CAPTURING STUDENTS' ENGLISH LEARNING EXPERIENCES THROUGH PHOTOVOICE

Yulinar Rahayu Fahmi, Berita Membarasi Nehe, Nunung Nurhayati
STKIP Setia Budhi Rangkasbitung
yulinarrahayuf@gmail.com

ABSTRACT

This research aimed to find out the experiences of students in learning English online during COVID-19 and students' writing skills. It uses Photovoice as the research methodology. Data collection is done through Photovoice and in-depth interviews. 15 students of class VIII-I of SMPN 1 Rangkasbitung participated in this study. Data from students' explanations on their photos were analyzed qualitatively to find out students' experiences of learning English online through their writings about the photos. After that, the researcher did a cross check and compared the information from the students' writings, photos and interviews. In this study, researchers found that the Photovoice method can be used as a technique to help students in learning English. It can also help students express their experience of learning English online during the pandemic. Besides that, students' perception of English learning online during the pandemic has negative perceptions. This can be shown from the results of Photovoice supported by in-depth interviews. 11 out of 15 students got negative feelings, while four students had positive feelings. Three students stated they have difficulty in joining online classes and 12 students stated the other way around. From the findings above, it can be concluded that the Photovoice method can be used for teaching writing as students can still learn online easily.

Keyword: COVID-19; English online learning, Photovoice; Students' experience

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengalaman siswa dalam belajar bahasa Inggris secara daring selama COVID-19 dan keterampilan menulis siswa. Ini menggunakan Photovoice sebagai metodologi penelitian. Pengumpulan data dilakukan melalui Photovoice dan wawancara mendalam. Penelitian ini diikuti oleh 15 siswa kelas VIII-I SMPN 1 Rangkasbitung. Data dari penjelasan siswa pada foto mereka dianalisis secara kualitatif untuk mengetahui pengalaman siswa belajar bahasa Inggris daring melalui tulisan mereka tentang foto. Setelah itu peneliti melakukan cek ulang dan membandingkan informasi dari tulisan siswa, foto dan wawancara. Dalam penelitian ini, peneliti menemukan bahwa metode Photovoice dapat

digunakan sebagai teknik untuk membantu siswa dalam belajar bahasa Inggris. Ini juga dapat membantu siswa mengekspresikan pengalaman mereka belajar bahasa Inggris secara daring selama pandemi. Selain itu, persepsi siswa terhadap pembelajaran bahasa Inggris daring selama pandemi memiliki persepsi negatif. Hal ini terlihat dari hasil Photovoice yang didukung dengan wawancara mendalam. 11 dari 15 siswa mendapatkan perasaan negatif, sedangkan empat siswa memiliki perasaan positif. Tiga siswa menyatakan kesulitan mengikuti kelas online dan 12 siswa menyatakan sebaliknya. Dari temuan di atas, dapat disimpulkan bahwa metode Photovoice dapat digunakan untuk mengajar menulis karena siswa masih dapat belajar daring dengan mudah.

Kata Kunci: belajar bahasa Inggris daring, COVID-19, Photovoice, pengalaman belajar

INTRODUCTION

The COVID-19 pandemic has changed the world of education starting from the learning process which is usually done in class face-to-face to online learning. Teachers, students, and parents are required to be able to present an effective and active learning process even though it is done from their respective homes. The change in the teaching and learning process which was previously carried out face-to-face to online learning is applied to almost all levels of education in Indonesia. Online learning is education that uses internet-based technology. In online learning, educators are required to have technical skills in the field of technology education to be able to teach online (Rifiyanti, 2020). Furthermore, the role of the teacher is very important to run effective online learning. Certain competencies are required in conducting online classes, such as communication skills, technology competencies, providing informative feedback, administrative skills, responsiveness, monitoring learning, and providing student support (Roddy et al., 2017).

Awareness of students to learn independently will help them to learn easily in online classes. Learning is carried out in the classroom face-to-face, students can directly interact with the teacher. This situation can help them too to get to know each other in a better way. For teachers, face-to-face classrooms make it easier for them to evaluate the strengths and weaknesses of their students. This regular presence also allows teachers to control,

discipline students, and act as direct mentors. However, due to the current unpredictable situation of the pandemic, all schedules and routines must be arranged online. Bringing regular activities in the classroom face to face and then switching to online classes is a big challenge for all educators today.

