

**Photovoice Implementation in Teaching English Guiding
at English Study Program College of Foreign Language
(STIBA) Saraswati Denpasar**

Gusti Ayu Vina Widiadnya Putri
STIBA Saraswati Denpasar
Vina.ayu422@gmail.com

Abstract

Guiding is a branch of oral communication. In oral communication, guiding can be included as productive skill. English guiding is one of the academic lessons in the fourth semester. Being a tour guide is a very important job in tourism part. In many cases, the tour guide is a traveller's first impression of a foreign country. In other cases a tour guide may be responsible for teaching tourists about the culture and sites in a city or town. Improving students' communicative skill is the goal of teaching English guiding, because the student can express themselves and know how to use language well. In the real situation in teaching guide process, lecturer cannot escape from reality. It occurs because there are some problems faced by the lecture and the student. The lecturer cannot make student pay attention; make the students' lack of creativity in making interactive guiding topics, and engagement in whole teaching learning process.

This research applied photovoice as a technique to increase the student's ability in speaking English guiding. Photovoice is suitable technique in teaching speaking skill in English guiding because it gives student chance to communicate with different context and different social by photo as a learning media. This reviews were taken from Beverly Palibroda (2009) Photovoice implementation and Speaking Assessment from Brown Lavinson (2004). This research was conducted by three cycles such as: pre-test, cycle I and cycle II. In composing this research the writer used qualitative descriptive method by classroom action research (CAR).

The result of this research showed that the mean score in pre-test before implementing Photovoice clearly showed that the ability of the subject under study was relatively "fairly satisfactory" in the level of mastery of speaking rubric. There were increasing in cycle I after implementing Photovoice technique. The result of the data analysis of the reflection score in cycle I showed increasing the mean score of 7.11 It was higher than the result of pre-test. In the cycle II, which the treatment was more intensive in order of weakness of the students had been known. The result of the data analysis of reflection or post-test in cycle II that the mean score was 8.18. The different between mean score in cycle I and II was 1.07. It showed that the student's speaking guiding ability improved after the researcher applied the photovoice technique to the students.

Key word: guiding, speaking ability, photovoice.

Introduction

Guiding is a branch of oral communication. In oral communication, guiding can be included as productive skill which is effective and efficient be a way to transfer information of the speaker to the listener in order to express their ideas, event and experiences in certain time, place and situation. Luoma (2004) stated that When people hear someone speak, they pay attention to what the speaker sounds like almost automatically. On the basis of what they hear, they make some tentative and possibly subconscious judgements about the speaker's personality, attitudes, home region and native/non-native speaker status. As speakers, consciously or unconsciously, people use their speech to create an image of themselves to others. By using speed and pausing, and variations in pitch, volume and intonation, they also create a texture for their talk that supports and enhances what they are saying. Being a tour guide is a very important job in tourism part. In many cases, the tour guide is a traveller's first impression of a foreign country. In other cases a tour guide may be responsible for teaching tourists about the culture and sites in a city or town. According to Brown, (2000:322) the interaction between these two modes of performance applies especially strongly to conversation, the most popular discourse category in the profession. And, in the classroom, even relatively unidirectional types of spoken language input (speeches, lectures, etc.) are often followed or preceded by various forms of oral production on the part of students.

Nowadays, improving students' communicative skill is the goal of teaching English guiding, because the student can express themselves and know how to use language well. Teachers agree nowadays student learn to speak foreign language by doing interaction directly. It makes the student should master several components of speaking there are comprehension, vocabulary, pronunciation, grammar, fluency, learn more about cultural and tourism site . According to Nunan (2001) Among other things, it has been accepted that language is more than a simply a system of rules. Language is a now generally seen as a dynamic resource for the creation of meaning. In terms of learning, it I generally accepted that we need to distinguish between "learning that" and "knowing how". In other word, we need to distinguish between knowing various grammatical rules effectively and appropriately when communicating.

In the real situation in teaching guide process, lecturer cannot escape from reality. It occurs because there are some problems faced by the lecture and the student. The lecturer cannot make student pay attention; make the students' lack of creativity in making interactive guiding topics, and engagement in whole teaching learning process. The student actually felt shy and afraid to speak; furthermore, they did not like English guiding lesson especially. Some of students found mispronunciation and incorrect grammar in their speaking. They cannot remember many explanations of tourism site trough in cultural destinations. In addition, the student's vocabulary still low. It makes the students were lack of confidence to perform their explanation.

