Quality Assessment of English Learning in Junior High School Using the Online Photo Essay Assignment Method

Vica Ananta Kusuma[1], Binti Muflikah[2], Sari Famularsih[3]
[1,2] Open University, Tangerang, Indonesia
[3] Islamic State University of Salatiga, Salatiga, Indonesia

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Sections Info	ABSTRACT
	Development in information technology, especially the internet and social media today, opens up opportunities for education practitioners (lecturers/teachers) to innovate in improving the quality of learning for their students. It is done to look up the conventional learning methods as investigated in this study, that is, the assessment of the quality of learning using the online photo essay assignment method. This type of research is quantitative by taking samples in two classes at the Junior High School in English. Primary data is obtained from calculating the percentage of answers to surveys given to students, as well as assessments from teachers on the results of online photo essay uploads conducted by students. This research aims to provide alternative learning methods adapted to the development of information technology so that the learning process is expected to be more exciting and can impact optimal learning outcomes. The result showed that the student assignment method in the form of online photo essays positively contributed to the quality of English learning by reviewing the process, media, and results aspects.

INTRODUCTION

Internet technology has developed as a multifunctional medium that allows users to connect without colliding with space and time boundaries. Ahmadi (2017) argued that the method instructors use in their classes to facilitate the language learning process is one of the crucial learning elements. Aslan (2017) stated that the developments in information and communication technologies had removed barriers among countries, and on this occasion, information sharing and communication have become prominent. Therefore, according to Xiao (2019), language educators must pay attention to and feel confident in embracing innovation by embedding digital technologies in students' learning. The internet offers two main benefits: communication and information (Warren et al., 1998). Communication via the internet can occur through various platforms, such as email, chat, or social media services. Furthermore, the internet is capable of being a medium of providing information and entertainment in various forms, whether in writing, photos, or videos. All this information is accessible to internet users through specific sites.

Along with the conveniences offered by the internet, it is not surprising that internet users are growing explosively worldwide. According to research from Kemp (2018) in We are Social, internet users worldwide have reached 4 billion. There is an increment from the previous year of only 3.8 billion users. Considering this vast increase, it is said that more than half of the world's population has been connected to the internet and not to mention social media users. The research of Kemp (2018) also stated that social media users in the world have grown by 13% in the last 12 Months. Central and South Asia recorded the fastest gains of 90% and 33%, respectively. Saudi Arabia experienced the

most significant increase compared to other countries at 32%, followed by India at 31% and Indonesia at 23%.

Indonesia is indeed one of the promising markets for the internet and social media. The Tetra Pak Index report states that there are around 132 million internet users in Indonesia as of 2017. At the same time, almost half of these internet users are social media enthusiasts, estimated at around 40%. This percentage increased considerably compared to 2016. The increase in internet users in Indonesia was around 51% or around 45 million users, followed by a growth of 34% in active social media users.

Regarding the duration of social media usage, Indonesia ranks third as the country with the most extended use of social media, reaching 3 hours 23 minutes per day, just below the Philippines (3 hours 57 minutes) and Brazil (3 hours 39 minutes). Arifiah et al. (2022) argued in their research that most Indonesian students have a different length of time accessing the internet in a day. School days are different from holidays. Their access to the internet ranged from 4 to 6 hours at school. Meanwhile, it ranges from 6 to 14 hours when they are on holiday.

The internet is a source of enormous information that anything can quickly and easily be reached. The internet has expanded into education and influenced how people learn as it provides access to various data information. Therefore, academicians must stay well-informed about the current developments, so they stay caught up in creating a competitive advantage (Mallya & Lakshminarayanan, 2017). The internet allows students to broaden their academic experience, access important information, and communicate with others within the academic community. The internet plays a vital role in students' lives (Ayub et al., 2014). However, they need to maintain how they spend using the internet to optimize academic purposes instead of only for entertainment purposes.