As a teacher to carry out online learning, teachers must have good communication skills with students. It is very important to guide students to stay involved in online classes. The situation in online learning is very different from face-to-face learning, it requires clear and understandable communication so that students understand the material taught by the teacher. Asynchronous communication is very important in online learning. The technology competence of online instructors is also very important. It is undeniable that online learning uses technology-based learning media. Technological developments in the industrial era 4.0, make it easier for teachers to teach.

According to Pokhrel & Chhetri (2021), teaching through online learning which is done by using learning resources such as articles, making a learning video, and using YouTube by conducting a discussion between teachers and students to understand learning materials, it is a very effective way to make students more independent in learning, making students think critically and students can learn to solve problems. Teachers and students can take advantage of virtual classroom platforms to conduct online learning such as (Google Hangouts Meet, Zoom, Slack, Cisco, WebEx) and customizable cloud-based learning management platforms such as Elias, Moodle, BigBlueButton, and Skype which are increasingly being used.

Challenges in Online Learning

Every country has problems with internet connection in online learning. The problems faced by developing countries are children who under privileged cannot afford to buy tools to support online learning. Besides, as learning is done online, students spend more time in front of screens such as computers, cell phones which will increase the risk of exposure to increased screen time for students (Pokhrel & Chhetri, 2021). Therefore, the role of

parents is very important in online learning as parents should control children's activities during online learning so that learning remains conducive.

According to Pokhrel & Chhetri (2021), the challenges that occur in online learning are that some students are competent in the academic field and come from economically disadvantaged families so they cannot participate in learning. Meanwhile, there are also students who face difficulties during online learning, so they need parental guidance and supervision during the online learning process. There are also some students who indeed have an innate motivation to learn online, so that students can overcome problems while learning online independently. Many of these elements stem from the unique challenges and opportunities of the online learning environment which include technical difficulties, the challenge of balancing studies, work and family commitments, confusion with learning materials, poor academic performance, and lack of motivation (Roddy et al., 2017)

A study conducted by Mardiah (2020) found that E-learning provides an interesting experience for students. In learning English, students can learn English specifically by listening, speaking, reading and writing through real world situations. Students feel the sensation of learning that is completely different from conventional classes. Their access to information has also increased dramatically as e-learning offers interesting learning resources for students. Some of the problems in learning English through e-learning are the online platforms for online learning are still not functioning properly, students and teachers are having some technical difficulties with internet access, internet service is very slow or students are not able to make video calls on such programs. as Zoom because it consumes more internet data; not all students can afford a high-speed internet data package or even a few students do not have internet access at all in their remote areas; and some students lack motivation in learning because they do not interact directly with their lecturers who can motivate them, guide them and provide clearer instructions like in face-to-face conventional classrooms.

To succeed in online learning, students must be able to organize themselves. Self-regulation can help students make decisions about some aspects of their learning. They can decide on the goal setting, planning, monitoring, and assessment phases of the online learning process. However, learning online can be a challenge for students who have economic limitations because learning must use internet access, so students must have internet quotas to get learning materials and assignments given by the teacher. Thus, it needs cooperation between parents, students and teachers so that learning can still be carried out well with all limitations. Learning online also requires commitment and discipline from students, especially for students who need more attention from their parents to supervise their children when learning online (Mahiswaran Selvanathan, 2020). Even though learning is done online, students and teachers still feel comfortable and safe.

Teachers must have the ability to communicate, because it is important to build good communication between teachers and students. Moreover, students can also feel comfortable during the learning process. Therefore, during the COVID-19 pandemic, teaching and learning activities are carried out online as well as for learning English. There are many challenges and new experiences that are felt by both teachers and students in facing online English learning. From the experience of students in learning English online, certainly every student has different feelings and difficulties. Students feel the situation of the online learning process from their presence in online classes. Thus, the focus of the research is that the researchers wanted to know more about the experiences of students learning English online during the pandemic based on students' opinions since the students know more about what actually happened during the learning process. It is hoped that after knowing the experiences students feel while learning English online during the pandemic, there will be evaluations from both teachers and students. In this study, researchers used Photovoice as data collection to find out the students' experiences in learning English online during COVID-19 and using Photovoice technique in teaching writing.

