

PHOTOVOICE AS A PARTICIPATORY LEARNING METHOD IN WRITING

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Received: 11-12-2020

Accepted: 31-05-2021

Published: 31-05-2021

Abstract: This study is aimed at examining how EFL students in Indonesia utilized photovoice in writing analytical exposition text and exploring their experience as well as perception in learning to write. Four (4) students of senior high school in Indonesia who are taken randomly participated in this qualitative study. The data were gathered from students' writing of analytical text along with the picture/photograph and interview. Students' photographs and analytical text were analyzed using photovoice analysis procedures. It consisted of selecting, contextualizing, and codifying phases. Results found three main themes: the main idea, generic structure, and language features. According to the results, photovoice is not only effective for students but also makes them feel interested and motivated in learning writing. In addition, photovoice allows students to express their creativity through the lens of a camera. Photovoice has incredibly fostered students' learning in writing. They all have positive attitudes toward photovoice participatory learning. Thus, it can be a pedagogical tool to teach writing in an EFL setting. Although this study yielded positive outcomes in writing skills, this can not overgeneralize the outcomes. Therefore, future studies on how students write other writing genres in EFL classrooms need to be conducted.

Keyword: *analytical exposition; learning; participatory; photovoice; writing.*

INTRODUCTION

Writing is something extensive and special. Learning to write in English as an additional language or foreign language is one of the most challenging aspects. It is a complex cognitive activity that requires a writer to demonstrate control of variables simultaneously (Spelkova, Gymnasium, & Hurst, 2014). Moreover, writing does not only generate and organize ideas in our mind but also translate these ideas into a readable text (Richard & Renandya, 2002). The writing process can be complicated for English language learners as they must do tasks like generating ideas, organization, and perfect use of grammar and vocabulary (Nomass, 2013). Students tend to focus more on the use of language than on ideas or argumentation.

The difficulties highlight the composition on grammar, writing process, and the status of language as L1, L2, or FL (Randaccio, 2013). Hence, the things that make writing difficult are turning words into a sentence that expresses the idea, conveys the meaning, and focuses on writing.

In a foreign language context, writing English is ranged from a simple paragraph to an essay. The concept of writing can be classified into three broad categories that are principally related to text, writer, and readers (Karab, 2014). There are four types of writing: descriptive text, analytical text, persuasive text, and narrative text. Among these writing genres, an analytical exposition text will be a focus in this research.

An analytical exposition text has the purpose of persuading the audience and

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making people believe there is a problem. (The University of Sydney, 2019). Analytical expositions reorganize the fact and information ones describe into categorizing, part, types of relationship. Relate to this notion, writing is a reflection of the perspective that emphasizes the role of social context. In addition, it elaborates the writer's idea about the phenomenon surrounding and its social function can persuade the audience about the important matter of an idea (Slomp, 2012). Learning to write is easier if learners are engaged in authentic writing activities requiring learners to express their thoughts and ideas (Johnson, 2008).

Teachers are demanded to teach creatively using an interesting method in conveying materials rather than just to explain more in front of the class. From this, the ideas to use appropriate and fun methods, media, strategies in teaching writing should be stressed by teachers in the classroom (Kholis, 2018). Teaching writing must use specific methods or approaches that emphasize content, ideas, and good mechanism to produce an excellent piece of writing. A good method or approach in teaching can create enjoyable classroom situations which bear little resemblance to the conditions in which students will exercise (Randaccio, 2013).

In this study, the analytical exposition text will be used and analyzed along with the photovoice and participatory learning method. Photovoice is a method on participatory whereas the students hold a camera in hands to capture the voices about their social concern (Karimi, Chalak, & Tabrizi, 2019). In addition, photovoice is a method that uses documentary photography to stimulate and empower participant who presents or discusses the photograph (Wang & Burris, 1997). Photovoice was developed by a form of participatory action research that employs tools like photography, dialogue, images, and it has been used for expressing people's concerns, outlooks, and stories to the world. (Krieg et al., 2009; Wright, 2015; Ziergiebel, 2016).