From the problem mentioned above, there are many factors of student's problem such as the student motivation, material, and technique in teaching English Guiding. To solve that problem, the teacher should have implemented various teaching technique to improve student speaking skill in English guiding. One of the techniques that can be used in teaching speaking skill in English guiding is Photovoice. Photovoice is suitable technique in teaching speaking skill in English guiding because it gives student chance to communicate with different context and different social. Besides, it gives the student chance to be more active in speaking skill in English guiding, so that student can learn and understand how to speak well with a correct pronunciation

and correct grammatical. Photovoice have been used as a tool to increase the students' motivation in learning.

Review of Literature

This reviews was taken from Beverly Palibroda (2009) photovoice implementation and Speaking Assessment from Brown (2004)

Beverly Palibroda (2009:14) stated that photovoice is a participatory action research method that employs photography and group dialogue as a means for marginalized individuals to deepen their understanding of a community issue or concern. The visual images and accompanying stories are the tools used to reach policy- and decision-makers. The aim of this research method is to improve conditions by making changes at the community level.

"Photovoice has three main goals: (1) To enable people to record and reflect their community's strength and concerns, (2) To promote critical dialogue and knowledge about important community issue through large and small group discussion of photographs, and (3) to reach policymakers. In line with these goals, people can use photovoice as a tool for participatory research. Photovoice is highly flexible and can be adapted to specific participatory goals, different groups and communities, and distinct public health issues. In this article, we describe the concept and methodology, with emphasis on the first goal, using photovoice to conduct needs assessment." Caroline Wang, (2009:370).

Teaching Speaking by Using Photovoice

Mastered in speaking for the students is a must, because student can make a good communication or the communication will success if the information delivered well. "Through photovoice, researcher gain access to the world of the participants through their eyes, with minimal interference in how this view is generated" Burris in Palipodra et al (2009:8).

In this case, photovoice creates opportunities for those 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, even photovoice provides individuals with cameras so they can create photographic evidence and symbolic representations to help others see the world through their eyes. In short, photovoice can be appropriate method in teaching and learning process because photovoice is an empowering practice as it offers an alternative way for individuals to come together and reveal their concerns. Even though photovoice is most often used to examine serious issues, the photovoice method incorporates fun, creativity and collaboration, in a way that encourages participation from community members stated by Blackman and Fairey in Palipodra et al (2009:13). Thus, photovoice is an effective technique that could be applied in teaching and learning process.

In teaching and learning process, the students take some photos with their group, deciding together to describe each photo by using their own ideas in order to tell what happen in there. In this case, there are several reasons made photovoice by the students; provide learning to know around their environment and help the student visualize what the finished product will look like. Based on the explanation above, it can be concluded that through photovoice, teacher can ask the students directly visualizing what happen around their environment, it will be easier for the students to combine photo that they have been taken and then describe the photo in spoken

form. In this study, photovoice means the message contained in the photo is described by the students in spoken form.

Speaking Assessment

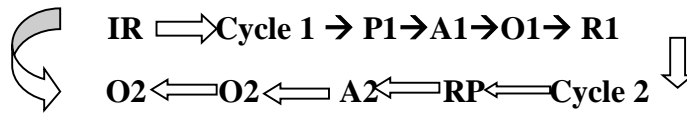
According to Brown (2004:4), assessment is an ongoing process that encompasses a much wider domain. It means that, whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students performance. A good teacher never ceases to assess students, whether those assessment are incidental or intended. Test, then are subsets of assessment that certainly not only form of assessment that a teacher makes, but tests can be useful devices to assess students achievement.

Brown (2004:140) also states speaking is a productive skill that can be directly and empirically observed. Those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.

In productive performance, the oral or written stimulus must be specific enough to elicit output within an expected range of performance such that scoring or rating procedures apply appropriately. One solution is to assign not one but several scores for each response, each score representing one of several traits (pronunciation, fluently, vocabulary use, grammar, and comprehensibility). Four categories must be taken into account such as; grammar and vocabulary, discourse management, pronunciation, and interactive communication. When dealing with grammar and vocabulary, students are required to use appropriate syntactic forms and vocabulary in order to meet the task requirements at each level. Discourse management refers to the ability to express the ideas and opinions coherently and convey clear information. Pronunciation refers to the ability to use the right stress and intonation to convey the intended meaning. While interactive communication is defined as the ability of the test takers to respond appropriately with required speed and rhythm to fulfill the task requirements.

