

THE EFFECT OF USING VIDEOS AND PHOTOVOICE ON THE STUDENTS' ACHIEVEMENT IN WRITING EXPLANATION

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Abstract

This study aims to explore the effectiveness of using videos and photovoice on the students' achievement in writing Explanation text. It is a quasi-experimental design which involves 70 students of MAN 1 Banyuwangi in 2020/2021 academic year. XI MIPA 1 as the control group and XI MIPA 2 as the experimental group. These two groups were proved on the same level of writing ability by the score of pre-test. There were six meeting in this research, a meeting for pre-test, four meetings for the treatment through E-Learning Madrasah, and a meeting for post-test. The data obtained were analyzed by using independent t-test formula. The result showed that the t-value = -2.729, $p = .008$ and the results indicated that there is significant difference after having treatment by using videos and photovoice since $p = .008$ is less than 0.05. Based on the result of data analysis, the eleventh grade students of MAN 1 Banyuwangi who were taught by using videos and photovoice achieve better score on writing Explanation text than those who were taught by using PowerPoint.

Keywords: videos, photovoice, explanation text

INTRODUCTION

Writing considered as a complicated skill compared to reading, speaking, or listening as Nunan (2003) believed that writing is the process of creating ideas, finding way on how to communicate them then arranging them into sentences and statements in order to be accepted and understandable. It forces writer to reflect their ideas in critical way then finally to be generated in a written form. Furthermore, writing requires language use, structural competence, vocabulary variation, diction chosen, and text organization. Different with speaking skill, whenever pupils want to have their ideas in writing form, they will need more time in constructing sentences. Writing needs longer time rather than in oral session. Students try to figure out what comes on their minds, look for dictionaries to find some words, check their structure, or find some references that might be helpful for their writing.

Writing competence is an important criteria in learning language. According to Harmer (2004, p. 31), writing competence always becomes part in the syllabus of teaching and learning language. It shows that writing becomes an essential part of learning language, thus it should be taught in English classroom. In fact, many teachers only give their attention on giving assignments rather than helping students to know the steps of writing. They just ask students to write down their ideas in sentence directly without any clues related to the topic. Of course, it makes them confused and has no idea on how to begin writing. Since pupils are language learners not writers, it would be better if teachers teach them intensively by having some interventions to build the context of the topic that leads to good writing (McDonough, Shaw, & Masuhara, 2013).

In the current English curriculum, various kinds of text should be taught in EFL classroom. One of the exciting texts is explanation text. It should be taught for senior high school at eleventh grade. This type of text is a combination of thoughts and context. It describes process or activity of an event, the writer should organize the paragraph to answer the idea of 'what, why, and how' of phenomenon or topic. Because of that, before writing the text, the writer should observe the content knowledge of the topic. Explanation text focus on explaining a phenomenon, it can be from nature, social and culture. It aims to explain clearly on why something could happen. Explanation text plays an important role to hone our way of thinking and building knowledge as well then decide the stance towards something around.

The structure of writing is actually can be built by cause-effect relation or sequence of event. In short, explanation text is a form of text which informs about the process of occurrence of sequences either social or natural phenomenon in detail. The general structures of the text are title, general statement, sequence explanation telling why or how something occurs, and the last is closing. Besides, there are also linguistic rules in writing the text. They are nouns, verbs, conjunctions, clauses, and dictions to make the writing perfect. Explanation text could be categorized into good text whenever fulfill some categories such as the content, text structure, vocabulary, sentence, and mechanic. Each element has its own ranges of score which different from one another. Gardner (1993) believed that the theory of multiple intelligence said that intelligence is the ability of someone to face problem, find the solution or create something beneficial for others. Thus, it can never be measured from valued obtained by someone only, but more than that.