Some previous research reported the use of photovoice for teaching language skills, including speaking and writing. Zenkov and Harmon (2009) found that by using photovoice, students could analyze the content issues, and they discovered the effectiveness of the picture on their writing ability.

In the same notion, a quantitative study by Hidayat, Rofiudin, and Sulistianingsih (2019) revealed that students in an experimental class who were taught using photovoice obtained better skill in speaking English than those in control class who were not taught using photovoice. Moreover, the utilization of photovoice can provide the learning process as a participatory method for both students and teachers. Using photovoice can be one of the best ways to enhance writing skills since photovoice has a unique concept that creates a fun and enjoyable writing process for students. They also have the freedom to capture any pictures they want to analyze.

Although photovoice has been widely adopted in the English language teaching area to record and present both teachers and students experience in learning, its use in writing skills which has been rarely looked and scarcely conveyed in scholarly reports. Therefore, this study has objectives to examine photovoice as participatory learning for students writing analytical exposition and their perceptions regarding their learning experience using photovoice.

METHODS

The qualitative research used in this research is a participatory learning design. It is part of a qualitative approach that includes setting research goals, data collection, and data analysis. The reason to use the qualitative approach is that it focuses on words rather than numbers, depth rather than breadth to help inform new concepts, theories, and products. Participatory learning emphasizes the important process that indicates the perceptions of the individual who have to become vocal about their need and social context (Karimi, Chalak, & Tabrizi, 2019).

The use of the participatory method allows students to do some great research or professional activities to enhance critical thinking and problem-solving ability (Stack & Wang, 2018). It also encourages the students to share the experience through the photograph or the picture (Creighton et al., 2018).

The participants are 4 (four) students of grade 11 IPS SMA Islam As Syafiiyah 02 Bekasi; they were taken randomly. The instruments used in this study are analytical exposition text, photograph, and interview. In this study, participants are guided to take a photograph and analyze the photo in the analytical text. Then, the students are interviewed regarding their experience and perceptions about utilizing the photovoice method in their writing activity.

Data analysis

In photovoice as a participatory learning method, data analysis develops a better understanding of the issue of concern being addressed by photovoice. The analysis can be done by the process of carefully exploring, examining, and comparing the data. In this study, students' writing and interview are the main data in this study. This study used participatory analysis data theory by Wang & Burris (1997) as follows.

Selecting the pictures

The participants select the pictures; the pictures must represent their experiences which reflects the communities' strengths and concerns. In this part, the researchers analyze the picture which the participants have taken.

Contextualizing

In the explanation story of the picture, the student tells a story in analytical expositions text. In this part, there is some way to analyze the contextualizing of the photovoice which express their individual experience and their life.

Codifying

Process identification of the data into their categorize. The researcher divided the text into different themes. Wang and Buris (1997) stated that it is important that the concern targeted for action is one that can realistically be achieved as codifying becomes an issue of concern.

In addition, some steps are also taken in the phase of analysis. First, find the explanation of the reason for choosing a picture. Second, identify the selected picture whether appropriate or not. Third, identify the cluster of the idea written by the participant in analytical expositions text.

Then, a semi-structured interview consisting of some questions was carried out to examine participants' perceptions toward participatory learning. The questions were as follows.

1. Are you interested in English Writing?
2. Do you understand the analytical expositions? And can you write that text?
3. Do you feel comfortable with photovoice as a method of learning writing?
4. Do you think that the photovoice method can help you in writing analytical expositions text?
5. Do you find the distinctions in your writing skill before and after knowing about photovoice?
6. Do you think that photovoice is an effective method of learning English?

RESULTS AND DISCUSSION

The results of this study are participants' demographic data, students writing, and interview data. Participants' writing is analytical exposition text and the writing analysis is categorized into themes: main ideas, generic structures, and language features. Besides that, the data interview were gathered from 6 item questions which translated from Bahasa to English.