Based on the data on the internet and social media users above, education practitioners must be prepared to adapt their learning methods. The internet can offer an excellent opportunity for teachers or lecturers in developing countries to improve teaching and learning processes in both content and pedagogy (Chirwa, 2018). Trends in the digital world inevitably require teachers or lecturers to innovate in providing media, methods, or learning methods that suit the student's learning style. The easiest way to do this is by online learning methods or media. Given various ways to apply online learning methods, the "online photo essay" attracts researchers to study its implementation further.

A photo essay is a series of photos consisting of more than one photo that tells specifically about the topic or discussion that will be raised, such as poverty, refugees, floods, drugs, etc. The photo essay is popular media that journalists, bloggers, advertisers, and photographers use to discuss specific issues from the point of view of the photo taker. Photo essay has been found to aid knowledge construction through reinforcement of understanding, feedback, cognitive efficiency, reflection, creativity, motivation, and emotional resonance. Megawati & Alkadrie (2017) stated that photographs significantly affected students' writing abilities. Photographs motivate students to get ideas, teach, feel, and express them in writing. The students who used photographs got higher scores than those who did not. The psychological effect of using the photograph was that the student's motivation increased because they felt happy learning the material. There are various photo essay forms, ranging from photos with added captions or small notes to complete essay scripts with several photos added.

Soviyah & Purwaningtias (2018) wrote that using a photo is an effective medium for teaching writing, particularly in writing recount text. It is shown through the outcome of this research gains, which shows that after being given the treatment of photo cues, the students show better improvement than those not given photo cues. In education, a photo essay still needs to be used by teachers and lecturers in teaching and learning activities. However, it shows promise as an instructional strategy that facilitates awareness among students based on research done by (Grimwood et al., 2015). The photo essay combines two conventional learning media, image and written media – thus, both are complementary in covering each other's weaknesses. According to Sandman (2012), there are at least four weaknesses of image media as follows: (1) Emphasis on the perception of the sense of sight, (2) Complex images need to be clarified, (3) Limitation of use in large groups, and (4) Requires skill or foresight in utilizing image media. However, adding text at the end of each given photo can minimize these four weaknesses. For example, adding text or stories in a photo essay can minimize the emphasis on the perception of the sense of sight on the image media because getting a story from a photo requires other senses, such as the sense of hearing and the ability to speak.

Macnab et al. (2018) argued that the photo essay format is excellent for a brief report or preparing a research presentation for a scientific meeting. The online photo essay is likely to be used by education practitioners as one of the learning media and media to measure the quality of learning in today's digital era. The proliferation of photo-sharing applications and sites such as Instagram, Snapgram, Blogspot, to WordPress – is a blessing for teachers or lecturers to take advantage of these digital platforms as a place to carry out educational activities, especially by using the online photo essay method. Hahl (2020) stated that using photos to write essays helped structure reflection and analyze different aspects of teacher hood. The photo report allowed sufficient flexibility and freedom to make the reflection personal and about one's own story, which was considered valuable. Given the various platforms, this research will focus on using Instagram as a forum to develop online photo essays, especially when targeting students in junior high schools. There are two reasons behind this. Firstly, it is related to teenagers' high number of Instagram users. According to the results of Instagram statistics, as of January 2018, 7% of Instagram users worldwide are those aged 13-17 years, while 31% are those aged 18-24. This number is projected to continue to increase from time to time, along with the increasing number of teenagers who already have their own devices.

Based on the data above, adolescents contribute to quite a significant share of Instagram users and probably other social media. Many studies have begun targeting adolescents and their social media behavior. This social media exposure, to some extent, is hypothesized to influence adolescents' favorable attitudes toward risky behaviors and perceptions (Vannucci et al., 2020). One such study is a study from a Pennsylvania State University team that underscores the behavioral characteristics exhibited by teenagers on Instagram. According to the research of Jang et al. (2017), the characteristics shown by adolescents when using Instagram include: (1) Adolescents are very concerned about their image on the internet. Popularity is the main thing they are looking for; (2) Adolescents tend to worship the number of likes on their posts; (3) Adolescents tend to take reciprocal actions to like is replied to like, follow is replied to follow, and comments are replied to comments.