There are some essential points in writing Explanation text:

a. Communicative Purpose of the Explanation Text

Communicative purpose means what the writer actually wants to deliver to the readers. Pardiyono (2007) stated that communicative purpose of explanation text is very effective to explain how a work's prose, natural or social phenomenon occurs or formed.

b. Rhetorical Structure of the Explanation Text

Rhetorical structure aims to describe text, rather than the processes of creating or reading and understanding them. The generic structures or rhetorical structure of the explanation text are;

1. General statement about the topic which involves about a thing or phenomenon by providing the process of occurrence of something or phenomenon happened.
2. Sequence of explanation contains an explanation of the formation of a thing or phenomenon. In this part the elaboration in details are required to make the process clearer.

c. Grammatical Patterns

Grammatical pattern is a combination of vocabulary (Lexis) and grammar. The grammatical used for this kind of text is always simple present tense to explain the process of something happen and use declarative sentence in positive or negative form.

The existence of media in teaching and learning writing do helps students to portray the context background so that they are interested in writing some sentences. Videos, pictures, books, movies, or graphic novels can be references for imaginative writing that stimulate in generating ideas (Bearne & Wolstencroft, 2007). The visual media also serve clear source for learners. Moreover in pandemic situation nowadays, the presence of media becomes necessity in language teaching and learning. Teachers are forced to be creative as they can to deliver the material within technology.

Theoretically, the present study can give a contribution for educational research focusing on writing skill and teaching media used. While practically, the research has some contributions. First, English teachers who need to improve teaching and learning process to be more interesting and innovative, especially in teaching some types of texts in English curriculum. Second, English learners who are interested in developing their writing competence using different media. Third, Future researchers can use this research as one of references to conduct a study on other kinds of texts or in different English skill.

Video is a visual impairment or sequence of messages in audio-visual context. In other words, video is an instrument which has audio and visual image telling certain topic or event. It can be used in teaching language as well. Using video as the authentic material do stimulates students in studying English, especially writing skill. Cakir (2006) believed that video manifests the cultural background of the language that shows in language classroom. Video is a complete media since two aspects of visual and audio exists in it, the students

will get more attention with the topics then they will have insights to write of theirs. Harmer (2004) stated that developing English video for learning involves some important aspects, they are cross-cultural understanding, use of language, and the idea of creativity. It can be interpreted that video play important parts in the classrooms since the pupils see, listen, and understand the use of language in real life by native speakers or actors in the mean of communication. It also shows the learners the cultural aspect and clear picture based on the video's setting. Then, it improves the students' ideas creatively and writing competence as well.

Anggraeni (2012) believed that using video in English learning eases students to elaborate the main topic, structure ideas, choose suitable various dictions, use grammar perfectly, and put punctuation and spelling correctly. In addition, Flerk, Beckam, Sterns, & Hussey (2014) reported on their research that teaching with videos can widen knowledge, portray clearly what really happens, guide students' perception. In conclusion, using video in teaching and learning process of writing do really works. Further, Barbeau (2010) found that using youtube video in teaching writing can increase pupils' awareness, break the barrier between learners and teacher, and build the class interaction. Oddone (2011) conducted research that the use of website and videos is a good choice to be applied in English class even to the students with low level. Then, Berk (2009) proposed some common steps to use video as the media in language class.

1. Choose which part of video that can really portray about the topic being discussed, so that the learners do not need the whole part of long video given. If it is possible teacher should find the short version of video but still engage the topic. Thus, preparation before teaching is a must.
2. Write the steps or explain clearly about the video session for example what to watch, what to find, and what to understand about the video.
3. Give a short introduction before watching the video. It will let students to have a general overview about the topic being discussed since maybe some of students never heard or known before about it. Thus, misunderstanding can be avoided before having the session.
4. Play the video. The teachers should try to control the students in order to pay attention to the video.
5. Pause the video in important part or whenever the teacher wants the student more focus in some points.
6. Set a question and answer session after watching the video. This activity will help teacher to check their students' understanding about what they have gotten after watching the chosen videos.
7. Since the research was conducted in the pandemic situation. It used E-learning as the main media of teaching.