Summary of participants

The participant of this study is five students of class 11 IPS 2, they are chosen randomly, and they required to join all sessions in class and

finished the task of writing analytical expositions by using photovoice. Demographically, participants consist of 4 (four) students, two of them are female, and 3 are male. The age range is 16 – 17 years old.

Participants narratives

Following are students' writing results of analytical expositions text.

Air pollution that is written by AA (Female, 16-year-old)



Figure 1. Air pollution

Air pollution creates problems in our life especially when we breathe. All living things in this world need fresh air. Air pollution is a big problem for everybody in this world so it is important to maintain it. In the city, the air pollution is very bad because there are many cars, motorcycle and manufactures. If human breathe the air that have pollution, it can damage the heart and lungs. Just like smoking, air pollution is dangerous for people. Inhaling the particle from polluted air can make people and animals' lungs and heart have disease. Not only animal and people, plants also will struggle to breathe the polluted air and of course it can damage our environment.

To sum up, all people in this universe must take action to cure air pollution by decrease the use of cars and take some prevention steps.

The impact social media is written by M Y (Male, 16-year-old)

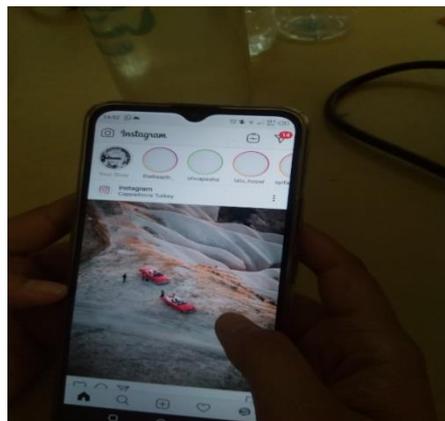


Figure 2. Social media

Social media website such as twitter, facebook, instagram, and youtube have become habitual needs of modern life, particularly for teenagers. Millennial generations spend more time online, usually on social media to post their feeling, to share their daily routines, and feel happy to get attention from netizen through responding comments, texting, photo and sticker. However, this activity causes problem especially when they get rejected or accept bad comments from netizen. This is also because the content they posted is somehow inappropriate or maybe not interesting for people. There are some bad impacts caused by social media.

First, if the teenagers or millennials spent time on social media during the night, it could damage their sleep and increase their anxiety and even causes frustration and depression.

Second, social media has a fundamental purpose to create connection to everyone in this world. So, they can interact and communicate each other. However, these have impacts if teenagers to much exposure in social media.

Such as bullying, it makes them feel anxious, frustrated and can risk their social life interaction.

In conclusion, the use of social media impacted mentality and emotionally.

**Online game for teens is written by NAR
(Male, 17-year-old)**



Figure 3. Online game

Nowadays, most teens like to play online game. They often neglect many things which are more important for their future. This is a great problem that we should solve. Playing online game makes them spend a lot of money to pay for the internet service in doing. So, they often ask for money from their parents. It also disturbs their study as they often spend much time playing online game. As the result, they often get bad score at school. When their friends ask for going out, they often reject it as they like being in front of computer. This makes them not have many friends. Therefore, this problem should get great attention to resolve. I believe the parent and teacher have to talk to them and give them understanding.

**The impact of homework for Students
Written by RS (Female, 16 year old)**



Figure 4. Doing homework

Homework is a set of assignment or exercise given to students and must be done at home or outside of the classroom.. It is expected that by doing homework students can have extra learning time, enhance their learning so she or he can gain greater result in learning achievement. Based on research, Homework is often associated with greater academic achievement, as follows:

- 1. It improves the students' memory and thinking skills*
- 2. Doing homework helps the students memorize the lesson that have been taught in the school.*
- 3. It helps the student take more responsibility*
- 4. Homework helps students seek extra knowledge about the subject*
- 5. Homework leads a students toward independency over studying*

From all benefits of homework, there are also some drawbacks of homework such as the amount of homework and work load as well as duration that a student should spend

every day to keep up with their study time. Homework has positive and even negative effects on the students. It can help students to upgrade their knowledge so they will gain more understanding on what they have learn in classroom. Homework has a positive influence on student academics when constructed with the right norms

The writing of the analytical text above is analyzed by using coding through thematic analysis, and the results can be seen in the Table 1 follow with the explanation of each themes.