Social media have become integral to today's culture and have helped define the latest generation of youth (Cookingham & Ryan, 2015). Several studies state that adolescent behavior is influenced by their lifestyle, especially in using social media (including Instagram). Rubiyati (2017) showed that there is a positive influence between the use of Instagram and the level of student creativity. The study, which was conducted by taking a sample of 64 seventh-grade students at 23rd State JHS Pontianak, presented that the number of students using Instagram reached a score of 83.41% or in the active category. In contrast, the use of Instagram in learning creativity reached 41.22% or in the medium category. The results of the study concluded that the better the use of Instagram, the better the learning creativity of adolescents, and vice versa.

Instagram also affects the social existence of an adolescent. As revealed through research from Mahendra (2017) on a sample of teenagers in the city of Jakarta which shows that Instagram can help the adolescent to find all kinds of information, find old friends or new friends they want, as well as regarding recognition from the surrounding environment where teenagers feel valued and noticed when using Instagram. However, based on the height and length of use of Instagram among teenagers, Mahendra (2017) suggested that teenagers should be wiser and kinder while using the application. In the context of showing self-existence, a teenager must be careful not to over-exposure in showing their personal life and disturbing the feelings of others. In addition, he added that various negative impacts overshadow the high number of Instagram users among teenagers, such as decreased concentration power and student achievement, as well as a tendency to be reluctant to socialize with their immediate surroundings.

Based on the explanation above, the researchers are interested in conducting further research on using online photo essays to measure the quality of learning in junior high school students. The researcher intends to describe and analyze Open University student acceptance of the use of the Microsoft Teams application for Webinar Tutorials (Tuweb) during the Covid-19 pandemic and analyze the magnitude of the influence of using the Microsoft Teams and LMS applications for Webinar Tutorials (Tuweb) during the COVID-19 pandemic at the Open University. The platform used in this online photo essay is Instagram – a photo and video-sharing application created by Kevin Systrom and Mike Krieger in 2010. The app is now owned by a major social media company, Facebook, Inc., and continues to record significant user growth over time, especially among adolescents. Meanwhile, measuring the quality of learning is reviewed using three aspects: aspects of the process, results, and media.

RESEARCH METHOD
The study was conducted on 8th-grade students at State Junior High School 1 Salatiga (1st State JHS Salatiga). The sample was carried out in class VIII, which received lessons on narrative text in English subjects. The subjects of this study were all 8th-grade students at 1st State JHS Salatiga as many as two classes, with 50 students in total. All the students are divided into small groups and given the assignment to make an online photo essay according to the topic proposed by the teacher.

Meanwhile, this research aims to assess the quality of learning using online photo essay media. The assessment is carried out by focusing on three aspects as follows:
1. Aspect of Process (Assessed by students)
   a. Activeness
   b. Enthusiasm and passion for learning

    c.   Self-confidence

2. Aspect of Result (Assessed by teacher)
    a.   Scoring

3. Aspect of Media (Assessed by students)
    a.   Fun learning
    b.   Facility to understand material
    c.   Creativity

This study used a quantitative approach so that the primary data was more in the form of numbers, especially the percentage obtained from the results of the survey data given to students. In addition, primary data was also in the form of grades the teacher gave students related to the uploaded online photo essay results. This research elaborated the secondary data in writing or documents to complement the primary data. The secondary data was obtained from journals, research results, documents, and other written sources that were beneficial to the completion of the research.

In this study, a survey was given to students so they could conduct an assessment or provide feedback regarding the quality of learning that occurred when they were presented with an online photo essay as their learning media in terms of process and media. The teacher used the scoring table as an instrument for assessing the quality of learning carried out using the online photo essay method. Furthermore, literature studies are used to obtain the results of previous research through books or materials that optimize the results.

RESULTS AND DISCUSSION

Mena & Roldan (2017) argued that the visual essay examines how artistic photography can provide visual clues to explore an educational space. Primarily, the use of those photos is implemented for young learners. This research was conducted on the 1st State JHS Salatiga students sitting in one class, namely Class 9-F. This selection is carried out randomly. However, there are specific considerations to deciding 9th grade as the focus of research instead of 8th grade as the researchers have planned. Those are (1) adjusting English learning materials that can be synergized with the online photo essay assignment method and (2) the assumption that students in the 9th grade are considered more prepared to use the method than students at lower grade levels. Two sub-materials are organized with the online photo essay assignment method: News Item Text and Expressions of Hope.