The existence of media made by educators should build an easy and enjoyable atmosphere in teaching and learning process practically. One of familiar media is image or picture. It refers to a kind of media that show something or someone visually. It can replace verbal words, abstractly concrete, and overcome human observations. Photovoice refers to a kind of media that show something or someone visually. It can replace verbal words, abstractly concrete, and overcome human observations. Photovoice provide fun activity, creativity collaboration that encourages pupils to participate actively in community member. Wang (1997) proposed the tree main function of photovoice. First, help the students to remember about the topic discussed. Second, train critical thinking about certain issue through big or small group since the topic or event being discussed clearly seen in the picture. Third, share information or news that occurs in our daily life through a photo.

Gavin (2003) reported that photovoice aims to lead students to speak up about what on their minds through photo and word. Harmer (2001) believed that the educators who use pictures let the students find the true images directly that will lead them to produce creative writing. Then, Saputri (2014) stated that applying pictures as the media of teaching affects punctuation, mechanic, grammar, and vocabulary of the students in the process of writing text. Delaitre, Laptev, & Sivic (2010) stated that pictures are still more effective compared to audio-visual media in EFL classroom. Also, Styati (2016) believed that the learners who were taught using pictures had higher achievement in their writing performance.

There were several previous studies conducted by researchers related to videos and photovoice. Mulyani, Tavriyanti, and Septy (2014) have successfully conducted research about the implementation of video in teaching writing of descriptive text at junior high school. They believed that video can be the enhancement of students' interest in study and ease the students to learn writing. Besides, Gezegin (2014) stated in his research investigating of using video vs audio for teaching vocabulary that video is an efficient tool. It can illustrate visual examples to develop understanding where students mostly have no many authentic materials to access.

Adams & Brook (2014) conducted research in using photovoice to empower teachers and students through authentic literacy engagements. They showed that photovoice create powerful, visual representation of

the existing issue which can ease students in learning English. Schell, Ferguson, Hamoline, Shea, and Thomas-Maclean (2009) conducted research for university students in writing the research. Students were asked to take photo either from their personal collection or internet that can represent the research interest. They found that photovoice is a successful way to help students to conduct research, train students to think critically, and introduce students to a new method to create knowledge.

From the previous research, the present study wants to explore Explanation text which this kind of the text becomes an important chapter for eleventh grade. Furthermore, explanation text helps the students to train their critical thinking ability that they need for pursuing a higher education later even for their daily life. Having good ability in writing Explanation text means that they can answer the 'what, why, and how' of something. More specifically, the researcher had an online learning interaction since this research conducted in the pandemic situation. The use of authentic media must be beneficial either for students and teacher to create conducive interaction in EFL classroom. In short, the researcher intended to prove the hypothesis that the eleventh grade students of MAN 1 Banyuwangi who are taught by using videos and photovoice achieve higher score on writing explanation text than those who are taught by using PowerPoint.

METHOD

This research is an experimental research in the form of quasi-experimental design with pre-test and post-test approach. It measures the effect of one manipulated and controlled (independent) variable to another (dependent) variable. The independent variables in this research are videos and photovoice, while the dependent variable is students' writing achievement. There are two groups involve in the research, one as the experimental group and one as the control group. The experimental group received the treatment who were taught by videos and photovoice, while the control group were taught by traditional approach that is PowerPoint. The two groups had a pre-test to know the condition whether any differences between them or not. Then, since the teaching and learning process should be in online form, the treatments were given by E-learning Madrasah combine with Zoom meeting. After having the treatments, the researcher managed the post-test in the same writing test as well. Then, the collected data analyzed by using SPSS program to draw conclusion.

The subjects of the research are the eleventh grade students of MAN 1 Banyuwangi in 2020/2021 academic year. The researcher took XI MIPA 1 and XI MIPA 2 with 70 students which each class consists of 35 students. XI MIPA 1 as the control group are taught by traditional approach that is PowerPoint, while XI MIPA 2 as the experimental group that receive the treatment. The research instrument used in this study is students' competence in writing explanation text. The instrument used to collect the data needed is scoring criteria of writing explanation text. By the instrument chosen, the students were asked to write text to get score. Then, it was submitted and employed for analysis. There were pre-test and post-test to know about the improvement of students writing competence. Pre-test is a test session that was conducted before students having treatment. It gives the data about the students' writing competence before accepting the treatment, while post-test measures the students' writing skill after having the treatment.