Nature of Photovoice

Wang & Burris (1997) defined the qualitative methodology and called it Photovoice, which provided a voice to the unrepresented, underprivileged, poor, and helpless, those unable to read or write and/or were not noticed or understood by society. The participants used cameras to show their feelings through photographs of their lives, necessities, and grievances. Photovoice methodology is flexible and is able to be used in various ways. The purposes of Photovoice are to enable subjects to have records of their personal and community assets and concerns; to open dialogue through discussion of photos; and to communicate with government officials (Wang & Burris, 1997). Besides that, Photovoice has many benefits for participants (Wang & Burris, 1997), such as the Photovoice process provides an opportunity to visually describe students' English learning experiences during COVID-19 and share personal knowledge on defined topics that may be difficult to express in words alone; and the Photovoice creates opportunities for marginalized students; this allows them to actively participate in expressing their experiences of learning English online during the pandemic by giving them the opportunity to share their experiences of learning English and listen to their voices. In addition to that, the benefits of Photovoice for researchers according to Nykiforuk et al., (2011) are the use of photographs helps to kindle dialogue among participants about their perceptions of the issues under discussions; and it is the combination of the narrative and visual depictions that enhances the ability of researchers to accurately capture the meaning of an issue from the participant's point of view. As there are many reasons and benefits of Photovoice as explained earlier, thus, this study uses Photovoice as a research instrument to collect data about student's experiences of learning English online during COVID-19 and technique teaching writing.

The implementation of Photovoice as a media to reduce bullying in junior high school students in Indonesia has been carried out by Zulpikar (2019). The study found that Photovoice is able to reduce student bullying behavior such as cyberbullying and physical bullying. Another research on the implementation of Photovoice as a visual data collection approach conducted by Wass et al., (2020). The study found Photovoice offers a useful

methodological addition for the study, taking notes, as with all data collection approaches. The difference between the previous studies and this research is the implementation of Photovoice as a research method. This study uses Photovoice as research instrument to collect data about student's experiences of learning English online during COVID-19 and technique teaching writing.

Nature of Online Learning

Online learning is a learning process between students and teachers through the use of electronic media with the help of the internet network and e-meeting simultaneously from different places (Singh & Thurman, 2019). This online learning is both a challenge for teachers, students and parents. By having online learning, students must be more active, creative, and independent in studying the material provided by the English teacher in order to understand the material. According to Pokhrel & Chhetri (2021), online learning which is done by using learning resources such as articles, making a learning video, and using YouTube videos by conducting a discussion between teachers and students to understand learning materials is a very effective way to make students more independent in learning, think critically, and learn to solve problems.

Many of these elements stem from the unique challenges and opportunities of the online learning environment which include technical difficulties, the challenge of balancing studies, work and family commitments, confusion with learning materials, poor academic performance, and lack of motivation (Roddy et al., 2017). According to Graziano (2004), there are three main advantages of online learning, namely: learner-defined study location – where students can choose their own study place; learner-defined study time – students can set their own study schedule, instead of having to study on a certain day at a certain time; and learner-defined learning speed – students can set their own learning pace without being held back by slower students or vice versa.

However, there are some disadvantages of online learning, such as students cannot interact or be motivated in online classes, students feel bored in online learning, bad internet connection, online learning is not effective in

underdeveloped countries, where the majority cannot access the internet due to technical and economic problems, and students and instructors are poorly trained for the online classes. This makes the results of having online classes unsatisfactory for both students and teachers.

According to Pokhrel & Chhetri (2021), the challenges that occur in online learning are that some students are competent in the academic field while at the same time they come from economically disadvantaged families. As a result, they cannot participate in learning. Meanwhile, there are also students who cannot face difficulties during online learning, so they need parental guidance and supervision during the online learning process. Moreover, there are also some students who have an innate motivation to learn online, so that students can overcome problems while learning online independently. Many of these elements stem from the unique challenges and opportunities of the online learning environment which include technical difficulties, the challenge of balancing studies, work and family commitments, confusion with learning materials, poor academic performance, and lack of motivation (Roddy et al., 2017).

The problem that occurs in online learning is that students feel bored and learning is considered uninteresting. Thus, students lose focus and enthusiasm in learning. There needs to be an interesting learning method prepared by the teacher, so that students do not feel bored even though learning is done online. Other problems are audio and video problems. For example, when the learning platform used cannot produce a clear audio or smooth video due to bad internet connection. Another problem is that students lose motivation in learning, due to lack of attention and supervision from parents. Therefore, students have difficulty in understanding the material given by the teacher. Limited access to teachers is another problem, because it is different from face-to-face learning, students can ask questions freely with the teacher about material that is not understood (Dhawan, 2020).