News item text is a text that conveys daily events that are actual and essential. This type of text can be found in the mass media, especially in newspapers and magazines. Meanwhile, the expression of hope is an expression that expresses hope for something and generally can be used to express possibilities that can occur in the future. In connection with the COVID-19 pandemic that is currently happening in Indonesia, the big theme of the online photo essay assignment is that students are asked to make photo essays related to the positive activities they do during the pandemic, especially when the government enforces the "Stay-at-home" and "Study-at-home" policy; that is the policy to stay silent and study at home in order to break the chain of the virus transmission. Moreover, Leonardo et al. (2022) stated that using photos can encourage students to express their ideas, opinions, and thinking based on their imagination when imagining the picture as actual events.

There are 32 students in Class 9-F in total, and in terms of gender, there are eight male students and twenty-four female students. Regarding age, most students were 14

years old, and the rest were 15 years old. Suppose it is drawn into the generation grouping classifications. In that case, Class 9-F students are included in the Generation Z group or the successors of the Millennials generation because they were born between 1999 and this second. Many terms are Generation Z, such as iGen (iGeneration), Gen Net (internet generation), Gen Tech, digital natives, and plurals. If you pay attention, these terms are closely related to information technology. Dolot (2018) explained that the youngest generation - called Generation Z - was born and raised in entirely different circumstances than the other older generations. Although representatives of Generation Z have only just joined the labor market, there are already opinions and characteristics of them. Generation Z (probably due to its young age and limited presence in the labor market) is much less frequently described and characterized in professional literature than other generations. The common thread is that Generation Z is considered a generation that grew up in the digital era, so they are technology literate and familiar with sophisticated digital devices since childhood.

According to Dangmei & Singh (2016), Generation Z is born and raised on the social web. They are digital-centric, and technology is their identity. This generation will be entering companies in the coming years, but more is needed of this generation about their characteristics, needs, attributes, and work style. They have different attitudes towards work than the previous generations. In addition to being considered more information technology literate, there are several other characteristics possessed by Generation Z, including (1) big ambitions to achieve success, (2) likes simple, practical, and instant things, (3) wanting freedom, (4) has high self-confidence, (5) likes details, (6) wants to get recognition, (7) is more tolerant of differences, too (8) is more realistic.

Students in Class 9-F are said to belong to an active group that uses Instagram. The research team conducted in-depth interviews using a random sampling method with ten students in Class 9-F. The ten respondents mentioned that they used Instagram for 2-3 hours (4 students), more than 3 hours (1 student), 1-2 hours (2 students), and less than an hour (3 students). Of the ten respondents, most of them use and interpret Instagram as an application that can be used to get entertainment so that they can refresh themselves after undergoing their daily routines. One of the students, Made Khanaya Dew Astawa said:

"*For me, Instagram means a place that can be used to relieve boredom*" - Interview results,

This feeling of boredom and fatigue is even felt by students during the pandemic, where they cannot study at school, cannot interact directly with friends, and are limited to doing activities outside the home. Even though the students in Class 9-F belong to Generation Z, who are considered digital natives or people who are familiar with the digital world and information technology from an early age, it turns out that some respondents admitted to having anxiety or worries while using Instagram. This anxiety belongs to what is called technology anxiety. Sintonen (2020) defines technology anxiety as "the degree to which the usage or idea of using the technology in question arouses unfavorable feelings and fear."

There is one of the respondents' answers regarding the technology anxiety experienced while using Instagram, which can be related to the characteristics of Generation Z itself. Naila Aulia Azzahra says:

"*Yes, I have that anxiety. I often feel ashamed of the photos I upload. And I am worried if the photos I upload look weird in others' point of view.*" - Interview result,
What Naila feels is a form of technology anxiety in using Instagram.