Methodology

In composing this paper the writer used qualitative descriptive method. The subject of study in this research are fourth semester students of English Foreigner Student Saraswati Denpasar, where students in the class are 32 consists of 36 females and 13 males. These group of students have been selected as the subject of the study because they had crucial problem in English guiding lesson, exactly in pronunciation, intonation, fluency, explaining tourism site, and also vocabulary. The determination of the classroom as the subject of this research is based on the fact that students still have difficulties and problem in learning English guiding lesson and improvement is really needed. . The research design that used in this research is classroom action research which all of the process have been taken place in the classroom. The teaching and learning process have been divided into two cycles which each cycles consist of four sessions. Each sessions consist of four interrelate activities, namely: planning (P), action (A), observation (O), and reflection (R). The study on the first cycle started by administrating Initial Reflection (IR) to know pre-existing of the students' speaking skill. Therefore, the second cycle that started from the Revised Planning (RP) to perform if the first cycle showed increased low or students scored below from standard. To make it clear, the research design of this class action research can be explained the following:



(Kemmis and Taggart, 1998:35)

Classroom Action Research (CAR) was used for the study to improve students speaking skill. Latief (2012) states that “Classroom Action Research is an effective media in improving the quality of English teachers’ performance in instruction as well as students’ achievement in learning English in classroom. This classroom action study was mainly concerned with teaching process to solve the most crucial problem which faced by the students, especially speaking

Result and Discussion

The Result and discussion of this research is divided into two cycles and beginning with pre-cycle.

Pre-cycle

The first step to take data from IV G students of English program by doing the pre-cycle, the pre-cycle was conducted when the researcher did the teaching practice at English Study Program College of Foreign Language (STIBA) Saraswati Denpasar in forth G class. The researcher teach and joined the English Guiding class and observed the initial condition and students’ activity in the classroom to identify their problem. The researcher found that many students have difficulties in speaking, that is because students felt shy and afraid; furthermore, they did not understand about some tourist sites and how to explain these destinations site in English. Some of students had mispronunciation and incorrect grammar in their speaking. In addition, the student had less in vocabulary. The purpose of giving pre-test was to know the initial problems faced by the students and to measure the student’s ability at first. It was done before implementing the classroom action research, and the result of the pre-test could be seen as follows :

$$\text{The } X_0 \text{ of IR score} = \frac{\sum x}{N} = \frac{172}{29} = 5.93$$

The subject were 29 students which was consisted of 16 females and 13 males. After analyzing the students action, it was found that the students’ speaking skill in Guiding practice on pre-test was 5.93 and it was recognize “ fairly satisfactory “. The higher score was 75, there were only 5 students got up to 70, that means only 17% of the students’ enthusiastic to English Guiding practice. There were also 6 students got 60, and there were 20 students got 50.

That data analysis which was the establishment of the findings of the present classroom action research presented that the mean score of the IR or pre-test score (X_0) by the subjects under study in speaking through photovoice pointed out of mean score of 5.93. The mean score clearly showed that the ability of the subject under study was relatively “ fairly satisfactory ” in the level of mastery of speaking rubric.

Cycle 1

The researcher opened the class and checked the student's attendance. Before beginning the presentation the researcher gave an explanation about descriptive text and generic structure of descriptive text. After explaining some destination site, the researcher gave the students example of guide text orally with the topic of describing some places. For the first, the researcher described about Tanah Lot Temple photo orally to make them more focus, and then gave explained some expression also an example to make a stress or good intonation by following what the researcher said. After that, the researcher divided the class into a several group which was consisted of each six students. The researcher choose eight students as a model to described by each group, one model for one group. After that the leaders of the group took a photo of the model to be explained later.