The internet is very helpful in online learning at this time during the pandemic. The Internet is a multipurpose tool for conveying information to students around the world. Internet sites may contain a variety of media,

including text, audio, graphics, animation, video, and downloadable software. According to O'Donoghue et al. (2004), there are three main advantages of online learning, namely learner-defined study location – where students can choose their own study place; learner-defined study time – students can set their own study schedule, instead of having to study on a certain day at a certain time; and learner-defined learning speed – students can set their own learning pace without being held back by slower students or vice versa. Singh and Thurman added the other advantages of online learning, such as learning online makes students more independent, because the learning process is more student-centered; and students become more active to explore information about the learning materials provided by the teacher (2019).

On the other hand, the disadvantages of online learning are students cannot interact or be motivated in online classes; students feel bored in online learning; bad internet connection; online learning is not effective in underdeveloped countries, where the majority cannot access the internet due to technical and economic problems; students and instructors are poorly trained to teach or learn in online classes. This makes the results of taking online classes unsatisfactory for both students and teachers; students are not satisfied with online learning and do not see the teaching and learning process delivered the same as with face-to-face learning; a number of problems may arise due to the lack of careful planning from teachers and students in the implementation of online learning, and students feel isolated, frustrated, stressed, in some cases during online learning (Zboun & Farrah, 2021).

METHOD

The research design for this research is the Photovoice. By utilizing photographs taken and selected by participants, the participants can reflect upon and explore the reasons, emotions and experiences that have guided their chosen images. There were 15 participants. This research used two instruments to collect the data. The first was Photovoice and the second was In-depth Interviews to find out students' English learning experiences during

COVID-19. The data in forms of photos were analyzed qualitatively by giving a coding in every student's captions related to their feelings and difficulties.

RESULT AND DISCUSSION

A. Students' experiences in learning English online during COVID-19. Feeling and difficulty
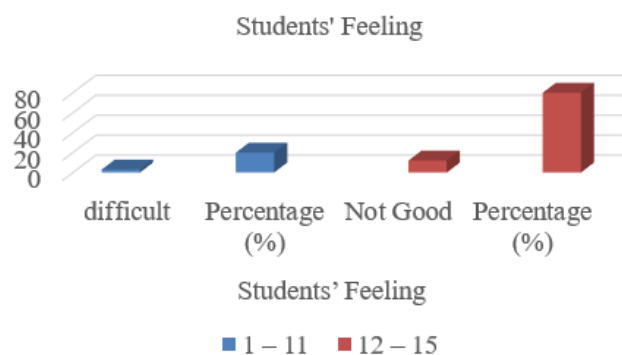
1. Students' Feeling

The data showed that four students felt good and 11 students did not feel good towards their experiences in learning English online. It can be seen on table and diagram above

Table 1. Students' Feelings

Students	Students' Feelings			
	Good	Percentage (%)	Not Good	Percentage (%)
1 – 11	4	26.7		
12 – 15			11	73.3

The table can be drawn through diagram below:

Graphic 1. Students' Feelings

a. Students' feeling in learning English online during COVID-19.

1) Confused

Photovoice result from MFZ

Figure 1 : Messy green leaves.

"This green leaf that is messy describes the feeling I feel while learning English online during this pandemic, namely that I feel confused about understanding the material. I also miss learning English face-to-face and being able to meet friends even though I have to keep my distance. Hopefully the covid-19 pandemic can disappear and everyone can return to normal life."

These messy green leaves based on the results of her Photovoice show that the feeling she has is like a mess. Messy in this case is that she feels confused in understanding English material through online learning. Even though the teacher had explained it in detail, she felt that she still did not understand the material. She also misses studying together with her friends in person. She hopes that learning English can be done face-to-face because she can get the explanation directly from her teacher.

2) Loneliness

Photovoice result from AZ

Figure 2. A quiet canteen. Photo taken on Monday

"This deserted school canteen describes the feelings I felt while learning English during the pandemic. I was interested in taking this photo because it relates to the feelings I felt while learning English during this pandemic. The feeling I feel is loneliness when learning English online. When learning face-to-face I can joke with friends, canteen with friends and study together. But when I learn English online I feel lonely even though I have family."

The photo of a school cafeteria that was deserted and no one was there was the photo taken by AZ. The quiet situation of the canteen describes the feeling he felt when learning English online, which is the feeling of loneliness. Learning English online is making him unable to study together with his friends in person. As a result of his loneliness, he was too lazy to do English assignments. According to him, what makes him excited are his friends as he does not get enough attention from his parents.