Learning quality was assessed with the online photo essay method after first holding a particular class for students in Class 9-F related to the synergy of English subject matter, namely news item text, and expression of hope. In connection with the COVID-19 pandemic that is currently happening in Indonesia, the big theme of the online photo essay assignment is that students are asked to make photo essays related to the positive activities they do during the pandemic, especially when the government enforces the "Stay-at-home" and "Study-at-home" policy; that is the policy to stay silent and study at home in order to break the chain of the virus transmission. Three aspects are reviewed related to the quality of learning with the assignment method: process, media, and results. Vevaremmal & Gafoor (2016) argued that students have minor self-efficacy beliefs towards assessment practices even after adopting relatively flexible current evaluation practices, including continuous and comprehensive evaluation systems. Less efficacious students lacked confidence in doing projects and assignments and were found to have examination anxiety and stress. Students should get timely positive reinforcement and motivation for their assignments and project. The aspect of a process referred to in this study is closely related to learning. Winkel (1996), as quoted by Hazkia & Lestary (2017), describes the learning process as a psychological or mental activity that takes place in active interaction in the environment, which results in changes in knowledge, understanding, skills, and attitude values. In terms of activities in the school environment, the learning process is an active interaction between teachers and students to provide new information related to knowledge, skills, and attitude values.

This research uses communication process theory which includes three main actors. Those are (1) the Sender or Information Giver, (2) the Media or Communication Channel, and (3) the Receiver or Information Receiver. The theory is then combined with an assessment of the quality of learning which includes three sides: the process, results, and media aspects. Ruler (2018) wrote that in communication theory, there are at least three different lenses with which to view how this process works: communication as a one-way process of meaning construction, in which the sender attempts to construct or reconstruct the meaning developed by the receiver; communication as a two-way process of meaning construction, in which two or more people construct new meanings together; and communication as an omnidirectional diachronic process of meaning construction, in which the focus is on the continuous development of meaning itself. The process aspect focuses on the responses and views of the recipient of the information regarding the quality of learning English after using the online photo essay assignment method. The recipients of the information in question are students.

There are three sub-indicators used in the study to review the quality of English learning in JHS using the online photo essay assignment method from the process aspect. The three indicators are (1) activeness, (2) enthusiasm and passion for learning, and (3) self-confidence. Before being given an assignment in the form of an online photo essay, the research team collaborated with the English subject teacher in Class 9-F to conduct a particular class in which the teacher taught the subject of news item text and expression of hope. Then, the teacher added the material about photo essays. After this class, students are free to develop their photo essay assignments according to their preferences. The whole process of taking photos and making captions is also done by students independently.

Based on the results of a survey of all students, the following results were obtained. As many as 27 students (84.38%) answered that they felt more active during class and did assignments using the online photo essay method. The remaining five (15.62%) answered that their activeness might increase using the assignment method. The second sub-indicator from the process side relates to enthusiasm and enthusiasm for learning. The survey results in the second sub-indicator showed that as many as 24 students (75%) said they felt more enthusiastic about learning and doing assignments with the online photo essay method. The remaining eight students (25%) answered that their enthusiasm and passion for learning might be increased while using the assignment method. This means that the online photo essay assignment method has also been proven to positively contribute to the strong will of students in Grades 9-F to learn the material being taught and do the assignments given to them. Sakkir (2020) stated that pictures enhance students' ability to learn English writing. It indicated that there is improvement in the student's writing skills, mainly the five components and particularly their interest in using pictures. Salma Dewi Kusuma, one of the respondents in this study, said that she felt excited to take part in learning with the online photo essay assignment method because the use of Instagram is something "*kekinian*" - a term that is often millennials and Generation Z often use something that is currently happening, becomes a trend in a certain period, usually involves the current time conditions (Pertiwi, 2019).