The topic of this cycle was explaining the tourism site. In this cycle I only 13 students could reach the standard minimum score, that means only 44.82% of the students showed their enthusiastic to learn about English Guiding trough speaking skill. So, as the result of post-test in cycle I which could be tabulated as follows:

$$\text{The XI score} = \frac{\sum x}{N} = \frac{206.4}{29} = 7.11$$

The result of the data analysis of the reflection score in cycle I showed increasing the mean score of 7.11 It was higher than the result of pre-test. The gap between the mean scores of pre-test and cycle I was 1.18 this grand mean score of cycle I showed the improvement of student's ability in English speaking guiding through photovoice.

Cycle 2

Based on the result of the students achievement in cycle I, it would be applied the second cycle in order to improve students speaking skill. There was also the same point in the cycle I that had been revised in cycle II.

The second sessions applied the same activities, but with the different way to explain the expression to make the students more focus to the material. The new topic used in this session is about "Guide tourism in west Bali tourism destination Place", by giving the description and told the students a little bit about the characteristic and Balinese cultural in that places, began with the politeness words, how to speak to the Guest or friend while the researcher using some gestures to act like the Guide who met with the guest and then asked the students to follow the sentence of description quickly, to make them memorize the material. It was continued by asking some questions about the difficulties that the students found during the learning process. The next activity was also the same as the previous activity, the students explained the photo about place in the front of the class. The rule was also the same like before, after explaining the material, the researcher divided the students in some groups, to make a short description about some interesting places. In this session the activeness of the students increased and 29 students could reach the standard minimum score, after the treatment in each cycle applied. After the treatment in each cycle applied, it showed that the scores in cycle II increased constantly. That means 100% showed their enthusiastic about English speaking, and absolutely they could remember the sentences well, and to measure the student's acievement in this cycle, the researcher conducted post-test II and the result could be seen as follows :

$$\text{The X2 score} = \frac{\sum x}{N} = \frac{237.2}{29} = 8.18$$

The result of the data analysis above which had considered as the findings of the present action study could be summarized as follows :

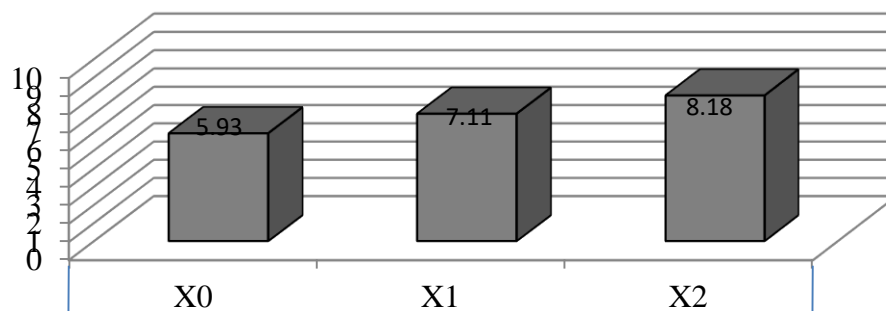
Table 4.1
Summary of All Mean Scores

Pre-Test	X0	172	5.93
Cycle I	X1	206.4	7.11
Cycle II	X2	237.2	8.18

In the cycle II, which the treatment was more intensive in order of weakness of the students had been known. The result of the data analysis of reflection or post-test in cycle II was that the mean score was 8.18. The different between mean score in cycle I and II was 1.07. It showed that the student's speaking guiding ability improved after the researcher applied the photovoice to the students. This was due to the fact that cycle II was revised version of cycle I, which was more interesting and interactive. Furthermore, it made the students interested in studying English through photovoice.

The findings of this present classroom action research believed that learning speaking through Photovoice was effective and gave significant improvement to the students' speaking skill in English Guiding lesson.

To make the reader understand about the finding of this classroom action research, the graphs which was showing the comparative increasing mean score of pre-test and post-test in cycle I and cycle II obtained by the fourth G grade students of English Study Program College of Foreign Language (STIBA) Saraswati Denpasar.



Graph 4.1 Depicting the Subjects' Progressing Achievement in Speaking Skill of Pre-test , Cycle I, and Cycle II

The graph above showed all the cycles that the achievement of speaking skill by using photovoice. That showed the increasement of the grand mean, begin with pre-test (X0) was 5.93, post-test in cycle I was 7.11, and the post-test in cycle II was 8.18 From that graph indicated the speaking by using photovoice was very successfull increasing the speaking English guiding skill of the students at English Study Program College of Foreign Language (STIBA) Saraswati Denpasar in forth G class.