For the treatment, the two groups had four times for teaching and learning process of writing explanation text. The teaching and learning process was conducted through online using E-learning Madrasah. In pre-test session, the students were asked to write about natural phenomena. They were free to choose one of the topic prepared, they are flood, mudslides, and rain. Then, they were asked to write about social phenomena in the post-test. In this test, the students also may determine the topic they like, they are new normal life, corruption, and bullying. Students should write the explanation text for about 200 words consisting of three paragraphs, they are general statement, sequenced of explanation, and closing. The time that was allocated is 60 minutes. Then, the test was scored by the researcher only based on the rubrics chosen.

Table 1 Writing scoring rubrics proposed by Jacobs et al, in Weigle (2002: 116)

Aspects	Level	Score	Criteria
Content	Excellent to very good	4	Well written, related to the chosen topic, relevant to the thesis statement, well developed sentences
	Good to average	3	Relevant to the topic but less elaborated, some parts engage the subject, reach enough range

	Fair to poor	2	A bit knowledge to the related topic, few content, a bit confusing
	Very poor	1	Non-substantive, never be elaborated, does not engage the topic
Organization	Excellent to very good	4	Cohesive writing, clear purpose of writing, logical statements, well organized
	Good to average	3	Supporting sentence does not really engage the subject, loosely organized, rational somehow incomplete order
	Fair to poor	2	Puzzling ideas, less logical statements, disconnected sentences
	Very poor	1	No elaboration, bad organization, confusing ideas
Vocabulary	Excellent to very good	4	Rich of word variation, effective diction, excellent scale
	Good to average	3	Enough scale, sometimes error found but still engage the meaning
	Fair to poor	2	Error of diction often found, a bit of range, meaning confused
	Very poor	1	Poor vocabulary used, few understanding of English
Language use	Excellent to very good	4	Well constructions of number, article, word order, tenses used, preposition, pronouns
	Good to average	3	Good construction, few errors found number, article, word order, tenses used, preposition, pronouns, but somehow deliver in a simple construction
	Fair to poor	2	Mostly found in simple construction, errors often found in negation, article, word order, tenses used, preposition, pronouns,
	Very poor	1	Frequently errors, no constructive rules, no mastery of language use
Mechanics	Excellent to very good	4	Shows mastery of conventions, no errors of spelling, punctuation, capitalization, proper in placing paragraph
	Good to average	3	Sometimes errors of punctuation, capitalization, spelling are found but still keep the meaning
	Fair to poor	2	Errors of spelling, punctuation, capitalization are frequently revealed, frequent paragraph missing, confusing meaning, bad handwriting
	Very poor	1	Domination of errors in punctuation, spelling, capitalization in the whole writing, No mastery of writing mechanics

The table covers five features of writing, they are content, organization, vocabulary, language use, and mechanic in which every part of it is scored from 1 to 4. In consequence, the minimum score is 5 and 20 for maximum.

$$\text{Minimum score} = C + O + V + L + M = (1 + 1 + 1 + 1 + 1) \times 5 = 25$$

$$\text{Maximum score} = C + O + V + L + M = (4 + 4 + 4 + 4 + 4) \times 5 = 100$$

Table 2 The Conversion Table

Class Interval	Interpretation
87.5 – 100	Excellent
75 – 87.4	Very good
62.5 – 74.9	Good
50 – 62.4	Fair
37.5 – 49.9	Poor
25 – 37.4	Very poor

In the assessment process of the students' writing competence, the researcher presented the writing scoring rubric thus the assessment would be more objective. The researcher applied the same test for the two groups.

Based on the calculation of homogeneity analysis reveals that the mean score of XI MIPA 1 is 61.29 and the mean score of XI MIPA 2 is 63.57. The result of analysis is .491 which is higher than .05. It means that the two classes were not significantly different. The researcher used independent t-test through Statistical Package for Social Science (SPSS).

RESULTS AND DISCUSSION

RESULTS

The Result of Calculation before Treatment

In this research, the researcher analyzed the homogeneity of both groups based on their writing score that conducted by the researcher. The analysis of homogeneity used independent sample t-test through SPSS program.