Table 1. *Thematic Coding*

Thematic Coding	Text 1	Text 2	Text 3	Text 4
a. Writing Theme				
- Mind Idea	√	√	√	√
- Keyword/ topic	√	√	√	√
b. Generic Structure				
- Introduction	√	√	√	√
- Argumentation	√	√	√	√
- Reiteration	√	√	√	√
c. Language Feature				
- Focus on human / non-human participant	√	√	√	√
- Simple present tense	√	√	√	√
- Relational verb	√	√	√	√
- Casual conjunction	√	√	√	-
- Internal conjunction	√	√	√	√

The theme of the text

Theme codifying is the identification of a theme based on three main points such as the main idea, keyword/topic, and the relational verb. From the fourth of analytical exposition,

the three main points are available with own characteristic.

Keyword/topic

The keywords exist in each paragraph to state that the text is straight to discuss one topic.

1. In the text of ‘air pollution’, the keywords are air pollution/pollutant / polluted air.
2. In the text of ‘the impact of social media’, the keyword is social media because each paragraph discussed the impact of social media in another aspect.
3. In the text of ‘online game for teens’, the keywords are online game and teens. These keywords are available in each paragraph because this text focuses on the impact of online games for teens, online games as a subject, and the teens as an object.
4. In the text of ‘the impact of homework for the student’, the keywords are homework and the student. These keywords are the same as the third text. The text focuses on the homework for the students.

Those words are the key to analyze the cases in each paragraph or build the argument.

Main idea

The main idea is the basic idea to develop the paragraph, especially to build the arguments in the analytical expositions text. The main ideas of the text are available at the beginning or the last of the paragraph. All analytical exposition texts have the same structure. There are 2 – 4 paragraphs in each text.

1. In the text of ‘air pollution’, the main ideas are available in every paragraph. In the first paragraph, the main idea is *air pollution affect so much more than just the air we breathe*. In the second paragraph, the main idea is *air pollution is common issue among large cities anywhere in the world*. It explains the arguments which stated that air pollution is a common issue. The third paragraph is *breathing polluted air can cause damage to the heart and lung similar to*

the effect of smoking tobacco. This part argues about the impact that is caused by air pollution on health. The fourth paragraph is *the chemical and pollution in the air cresting even further problem for the environment*. In case, it explains the other effect of air pollution on the environment especially plant.

2. In the text of 'the impact of social media', the main mind idea in the first paragraph is *the hyper of social media could be bad*. It is clearly stated that the text discussed the impact. The second paragraph is *teenagers engage social media during the night could damage their sleep and increasing anxiety and depression*. It stated the impact of social media on teen's health. The third paragraph is *risk their social interactions*. The simple main idea that stated is another effect of social media.
3. In the text of 'Online Game for teens'. The first main idea is *most teens like to play online game*. The main idea stated the real condition of the cases. In the second paragraph, there is no main idea in this paragraph; all sentences become arguments that stated several negative impacts of the online game.
4. In the text of 'The Impact of Homework for Students', the first mind idea is *that homework is a set of tasks that given by teacher to the students and should be done at home or outside of the classroom*. This main idea is the definition of the homework itself. The second main idea is *homework is often associated with greater academic achievement*. It explains the first positive impact of homework. The third main idea is a survey result *that about 58% of parents think that the homework must be given proportional to the children*. This main idea argues that parents also agreed with the homework. The last main idea is *Homework has a positive influence on student academics when constructed with the right norms*.

The main idea clearly stated that homework is positive for students.

