oral Skill; Photovoice.*

INTRODUCTION

Based on the preliminary observation at MAN 1 Kendari, the second-grade students tended to be reluctant in speaking. They tended to be silent in the class. Some students said that they do not have anything to say or they do not know how to start even the teacher had told them. When the first time the researcher did the study at students of Language Major, the students were still struggling to express their ideas. They may also be worried about making mistakes, being criticized, or losing face in front of class. In this case, the students feel nervous when they want to speak English because they are shy and afraid of making mistakes. In addition, the students still had difficulties in pronunciation and lacked vocabulary mastery. They often mispronounced some English words. To be able to speak, instead of pronunciation, the richness of vocabulary was also important. Sometimes they want to try to speak but they always hesitate when they do that in front of class or with their friends. Moreover, the students thought the speaking English was difficult. They hesitate to express their ideas and were also shy to speak. Therefore, they preferred to be silent and not fully participate in the classroom activities. As the researcher, we thought this could be an issue in speaking class. Accordingly, the researcher came up with an idea, known as photovoice. This approach is expected to make the students have ideas to say in speaking class.

Photovoice is a process in which people use video and/or photo images to capture aspects of their environment and experiences and share them with others. The pictures can then be used, usually with captions composed by the photographers, to bring the realities of the photographers' lives home to the public and policy makers and to spur change. The concept has existed for many years, but much of the theoretical background of current programs comes from the work of Caroline Wang. In 1992, Wang and Mary Ann Burris developed Photovoice based on a combination of Paulo Freire's notion of "critical consciousness" (a deep understanding of the way the world works and how society, politics, and power relationships affect one's own situation); feminist theory, which emphasizes the importance of voice; and documentary photography, which is often used to help bring about social change.

In the early 1990s, Dr. Caroline Wang, a professor and researcher with the University of Michigan, School of Public Health, developed photovoice, a creative approach to participatory action research (Wang 1999). Using community-based research activities, photovoice is a method designed to empower members of marginalized groups to work together to “identify, represent and enhance their community through a specific photographic technique” (Wang and Burris 1997). Photovoice creates opportunities for those who are marginalized; it allows them to actively participate in enhancing their communities by giving them a chance to tell their stories and have their voices heard. Photovoice equips individuals with cameras so they can create photographic evidence and symbolic representations to help others see the world through their eyes. According to Blackman, A. and Fairei (2011) the actions taken through photovoice, taking photographs, and telling stories as they relate to the photographs, are empowering. With these feelings of empowerment, community members are likely to possess greater authority to advocate for an improved quality of life for themselves and for other members of their communities. Photovoice requires that community members take on multiple roles. As a photovoice participant, individuals share ideas and concerns about their experiences and their community. They also take on the role of photographer where they have the responsibility of capturing photographic evidence. Additionally, participants assume the role of co-researcher with responsibilities around setting research goals, data collection, data analysis and sharing research findings.

Therefore, based on the above benefits of photovoice, the researchers think that it is worth trying to be applied in the classroom. The use of this method was expected to improve students’ oral performance which perhaps could be applied more frequently in the classroom. furthermore, this method was never applied in the context that researchers chose.

RESEARCH METHODOLOGY

This study is classroom action research (CAR). Classroom Action Research is an alternative research application that easily conducted during teaching and learning processes. Kemmis and Taggart (2010) state that action research is a situational, being concerned with the identification and solution of problem in specific content.

The researcher chose the classroom action research because of several aspects: First, providing a preferable alternative to more subjective approach to problem solving in the classroom especially for the students at class XI Language Major of MAN 1 Kendari. Second, remedying problems diagnosed in specific situations or in improving some way a given set of circumstances. Third, to overcome student problems at MAN 1 Kendari such as lack of self-confidence and anxiety. Students were not motivated; they still feel shy in speaking English. And also, to help the students in improving their oral skill. The study was conducted at MAN 1 Kendari. The students at class XI Language Major was the main subjects to completely this research.

The subjects of this study were 19 females and 10 males of the students at class XI Language Major of MAN 1 Kendari. Total of the subjects were 29 students. From 29 students the researcher takes 5 students as the main subject to completely this research. The researcher uses purposive sampling in selecting a sample.

The data will collected in oral and written data. Observation will do to know the students’ attitude (qualitative data) during the research. Video recording planned to use for booster the observation quality. In this research the researcher uses written instruments too are reflective teaching journal and reflective learning journal to collect the data. This data is as the main technique to collect the data.

The gathered data will be analyses on the limitation of the problems and objectives of the research. The analysis of the result of observation is done by comparing the data collected with the target or the criteria of success. All data collected with third instrument will interpret in each method. For, observing method, data will collected an analysis in description format which record and collected continuously during grace period of teaching in reflective teaching and learning journal. Further, the data will use to fix and build next planning for the future teaching practice.