3) Happiness

Photovoice result from DPF

Figure 3. Neat study desk.

"I took this photo in my room. I was interested in taking this photo because it relates to the feelings I felt while learning English during the pandemic, which was happy and comfortable. When I saw this neat study table, I felt happy and comfortable because learning English online makes me more independent to find various sources of learning English. I learn through the internet, so I can find new fun things through animated learning videos on YouTube and various quizzes on the Internet."

The Photovoice shows a neat study table. Having a neat study table makes the learning atmosphere comfortable. When you see a neat desk, it brings a positive aura to the viewer because it makes you feel happy. It is similar to what DFP felt while learning English online during the pandemic. She feels happy and comfortable, because according to her, learning English online makes her more active and creative to learn English independently by using Google and YouTube.

4) Happy but Confused

Photovoice result from ANH

Figure 4. Flowers that looks very nice.

"Flowers that look very good describe my feelings while learning English online during the pandemic. I was interested in photographing the flower because it relates to my feelings while studying online. I feel very happy to learn English online and offline. But I am confused about learning English online because I do not understand the material and I have difficulty asking the teacher. If I learn English face to face, I really understand the material because it is explained directly by the teacher."

The Photovoice above shows a photo of a white flower that looks beautiful. When ANH saw the flowers, she felt happy because white is her favorite color. Therefore, she was interested in taking the photo because it described how she felt while learning English during the pandemic, namely happiness. However, she also had difficulty in understanding the material, because the learning activities were done through discussions on WhatsApp groups. She hopes that learning English can be done offline again because the teacher can explain directly to the students.

**b. Difficulty of students' in learning English online during COVID-19**

1. Students' difficulties

The data showed that three students felt difficulty in joining the online class, whereas 12 students felt the other way around. It can be seen from the table and diagram below.

Table 2. Students' Difficulties

Students	Students' Difficulty			
	Difficult	Percentage (%)	Easy	Percentage (%)
1 – 3	3	80		
3 – 15			12	20

The table can be drawn through diagram below

Graphic 2. Students' Difficulties
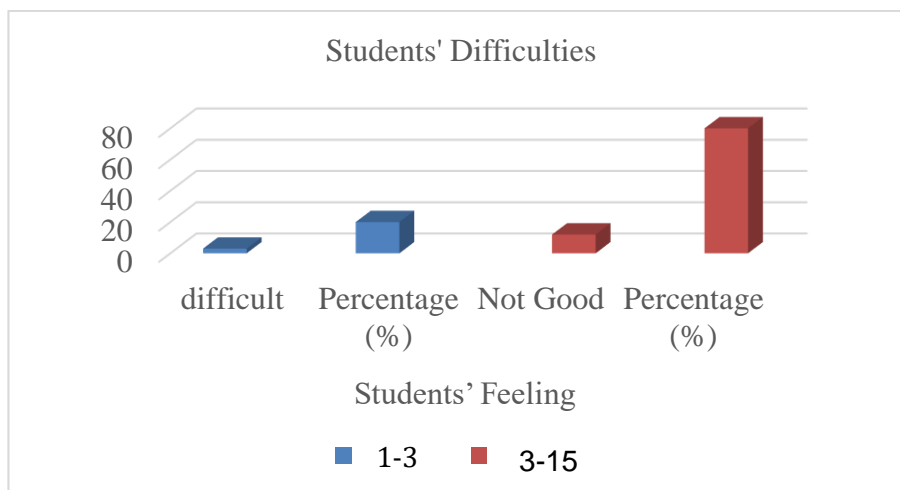
Photovoice result from CH

Figure 5. The leaves fall in a mess.

"With the leaves *falling apart, this is the same as the difficulties I faced while learning English online during the pandemic. Learning English online makes me less familiar with the material given by the English teacher and I find it difficult to ask the*

teacher. If I learn English face to face, I will understand the learning material better."

Based on her Photovoice, a photo of the fallen leaves on the floor makes the floor look messy. After the researcher asked CH, the mess here is similar to the difficulties she faced while learning English online. According to her, learning English online makes it difficult for her to understand the English learning material. As it was difficult to ask the teacher, she also felt shy to ask the teacher via WhatsApp chat. According to her, the teacher should make learning videos that are uploaded to YouTube, because if it is just an explanation in the WhatsApp group, it is still difficult to understand. As a result of not understanding the material, she feels demotivated to do the assignments.