Generic structure

1. Introduction
 - In the text of air pollution, the introduction text is *Air pollution affect so much more than just the air we breathe. Everything living has a need for clean, breathable air, from humans, animals to plants and trees. These needs make fighting the air pollution a major priority for everyone, to help heal and protect our planet and future*. It mentions the effect of air pollution and how to combat air pollution to protect the environment from this problem.
 - In the text of the impact of social media, the introduction text is *Social media website such as facebook, instagram, twitter and others have become habitual needs of modern life, particularly for teenagers. Teens are spending more and more time online, usually on social media platform to exist and get the attention with texting, tweeting and posting photos. However, hyper connected to social media could be bad for them. There are impacts and reasons why social media is bad*. It explains the definition of social media, common issue of using social media in teenagers, the common impact of social media that damages teens.
 - In the text of Online Game for A Teen, the introduction text is *Nowadays, most teens like to playing online game. They often neglect many things which are more important for their future. This is a great problem that we should solve*. It explains the definition and the kind of social media. It also explains the phenomenon of teens who use social media intensively and the impact that they will get.
 - In the text of 'The Impact of Homework for The Student', the introduction text is *Homework is basically a set of tasks given to students by their teachers which*

should be done outside the classroom. Homework can be a great way to enhance learning and play an important role in achieving better academic results. It explains the phenomenon or the real condition that they neglect anything for playing an online game.

2. Argumentation

- In the text of air pollution, the argument is divided into 3 points, indicated by numbering parts such as first, second, and third. Those points of argument are as follows: 1). *“First, air pollution is a common issue among large cities anywhere in the world, high volumes of traffic, large industrial areas, and dense concentrations of people.....”* 2). *“Secondly, breathing polluted air can cause damage to the heart and lungs similar to the effect of smoking tobacco.....”* 3). *“Thirdly, when pollution is present in the air, the plant life will not breathe these particles in as well...”*
 - In the text of The Impact of Social Media, the arguments are divided into 2 points indicated by numbering arguments, those arguments about the damage caused by using social media, as follows: 1) *First, if the teenagers engage social media during the night could damage their sleep and increasing anxiety and depression.....”* 2) *Second, social are basically created to connect everyone around the globe. So, they can interact and communicate with each other.....”*
 - In the text of ‘Online Game for Teens’, there is one argument, but there are 3 points to support the argument paragraph. Such as spend money, disturb sleep, and no friends. *“Playing online game make them spend a lot of money to pay for the internet service in doing. So, they often ask for money from their parents. It also disturbs their study as they often spend much*
- time to play online game. As the result, they often get bad score at school. When their friends ask for going out, they often reject it as they like being in front of computer. This makes them not have many friends.”*
 - In the text of ‘The Impact of Homework for Student’, there are two arguments, each paragraph has supporting data, and the arguments are systematic. The arguments as follows: 1) *According to some educational research. Homework is often associated with greater academic achievement, as follows: It improves the students’ memory and thinking skills Doing homework help the students to learn how to manage time”* 2). *As we learnt the good things about doing homework, it is also important to know the appropriate homework and for much duration should a students spend everyday to keep up with the studies?*
- ## 3. Reiteration
- In the text of ‘Air Pollution’, the reiteration is *In conclusion, wear citizen of the planet must take active steps to curb air pollution by being conscious of our actions.*
 - In the text of ‘The Impact of Social Media,’ the reiteration is *In conclusion, the use of social media are impacted for mentality and emotionally.*
 - In the text of ‘Online Game for a Teens’ the reiteration is *Therefore, this problem should get a great attentions to resolve. I believe, the parent and teacher should have talk to them and give them understanding.*
 - The text of The Impact of The Homework is *Homework has positive and even negative effects on the students. It can bring out the best is students or the worst. Homework has a positive influence on student academics when constructed with the right norms.*

Language features

1. Relational verb and simple present tense

In the first text, the relational verb consists of *contribute and cause*. These words aimed to emphasize that the analytical text focuses on the impact of air pollutions. The simple present tenses in this text are as follows.

