

ABSTRACT

Hartanto, Hendrik 2023. *Applying Photovoice in Teaching Writing Hortatory Exposition Text. (An Explorative Study on The Implementation of Photovoice in Teaching Writing at The 11th grade of SMA Negeri 4 Purwokerto in the Academic Year 2023/2024).* Thesis. Supervisor 1: Dian Adiarti, S.Pd., M.Hum., Supervisor 2: Weksa Fradita Asriyama, S.Pd., M.Pd., Chief External Examiner: Erna Wardani, S.Pd., M.Hum., External Examiner: Laxmi Mustika Cakrawati, S.Pd., M.Pd., Ministry of Education, Culture, Research, and Technology, Jenderal Soedirman University, Faculty of Humanities, Department of Language Education, English Education Study Program, Purwokerto, 2023.

This research was about the implementation of photovoice in teaching writing hortatory exposition text at the eleventh grade class of SMA Negeri 4 Purwokerto in the academic year 2023/2024. This was aimed at exploring in terms of how photovoice implemented and the teacher's opinions towards the applying photovoice in teaching writing class. The method of this research was qualitative with explorative design which involving the English teacher as collaborator to apply this method in her class. The researcher used purposive sampling to recruit the participants. The participants of this research were the students of XI MIPA 1 of SMA Negeri 4 Purwokerto and the English teacher in charge of the class. The data were collected through observations and interview. The observation was conducted to know how photovoice was implemented in the class and the interview was done to know the teacher's opinion about the method. Referring to the description of the data findings and analysis, the researcher concluded that the implementation of photovoice was successful. It was accordance on the final achievement of applying photovoice, namely producing images and writing captions. The detailed phases are; (1) first meeting, the teacher introduced photovoice and gave the material about hortatory exposition, (2) second meeting, the teacher focused on the material and elaborated about photography, rules and project (3) third meeting, hunting and writing activity. Within its implementation, the teacher also concerned on the material-focused while applying photovoice in the class. The second result of this research revealed about the teacher's opinion towards the application of photovoice. According to the interview-based result, the teacher perceived that photovoice can promote critical thinking, enhance content understanding and stimulate students' imaginations in the cognitive aspect. Besides that, in the affective aspect, the teacher revealed that photovoice is interesting and engaging because it can enhance teacher and students' involvement in the classroom. In addition, the teacher faced problems when implementing photovoice as follows: facility, students' attention and writing skills. Ultimately, the photovoice was applicable in teaching writing hortatory exposition text.

Keywords: *photovoice, writing, hortatory exposition, teaching writing*

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Penelitian ini adalah tentang penerapan photovoice dalam pengajaran menulis teks hortatory eksposisi di kelas XI SMA Negeri 4 Purwokerto pada Tahun Ajaran 2023/2024. Penelitian ini bertujuan untuk mengeksplorasi bagaimana photovoice diterapkan dan pendapat guru terhadap penerapan metode tersebut dalam pengajaran kelas menulis. Penelitian ini bersifat kualitatif dengan desain eksploratif yang melibatkan guru Bahasa Inggris sebagai kolaborator untuk menerapkan metode ini di kelasnya. Peneliti menggunakan sampel purposif untuk menentukan partisipan. Partisipan penelitian adalah siswa kelas XI MIPA 1 SMA Negeri 4 Purwokerto. Pengumpulan data dilakukan dengan cara observasi dan wawancara. Observasi dilakukan untuk mengetahui bagaimana photovoice diterapkan di kelas dan wawancara dilakukan untuk mengetahui pendapat guru tentang metode tersebut. Mengacu pada uraian temuan data dan analisis, peneliti menyimpulkan bahwa penerapan photovoice berhasil dilakukan. Hal ini berdasarkan hasil akhir penerapan metode tersebut yakni memproduksi gambar dan caption. Secara detail, fase penerapan photovoice adalah (1) pertemuan pertama, guru memperkenalkan photovoice dan memberikan materi tentang hortatory exposition, (2) pertemuan kedua, guru fokus pada materi dan penjelasan tentang fotografi, (3) pertemuan ketiga, kegiatan mengambil objek gambar dan menulis teks. Di dalam penerapannya, guru memfokuskan juga pada materi teks saat menerapkan kegiatan photovoice. Hasil kedua penelitian ini mengungkapkan tentang pendapat guru terhadap penerapan photovoice. Berdasarkan hasil wawancara, guru berpendapat bahwa photovoice dapat mendorong pemikiran kritis, meningkatkan pemahaman konten, merangsang imajinasi siswa dalam aspek kognitif. Di samping itu, dalam aspek afeksi, guru mengungkapkan bahwa photovoice merupakan metode yang menarik dan dapat meningkatkan keterlibatan guru dan siswa di dalam kelas. Selain itu, tantangan yang dihadapi guru pada saat penerapan photovoice adalah sebagai berikut: fasilitas, perhatian siswa dan kemampuan menulis siswa. Penggunaan photovoice dalam pengajaran menulis hortatory dapat diterapkan.

Kata Kunci: *photovoice, menulis, teks eksposisi, pengajaran menulis*