Technique in teaching writing using Photovoice

Based on the findings from the captions that students wrote about their experiences when learning English online, Photovoice method that can be used to provide an opportunity for students to write about their experiences through photography and it is also beneficial in increasing students' writing skills. Using Photovoice, the students felt free to express and explore their thoughts into writing based on the photos they were taken and every very caption showed their feelings.

According to the students' explanations regarding the feelings they have during the online English learning during COVID-19, it showed that students had negative perceptions about learning English online. It is also supported through the results of Photovoice and in-depth interviews. Based on the research findings in section (#1), there are students who feel confused when learning English online. The feeling of confusion includes as follows:

Students find it difficult to understand the material. As usual the teacher opened the activity then she explained the material. But based on students' responses, he did not understand well. It is like a big wall blocking his understanding. He said that learning online was very different from direct visuals in the real classroom. He felt alone in having difficulty, he cannot ask

or discuss well with teacher and friends where in the class happened. Joining online classes for a long duration adds dizziness in accepting the learning and adds more misunderstanding in receiving the material from the teacher. In this case, the teacher must really understand students' psychology and make sure to help students who still did not understand the material weather with adding time to explain or adding some exercises or a special meeting with students, or the teacher can display an interesting PowerPoint presentation when explaining the material. Teacher did not give a complicated display in presenting the materials, making it easy for the students to understand well. For sure, the teacher should make good communication with students as responsible for students' knowledge in joining her class. The teacher must find the best way to minimize students' difficulties in misunderstanding the material.

Students feel bored with online English learning. The situation seems to be monotonous alone in front of the camera and make students did not meet each other with their friends in a real meeting, they felt the teacher is not capable in presenting the material in case of online learning, teacher gave unclear explanation to students and in the same time teacher gave many tasks to students. Students felt sleepy easily when joining the online classes. Students also found it difficult to ask the teacher. All these items made students feel uninterested in the activities in online classes.

Another finding was that students feel lonely when learning English online. AZ's explanation in section (#2) showed the feeling of loneliness he had when he was learning English online during COVID-19. The results also show that some students prefer learning English offline or in class, compared to online learning. The results of this study also indicate the uneasiness of teachers and students in having online English learning during COVID-19. It can be seen from the results of the data obtained; students find it difficult to understand English learning materials online, and they expect English learning to be done offline. Besides that, less interesting learning activities made the students feel less motivated in learning English online.

The Photovoice method can be used as a technique in teaching students' writing. By choosing a picture that they feel is important, students can think about the topic and how it relates to them personally, how the idea is depicted in the picture, and how that relationship can be communicated through captions. Photovoice in education provides several benefits for students and teachers. The students were able to express their experiences while learning English during the pandemic. Students are able to reflect on the results of the process of learning English during the pandemic. After students were given instructions to take photos related to the feelings and difficulties they faced while learning English during the pandemic, then students chose the most meaningful picture, reflected on the experience during online learning English, and then connected the pictures with their feelings and thoughts through a caption they wrote. It can be an interesting method for students to write their expressions based on the pictures and their experiences.

CONCLUSION

The Photovoice method provides an opportunity for students to express their experience of learning English online during a pandemic through photography techniques and the photovoice method can be a means for teachers to evaluate the online English teaching and learning process during a pandemic. This study aims to find out the students' English learning experiences during the COVID-19 period. Based on the students' Photovoice results and the discussion in the previous chapter, it can be concluded that students have negative experiences when learning English online. It can be seen from the photovoice results that students show feelings of confusion, loneliness and also the uneasiness of teachers and students in facing online English learning. Learning English online during the COVID-19 period faced some obstacles, such as students finding it difficult to understand the English learning materials explained by the teacher; students had limited access to teachers; students lacked motivation to learn English, and students found that the online English learning methods uninteresting.

Therefore, it is necessary to evaluate both teachers and students so that the online English learning process can be carried out effectively. Based on other findings, Photovoice can be used as a technique in teaching writing. It can be seen from the results of the student's writing narration. Students can express their experiences when learning English during COVID-19 through photographic techniques that are expressed with captions that students write. Thus, the Photovoice method that can be used as a technique in teaching writing can increase students' vocabulary and students can be motivated to improve their writing skills. This can be an interesting method for students to describe their feelings through a narrative based on their pictures and experiences

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