- “.....air pollution affect so much more than just we breathe..”
- “ all contribute to the....”
- “polluted can cause damage..”
- “atmosphere pick up the dangerous..”

In the second text, the relational verb consists of *could be, feels, impact*. These words have the same purpose as the first text is to emphasize the impact of social media in another aspect which is explained in each paragraph. The simple present tense of this text as follows :

- “Teens are spending more annd more time online...”
- “hyper connected to social media”
- “social is bad”
- “teenagers feels the pressure..”
- “they can interact and communicate each other..”

In the third text, the relational verb consist of *spend, disturb*. These words explain the cause and effect of online games for teens. The simple present tense

- “Most teens like playing”
- “They often neglect anything”
- “online game make them spend a lot money”
- “it also disturb their study”
- “they often get bad score”
- “their friends aask for going out,
- “they often reject, this makes them not have...”

In the fourth text, the relational verb, the relational consist of *can be, improves, help*. These words explain the impact of the homework on the positive side. The cause and effect that is shown

in this text are positive. The simple present tense of this text as follows:

- “Play in important role”
- “it helps the student.” “homework hep the students”
- “..important to know appropriate.”
- “so what can actually...”
- “the homework given is the right amount....”
- “it can bring out”

2. Focus on generic human and non-human participants.

The text of ‘Air Pollution’ is focused on the human and non-human participants because the case affects humans and other creatures.

- Text of ‘The Impact of Social Media’ focuses on human participants that are teenagers.
- The text of ‘Online Game for Teens’ focuses on human participants that are teenagers, parents, and teachers.
- The text of ‘The impact of Homework for Students’ focuses on human participants, that are students.

3. Internal and casual conjunction

- Air Pollution
 - o Casual conjunction: first, second, third
 - o Interna conjunction: cause, finally in conclusion
- The Impact of Social Media
 - o Casual conjunction: and, first, second.
 - o Internal conjunction: In conclusion
- Online Game for Teens
 - o Casual conjunction: therefore
 - o Internal conjunction: so, as the result
- The Impact of Homework for Students
 - o Casual conjunction: so
 - o Internal conjunction: none

Besides the result of students’ analytical exposition text above, this study also gained interview data based on the participant's

experience and perception in writing the text using photovoice.

The analytical exposition text

There are four analytical texts analyzed with the photovoice analytical procedure—selecting, contextualizing, and codifying. The assignment using photovoice should involve a three-stage process that provides the foundation analysis (Wang & Burris, 1997). All photographs that use to write analytical exposition text came from selecting process, and all photographs depict the condition, point of view, or the things that are related to the topic. In the first text about ‘Air Pollution’, the photograph explains the condition of the environment that is caused by air pollution. The photograph becomes a hint of the idea to create an argumentation about air pollution. Different from text 1, the text ‘The Impact of Social Media’ the selected photograph is the people who play social media. The photograph is un-depict the argument, but it tells about the topic that has been discussed. In the third text about ‘Online Game for Teens’, the selected photograph is a student who played an online game. The photograph depicts the condition, and one of the arguments about the online game can disturb the study. The last is ‘The Impact of Homework for Students’, the photograph just depicts the topic. Those pictures fulfill the requirements of the stage of selecting procedure in order to choose the photograph that most accurately reflects the community's need and asset (Schell, Ferguson, Hamoline, Shea, & Thomas Maclean, 2009).

The second stage, contextualizing, is voicing individual and collective experiences (Wang & Burris, 1997). In this stage, participants contextualize the photograph (Krieg et al., 2009) and contextualize the photograph with the analysis text (Schell et al., 2009). All photographs are contextualized in analytical. All of them explain the real conditions of the topic from different points of view. The text purposes in social concern such as the air pollution caused damage for the environment. Social media can cause the life

interaction problem the user can get the bullying. Online game makes teens not have many friends and disturb their study, and the last is about the homework the impact for the students and for their future. Those are contextualizing of the fourth text related with the previous research which states that the contextualizing amide to identify their social concern and it is the unique way to analyze the photograph and the analysis text (Karimi et al., 2019).