Table 3 The Result of Homogeneity Analysis

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	1	35	61,29	14,056	2,376
	2	35	63,57	13,535	2.288

X	Score	
	Equal	Equal variances not
Assumed		
Frequency	.018	
Significant	.859	
T	-.693	-.693
Df	68	67.903
significant (2-tailed)	.491	.491
mean Difference	-2.286	-2.286
Std. Error Difference	3.298	3.298
95% Confidence Interval of the	-8.867	-8.867
Difference – lower		
95% Confidence Interval of the	4.296	4.296
Difference – upper		

Based on the table 3, the result of analysis reveals that the mean score of XI MIPA 1 is 61.29 and the mean score of XI MIPA 2 is 63.57. Also, the result of analysis is 0.491 which is higher than 0.05. The significant level set by the researcher is .05 (5%). It means that the difference is not significant.

The Result of Students' Post-Test Score Comparison

The students' writing score was obtained from the result of post-test conducted by the researcher in both control and experimental groups. After that, the researcher analyzed the score by using independent sample t-test through SPSS.

Table 4 The Result of Independent sample T-Test

		Group Statistics				
		Group	N	Mean	Std. Deviation	Std. Error Mean
Score	Con		27	78,78	4,273	,822
	Ex		27	74,59	9,014	1,735

X		Score		
Assumed		Equal	Variances assumed	Equal variances not
Frequency		.712		
Significant		.402		
T		-2.729		-2.729
Df		68		67.205
significant (2-tailed)		.008		.008
mean Difference		-6.857		-6.857
Std. Error Difference		2.512		2.512
95% Confidence Interval of the		.462		.459
Difference – lower				
95% Confidence Interval of the		-11.871		-11.872
Difference – upper				

Based on the table 4, it shows that the mean score of the control group is 72.86 while the experimental group is 79.71. The standard deviation of the control group is 11.067 and the experimental group is 9.922. In short, students who were taught by using videos and photovoice achieve higher score on writing Explanation text. From the data, the mean score of both groups before doing treatment was balanced and not significantly different. However after doing treatment, the mean score of two groups are different. Based on the table above, the mean score of experimental group is higher than control group. In proving the significant difference between the control group and experimental group, it is also necessary to calculate the t value of both groups.

Furthermore, it shows that t value is -2.729, whenever the t-count is negative means that the average value before treatment is lower than the average after treatment. It means that there is significant difference. Then, the significant level value found is .008 and the significant level set by the researcher is .05. In other words, if the significant level is less than .05 means that H_0 is rejected while the hypothesis can be accepted.

Thus, it can be concluded based on the hypothesis testing in the table 4.2 that the eleventh grade students of MAN 1 Banyuwangi who were taught by using videos and photovoice achieve higher score on writing explanation text than those who were taught by using power point. The result showed that the t-value = -2.729, $p = .008$ and the results indicated that there is significant difference after having treatment by using videos and photovoice since $p = .008$ is less than 0.05. This can be interpreted as videos and photovoice do improve students' writing skill.

DISCUSSION

The research finding shows that videos and photovoice have significant effect for students of eleventh grade in their writing competence. It means that the experimental group who was taught by using videos and photovoice achieved higher score than the control group who was taught by using power point.

The implementation of videos and photovoice in experimental group brings huge impact to ease students in writing explanation text that is proven in learning and teaching process. By only giving the topics, many learners do not really understand about the topic being discussed. They are bored and sleepy since they confused what to write related to the topic. Thus, by watching videos students started to understand about the context because it can really portray about the topic or the case, so they had general knowledge to stimulate their writing. In addition, watching video makes students focus on the lesson. They are interested in discussing the topic, asking what they do not understand, and answer actively some questions about the video.