Conclusion

This classroom action research was conducted to help the students improve and develop their ability in speaking English guiding skill. Based on the findings and the discussion presented in that it could be concluded that the use of photovoice technique could improve the speaking skill of the fourth grade student at English Study Program College of Foreign Language (STIBA) Saraswati Denpasar in forth G class. Beside it more effective to increase the student's ability, this technique also help the lecturer to teach speaking English guiding subject more interactive.

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Appendices

1. Speaking rubric assessment

Score Interval	Qualification
9-10	Pronunciation is only very slightly influenced. Two or three minor grammatical errors and lexical errors. Speaks without too great an effort with a fairly wide range of expression. Easy for the listener to understand the speaker's intention and general meaning.
8-8.9	Pronunciation is slightly influenced. A few minor grammatical and lexical errors but most utterances are correct. Has to make an effort at times to search for words. The speaker's intention and general meaning are fairly clear.
7-7.9	Pronunciation is still moderately influenced. A few grammatical and lexical errors but only one or two major errors causing confusion. In searching word there are not too unnatural pauses. Occasionally fragmentary but succeeds in conveying meaning. Fair range of expression. Most of what the speaker's says is easy to follow. The intention is always clear but several interruptions are necessary to help the speaker to convey the message.
6-6.9	Pronunciation is influenced but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion. Has to make an effort for much of the time. Often has to search for desired meaning. Range of expression often limited. The listener can understand a lot of what is said, but must constantly seek clarification. Cannot understand many of speaker's more complex or longer sentences.
5-5.9	Pronunciation seriously influenced with errors causing a breakdown in communication. Basic grammatical and lexical errors. Long pauses while he searcher for the desired meaning. Range of expression often limited. Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker.
4-4.9	Serious pronunciation errors as well as many basic grammatical and lexical errors. Full of long and unnatural pauses. Very limited range of expression. Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything seems to have said.

2. Tabulation Score

No	Name	Pre-Cycle	Cycle 1	Cycle 2
1	Ni Wayan Beji Widiastuti	6	7.5	8.4
2	Ni Komang Yuni Handayani	4.3	6.4	7.8
3	Ni Kadek Ernawati	6.1	7.1	7.9
4	Putu Ayu Rona Priambada	7.5	8.6	9
5	Gede Sonyago	5.2	6.3	7.5
6	I Kadek Subrata	5.3	6.4	7.8
7	Yupita Pratiwi	7.0	7.9	8.9
8	Jhon Surya Candra	5.6	6.5	7.9
9	Ni Kadek Mega Ayustini	5.4	6.7	8.0
10	Virgilius Raya	5.2	6.4	7.9
11	Ni Kadek Santini	7.3	7.9	8.5
12	Gloria Stefan	5.2	6.7	7.9
13	Vinni Octaviany	5.6	7.1	8.3
14	I Kadek Febriana Wirya	5.3	6.4	7.9
15	Jasmine Sharita Dewi	6.9	7.8	8.7
16	Ni Putu Mirah Pertiwi	6.8	7.9	8.6
17	Elza Suci Wijayanti	6.5	7.8	8.5
18	Aisa Omkara Janeshwari	6.4	7.6	8.6
19	Bernabas Akrlos	5.3	6.4	8.0
20	AA Istri Sinta Pradnyadewi	6.5	7.6	8.6
21	Agustinus Budiman	5.2	6.5	7.9
22	Natalia Evarista	5.3	6.2	8.0
23	Nadya Damara Setiawan	7.4	7.9	8.8
24	Noor Amri Octaviantono	5.2	6.9	7.9
25	Dominikus Ndondo	5.4	6.9	7.6
26	Ni Kadek Indah Yunita Dewi	6.1	7.5	8.1
27	Afridiana Lega	5.4	6.9	7.8
28	Serfus Evander Maku	5.4	6.7	7.7
29	I Kadek Oka Dewangga	7.2	7.9	8.8
	Average	5.93	7.11	8.18
	$\frac{X \times 100}{10} = MX$	$\frac{5.93 \times 100}{10} = 59$	$\frac{7.11 \times 100}{10} = 71$	$\frac{8.18 \times 100}{10} = 81$