The codifying of generic structure. It consists of thesis/introduction, arguments, and reiteration. All of the texts have a complete arrangement of the text stresses on the thesis, argument, and reiteration (Garintama, 2018). All of the analytical texts have a thesis in different explanations according to the topic. The thesis is a preview of the argument. Therefore, all explain the thesis, including the definition, the condition/phenomenon. Such in text 1, air pollution explains the effectiveness of pollution in general. The second text is the impact of social media. The thesis of this text explains the type and the phenomenon of teens who play social media intensively. The third text is ‘Online Game for Teens’. The point of this text is the same as text 2. It explains the phenomenon of teens who neglect anything just for the online game. The last text is the impact of homework. The thesis explains the definition and the statement that homework is good. Those explanations are related to the understanding of the analytical text by the expert. According to Gerot and Wignell (as cited in Al Mufarridun, 2017) stated that the thesis is the writer introduces the idea that will be discussed, and it is as a framework to build an argument.

Arguments paragraph of the analytical text consists of 1-3 arguments. In the argument paragraph, the participant explains the opinion of the topic. All of the text in this research presents the causes of the problem, the impact of the problem whether is good or not. In the text of ‘Air Pollution’, there are three arguments. Those argue about the damage that causes air pollutions and the impact of air pollutions. In the second text,

two arguments present the same thing about the effectiveness of the problem related to the use of social media. In the third text, only one argument is presented. It explains the impact of online. But, in this paragraph, there are 3 points to support the arguments, such as online games spend a lot of money, disturb time to sleep, and make teens do not have many friends. In the last text, the arguments explain the impact of homework, where each argument has supporting data. The content of arguments is related to the definition and purpose of analytical exposition text.

According to Gerot and Wignell as cited in (Al Mufarridun, 2017) the writer presents arguments or opinions to support his main idea. The authors go on to say that an analytical exposition text consists of more than two arguments. The more arguments presented, the more the reader that the discussion of the topic is a very important one and needs attention.

The reiteration paragraph in all of the analytical expositions explains the summary of the text, which aimed to emphasize the arguments. Moreover, reiteration has restated the position more forcibly (Garintama, 2018). The first text restates the action of citizen awareness for a better environment. The second text restates the meaning of social media that impacted the mentality and emotionally. The third text restates that online games need great resolution. The fourth text restates the meaning of homework that brings out the good impact. Those all are correct because in the reiteration, then the statement should be straight to the point and focus on the topic because it is contains a restatement of the main idea in the first paragraph (Al Mufarridun, 2017).

Codifying the language feature consists of language feature, focuses on generic human and non-human participants, simple present tense, relational, internal, and casual conjunction. All of the analytical texts focus on a human participant are proven in text 1: the subject is 'people'. Text 2 focuses on 'teens' because, based on the text, most social media users are teenagers. Text 3, teens parent,

and teacher. Teens as a user and the teacher/parent as a guide educator to minimize the online game use. The last text is students because the analytical text is about homework which is the task for students. The content of the text focuses on "teenagers" since they are the subject of this phenomenon.

Interview data

The interview data in this research are used to find the students' perceptions of the photovoice method. This section is a discussion of the interview data. When the participants were asked,

1. *Do you interest with English? Why?* The answer of five participants in the "interest" the reason are variated, but at this point, they like English.
2. *Do you understand all of the English material?* The 3 participants said yes, and 2 participants said no, But the reason is the same, they only understand some of the material.
3. *Do you know the analytical expositions? Can you write that text?* The three participants know and can write text, two participants could not understand to write the text. From the analysis, they could not understand to write because they feel difficult to create ideas.
4. *Do you think that the photovoice method can help you in writing analytical expositions text?* Two participants said no personally; the photovoice make them confused to write because the photograph has a lot of point of view. On the other hand, three participants said yes personally. They can be focused to write as the photograph can inspire them to find the ideas.
5. *Do you think that photovoice can be an effective method in learning English?* All of the participants find the distinction because they feel it easy to write after knowing photovoice. It makes them easy to find the idea.
6. *Do you think that photovoice can be an effective method in learning English?* All of the participants say yes. The

photovoice is effective in being applied in class because it helps students in writing. The participants were interviewed about their experiences with the method. The results were interpreted by content analysis and showed the possibility to make a difference for the student in writing with photovoice and not use photovoice (Warne, Snyder, & Gillander, 2013). All participants agreed that photovoice is effective method.