RESEARCH RESULT

Evaluation in the first cycle.

As the evaluation is presented as follows:

Table 1 Students' achievement in the first cycle

No	Students	Percentage
1	S-1	70%
2	S-2	52.5%
3	S-3	70%
4	S-4	45%
5	S-5	47.5%

$$\begin{aligned}
 M &= \frac{\sum x}{n} \\
 &= \frac{285}{5} \\
 &= 57\%
 \end{aligned}$$

The researcher concluded that the students' scores of each aspect were low in the first cycle. It is because the mark that students got in the first cycle was approximately 57%. Thus, the S-1 scores are 70%. It is happening because of several aspects; 1. S-1 was less in using of sentences by linking words. Such as (**As a result, furthermore and so on**) 2. S-1 was still found it difficult both of grammatical range and accuracy such as (**present simple.**) Meanwhile, in each aspect have four points and each point consists of four criteria. In the other hand, S-2 got 52.5%. In the first aspect, S-2 was still complicated to speak smoothly. Even though, S-2 was categorized as being able to speak but it will affect speaking skill. The S-2 was also not capable enough in using appropriate words in different situations or different topic.

Meanwhile, the grammatical range and accuracy aspect S-2 was not too much when S-2 did the conversation with his friends. For instance, the use advanced grammatical structure (passive voice and direct speech). Thus, it shows that S-2 is still incapable to accomplish the whole of criteria that has been given to gain the highest marks. In the same way, the mark that S-3 got in each aspect was approximately 70%. In this case, S-3 have the same as the first student which is S-1 was less in using of sentences by linking words, grammatical range and accuracy such as (**present perfect, future, present progressive and act**). Besides, the S-3 also was still complicated to extend the answer of the question that given by the researcher

For S-4, she got the mark in each aspect which is the aspect of fluency and coherence was low (45%). S-4 was still complicated to express her ideas and decided to be silent. But it doesn't mean that the S-4 cannot to speak. In general S-4 can speak just like the other friends but S-4 tends to use Indonesia rather than English. In the aspect of pronunciation, grammatical range and accuracy S-4 is still find it hard. Such as "**present simple, past simple**". When S-4 does the conversation she often mispronounced the words.

The S-5 got the scores of each aspect was low. In addition, the mark that S-5 got in each aspect was 47.5%. It is happening because of several aspects; 1. In fluency and coherence aspect S-5 gets the mark are 15%. It was because S-5 was difficult to speak continuously and smoothly. S-5 tends to be quiet in a few minutes when S-5 does the conversation with her friends. In the same way, S-5 gets 10% in lexical resource aspect. Thus, when the S-5 did the conversation with her friends, she was still less of vocabulary and also gets difficult to pronounce the words. 2. The S-5 is also still difficult to speak and using the sentences by linking words. Such as "**furthermore, moreover**". 3. Besides, When the researcher asked a questions like "*What do you think about your class today?*" The student still precarious to extend the answer. 3. Grammatical range and accuracy such as "**present simple, past simple, and act**".

Evaluation in the second cycle

As the evaluation is presented as follows:

Table 1 Students' achievement in the second cycle

No	Students	Percentage
1	S-1	95%
2	S-2	77.5%
3	S-3	85%
4	S-4	75%
5	S-5	72.5%

$$M = \frac{\sum x}{n}$$

$$= \frac{405}{5}$$

$$= 81\%$$

In this section, the researcher would like to depict the result of the cycle 2. At the end of cycle2, a lot of students began to have good motivation toward speaking. They began to enjoy the-discussions and didn't afraid of making mistakes. Some students began to actively sharing and building ideas, giving opinion confidently. This is can be proven from the students' achievement in the cycle 1 is 57% and improved become 81% in the cycle 2.

After conducting some actions, students have improved in four main issues addressed in this research. Firstly, the students' vocabularies were increased during the first cycle (17.5%). By using photovoice students could got more new vocabulary (12.5%). The researcher also asked the students some vocabularies related to the text and helped them with their English speaking skills. The actions in Cycle 2 were aimed to get better achievements of the learning indicators for speaking and establish a conductive teaching and learning process. Secondly, in terms of speaking skills, students became more familiar with English sounds and comfortable to speak English. They could speak more than before. Thirdly, various activities like asking students to take their favorite pictures are interesting enough, so they did not get bored in the class. The last, giving reward to the students who had highest score in every assignment was effective to motivate students in learning speaking skills.