Having photovoice form gives the pupils more references and clear guide to enrich their understanding. Whenever they were stuck in writing their ideas, they can take a look at the photos, start to think to stimulate their newest sentence by sentence. It also provided guidance to remind them of the content in explanation text that mainly talks about what, why, and how the phenomena could be happen. They were really excited arrange each sentence, take a look on the photos, and finally produce their own writing based on the guide. The form of photovoice helps them in constructing their ideas in writing what is the phenomena about, why the phenomena happens, and how the phenomena happens. However, using both media needs preparation, teacher should choose appropriate video that match with the ability of the students. It should be considered from the quality, the language used, the speed, and the content as well. Then in choosing photovoice, it should be determined by the quality and the relevance.

Video is an effective tool for teaching writing. It is proven by the result of the research that it has significant effect for eleventh grade students' writing competence on explanation text. Video can actually provide the general preview about the topic being discussed. It can stimulate students to get to know more about it. Students can discuss and deliver about what was on the video. In line with this case, Harmer (2004) stated that making English video for teaching invites the learners to understand the function of language, comprehend cross-cultural background, and make them creative. Whenever the student are less motivated to write, having video students could be more spirit since they had new insights and various new ideas about the topic. The use of video attracted the students more to deepen their understanding. Then, they were interested to write some sentences about it. Cakir (2006) stated that there are five benefits using video in teaching and learning process. First, video increases students' motivation in learning new things. Second, video can be a very base command in writing process. Third, video shapes critical thinking and coordination. Fourth, video trains students in managing various types of information at the same time. Lastly, video gives a complete view in audio and visual within.

In addition, in the process in making explanation text, students also used photovoice form that has been prepared by the teacher. The use of photovoice makes the students easier to organize their ideas. It can guide them to structure their sentence correctly. Further, whenever students were confused what to write more, the students are helped by the picture provided. It can stimulate the students to think more on what, why, and how the phenomena could be happened by seeing the pictures. Krebt (2017) stated that teachers must apply different tools or method in enhancing the goal of the learning. He conducted research on improving speaking skill in the classroom using photovoice. The result showed that photovoice gives good impacts in improving the skill. Andina-Diaz (2020) conducted research investigating the use of photovoice on Nursing Student. There result showed that photovoice is suitable technique in hone the critical thinking and photovoice also brings good impact to train other language mastery aspects like reading, speaking, and listening.

Using videos and photovoice motivated the students' in learning. Based on the treatment done by the researcher, students did not understand the use of passive voice by textbook or powerpoint only. But, the use of both media motivated them to comprehend about it. They were really excited to arrange sentence by sentence using grammar correctly after watching videos and photovoice on their hand. In short, according to the result of this research and discussion above, videos and photovoice help the students to understand the topic then finally ease them to write their ideas and organize them into a good explanation text. However, using both media needs well preparation, teacher should choose appropriate video that match with the ability of the students. It should be considered from the quality, the language used, the speed, and the content as well. Then in choosing photovoice, it should be determined by the quality and the relevance.

CONCLUSION

Based on the result of independent t- test, the t-value = -2.729, it means that the average value before treatment is lower than the average value after treatment. In addition, the significant value $p = .008$, the significant level set by the researcher is .05 means that H_0 is rejected while the hypothesis can be accepted. this results indicated that there is significant difference after having treatment by using videos and photovoice since $p = .008$ is less than 0.05.

According to the discussion and research findings in the previous chapter of this study, it can be concluded that there is significant effect of using videos and photovoice on the eleventh grade students of MAN 1 Banyuwangi. In other words, the eleventh grade students of MAN 1 Banyuwangi who are taught by using videos and pictures achieve higher score on writing explanation text than those who are taught by using PowerPoint.

According to the conclusion of the research, the use of videos and photovoice has been successfully proven that bring significant effect on students' achievement in writing explanation text. The implementation of videos and photovoice in experimental group brings huge impact to ease students' in writing. Video can actually provide them the portrayal or general preview of the topic being discussed, while photovoice makes them easier to remember and organize their ideas.

Therefore, it is suggested for English teacher can implement the use of video and photovoice in their teaching and learning process in order to achieve higher score. Both video and photovoice help students in comprehending the topic being discussed. Furthermore, the future researcher can use this research as reference to conduct a research which applied on other kinds of texts or different English skill like reading, speaking, and listening.

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