During the process, selecting a photograph and contextualization are correlated since the photograph is compared with the text. Another important process and result are that students' analytical texts have followed generic structure, grammatical rules and explain the main ideas. Therefore, the use of photovoice really helps the student in their writing.

Another analysis based on the result of interview data shows students' interest in learning English through photovoice because they understand more about the material or topic of analytical expositions after they demonstrated writing using photovoice. Here are some examples from interview transcripts

Participants 1: *"I think photovoice not really help me to write analytical expositions text."*

Participant 2: *"Yes, I do. I think this is a new method, and it helps me to write the analytical text because I feel easy to find the idea."*

Participant 3: *"Yes, it helps me to write according to his known and imagination with the photovoice."*

Participant 4: *"Yes, it helps me to write text. I can analyze the events from the photovoice"*

Furthermore, participants admitted that using photovoice can give inspiration and ideas for writing. They argue the easiness of starting to write based on photos because they can write many things using their knowledge and interpretation related to their previous experience when seeing a photo.

Participant 1: "Yes, I find the distinction after knowing the photovoice. I can find the

ideas and argument, but I still could not write nicely."

Participant 2: "Yes, exactly. I find the distinction. I can focus on the topic and can from the photovoice. I inspire to get the idea to build arguments."

Participant 3: "Yes, I find the distinction, photovoice make it easy."

Participant 4: "Yes, I feel the differences between using photovoice ora not in my writing."

Overall, participants perceived that using photovoice gives them the opportunity to express their ideas more, relate the ideas to content and drill them in writing English.

Although photovoice is interesting and motivating, it is time-consuming if the teacher can not manage the time well. It is obviously seen that participants tend to spend more time looking at the photos, commenting on their and other pictures, and jokes about the pictures. Scaffolding is also necessary for some students who are slow to respond or confuse to start writing.

Therefore, the teacher must invest time in guiding the students and providing clear guidelines before the writing process begins.

Photovoice can be a pedagogical tool that helps students generate ideas and have critical thinking and awareness. With today's advanced technology, students or teachers may use their smartphones to start their writing and use photos to voice their thought of things they are interested in or their experiences.

All features and advantages of photovoice have proved to motivate and engage students in writing analytical exposition text. It enriches students with the thought, critical awareness, creativity, and bravery to write, which can be a good pedagogical tool to learn English

CONCLUSION

Findings revealed that photovoice is not only effective for students but also makes them interested and motivated in learning writing. The participatory activity engages students to follow the stages of writing an analytical text based on photovoice, including selecting a

photograph, contextualizing, and codifying. Photovoice also allows students to express their creativity through the lens of a camera. During the process, selecting a photograph and contextualization are correlated since the photograph is compared with the text. Another important process and result are that students' analytical texts have followed generic structure, grammatical rules and really explain the main ideas. Therefore, the use of photovoice really helps the student in their writing. The result of interview data shows students' interest in learning English through photovoice because they understand more about the material or topic of analytical expositions after they demonstrated writing using photovoice.

All features and advantages of photovoice have proved to motivate and engage students in writing analytical exposition text. It enriches students with the thought, critical awareness, creativity, and bravery to write, which can be a good pedagogical tool to learn English. Although this study yielded positive outcomes in writing skills, this can not be used to overgeneralize the outcomes because it might have different results with the other subjects or other genres. Therefore, future study on how students write other genres of writing in EFL classroom needs to be conducted.

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