Classroom English in every meeting also made students' oral skill improved. In Cycle 2, there were many of them tried to answer the questions using English, although they still had some vocabulary mistakes. The researcher also paid more attention to the students' sentences production and sometimes corrected their vocabulary mistake. The photovoice was successful to make students Interested in learning speaking. Drilling the students speaking with photovoice could make them speak English correctly. They had better score since they could speak more than before. Using different topics in each meeting could make the students enjoy with the activities. They were not bored because they can express their ideas and view point by taking their favorite picture to the different various activities.

DISCUSSION

This section aims to answer the research question whether the use of photovoice could help students improve their oral skill. The researcher gained the data from students' activities in the classroom which start from the first meeting until last meeting. This research revealed that students could improve their oral skill. This can be seen from students' positive progress both in oral skills achievement, 57% in first cycle to 81% in second cycle and students' reflections.

In the first cycle the students got 57% and 81% in the cycle 2. This indicates that there is a significant difference in the students' ability in the cycle 1 and the cycle 2. The researcher assumed that the cycle 2 performed better than cycle 1. This is based on the average scores for each speaking sub skill

in both cycles. The students in the cycle 2 had better scores in speaking, pronunciation, grammar, vocabulary, fluency, comprehensibility and tasks. However, it can be concluded that using of photovoice improved students' oral skills. It is because the process involves the selection of a topic that is considered important to the group, taking photographs about the topic and discussing the photographs in both small and large group settings.

While photographs record visual content, images can also be used as a tool to facilitate discussions. According to Latuheru (2014), pictures have several functions in the teaching and learning process. First, picture can translate abstract ideas into more realistic forms. Second, pictures are easily obtained, e.g. from schoolbooks, newspapers and magazines. The participants' visual interpretations and the meaning they give to the photographs are considered a key part of the photovoice process. In the process of teaching and learning speaking the students enjoyed their learning speaking using photovoice. It is because the researcher asks the students to create their own picture or perhaps their favorite picture. The atmosphere in the speaking classroom became more conducive and interesting. Meanwhile, the students were more comfortable and confident in producing sentences. They became more active and creative than before. This is relevant to the statement of Bailey (2010) that pictures can promote creative and critical thinking and can be used in many ways by different teachers for various lessons.

This overall context of new language will have meaning to the students. Dale (2015) adds that pictures have advantages of their own. They can bring the students closed to the very point of visual context with reality itself. They can also compress or otherwise manipulate reality for teaching purposes or change the size of an object too small or too large to be visually understood in its actual dimensions. They enable us to travel to an inaccessible place, to study in detail, and to accomplish a great many other learning that would be impossible otherwise. Moreover, by using photovoice, the students can be more creative and have more fun in learning, especially in learning speaking.

Harmer, J. (2009) also states that pictures can also be used for creative language use, whether they are in a book or on cue card, flashcards or even are wall pictures. In addition, pictures can make meanings clearer. The California High School Speech Association's Curriculum Committee (2009) states that a great deal of our conversation takes place in sight of the objects about which we are speaking. Seeing an actual object can clarify meanings for the audience. Therefore, the materials given by the teacher were more easily comprehended by the students in this research.

In the other way, photovoice was seen to increase the students' enthusiasm in learning speaking, than they improved their speaking ability more easily. Harmer, J. (2011) states that students' progress in speaking a foreign language depends on motivation. To motivate the students, interesting communicative activities should be presented. In this research, it can be concluded that photovoice improved students' motivation to engage actively in practicing their speaking.

Pictures provide something for learners to talk about. This is because pictures can stimulate and provide information to be referred to in conversation, discussion and storytelling. Thus, the students could produce sentences more easily and more confidently. The students could speak more easily because they had some ideas to speak about. Then, they did not feel so much anxiety in speaking. Furthermore, they also developed better pronunciation, because the researcher also asked each student to correct their friends' mistakes in pronouncing words and contribute to give each other correct pronunciation.

CONCLUSIONS

The action research was about improving the quality of speaking teaching and learning process through photovoice. The research findings show that the students became more active and all students were actively involved in the teaching and learning process. All of the students were able to communicate and cooperate each other in doing the task. It created a better circumstance to the quality of teaching and learning. Also, the students were more enthusiastic in joining the lesson. Thus, the class became more alive. In other words, through photovoice, the students were more enthusiastic in joining the English teaching and learning process. Therefore, the collaborations between photovoice and interactive activities

were effective to improve the quality of the teaching and learning process. The improvement of each indicator could be seen from the result of the students' achievement.

The marks of speaking ability consist of the indicators of the speaking sub skills, there were, using acceptable pronunciation, having good fluency, using correct grammar, using intonation, and having a good task during practicing spoken English. The different result between the first cycle and second cycle showed that the students' improvements from 57% to 81%. Therefore, it can be summarized that photovoice is useful to improve the quality of speaking and learning process.

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