The last sub-indicator is self-confidence. According to Jurdak (in Hapsari, 2011), teachers and the learning methods they apply in the classroom will directly affect students' self-confidence. Students' self-confidence will increase when faced with challenging situations and pleasant feelings. Listiyani (2019) argued that visual images or photos helped students generate ideas, delve into more creativity, and develop their imagination and motivation in writing. However, some students needed help with ideas, grammar, diction, and plot. Implications for Research and Practice. The online photo essay assignment method is one of the new methods that still need to be used by teachers, so this creates a challenging situation for students who will test their confidence. In the results of processing a survey of respondents, it was found that 20 students (62.5%) answered that they felt more confident in learning and doing assignments with the online photo essay method, the remaining 12 students (37.5%) answered that their confidence might increase while using the assignment method.

The online photo essay assignment method requires all students (respondents) to upload assignments to Instagram – a social media platform that focuses on the photo-sharing feature. Therefore, by considering the function and role of social media (in this case, Instagram) as a means of education, a means of self-actualization, and a means of obtaining entertainment, from this media perspective, research respondents (class 9-F students) were asked to review the use of Instagram as a media to collect their assignments based on three sub-indicators: facility to understand the material, fun learning, and creativity. The first sub-indicator relates to the sense of fun and pleasure evoked. It is undeniable; users often use Instagram and various other social media applications to entertain themselves, especially after going through a bad day, experiencing boredom from routine, and experiencing fatigue from the rhythm of activities that are too busy (Kurniawan, 2018). Developers or creators design various features and content presented on social media to be as attractive as possible. They are expected to entertain or please anyone who uses or obtains content from social media applications.

Based on a survey of respondents, it was found that as many as 25 students (78.13%) answered that they felt the class felt more fun using the online photo essay assignment method. The remaining seven students (21.87%) said the class might feel more fun using the photo essay method. It is in line with the research written by Asrifan (2015) that teaching writing using photos increases the students' ability to write. It means that using Instagram as a platform for collecting assignments positively contributes to the sense of fun experienced by students while studying, working on, or collecting assignments. One of the respondents, Naila Aulia Azzahra said:

"*Of course, I feel happy because this assignment method is different from the others, so it makes the learning process more enjoyable.*" - Interview result,

Regarding educational facilities, the media aspect includes the second sub-indicator, which is related to the facility to understand the material. The material itself has been given to students in grades 9-F in a particular class that has been scheduled in which it discusses material about news item text, expressions of hope, and photo essays. The results survey respondents showed the following results: as many as 20 students (62.5%) answered that they felt the material was easier to understand while using the online photo essay assignment method. The remaining 11 students (34.38%) answered that the material might feel easier to understand while using the method, and one student (3.13%) answered that the material was challenging to understand with that method.

Meanwhile, the results of a survey of Class 9-F students related to creativity sub-indicators showed that as many as 26 students (81.25%) answered that their creativity was more developed during class and doing assignments using the online photo essay method, the remaining six students (18.75) %) answered that their creativity might be more developed while using the assignment method. Nevertheless, Rusli et al (2019) explained that it is advisable that teachers play their roles responsibly in managing students' activities online and also be equipped with technical skills to enhance the establishment of social media in ESL teaching of writing.

In contrast to the media and the process aspects, which emphasize more on the point of view of the recipient of information (receiver), which in this case is a student, then, the aspect emphasizes the side of the information provider (sender) or in this case the teacher. In short, the duties of teachers in this study include several activities as follows:
1. Designing and delivering materials to students.
2. Telling the rules of the assignment to students, both in terms of topics, assignment formats, assessment aspects, until the deadline for collecting assignments.
3. Providing feedback in the form of comments on each student upload.
4. Assessing the results of each student's upload.

The fourth point of assessing the results of students' uploads is the key to the analysis in terms of the results of the assessment of learning quality using the online photo essay method (Ferlitasari, 2017).

Of the three types of values in the 2013 Curriculum, the research team agreed to focus on the assessment of only two values; those are the value of knowledge and the value of skills. The value of knowledge is an assessment technique that can be used to assess students' understanding of the material provided. Techniques commonly used include written tests, oral tests, and assignments. The achievement of knowledge values uses numbers on a scale of 0 – 100. Analysis of the value of knowledge is carried out by

comparing the value of students' knowledge before and after an action is given. Figure 1 is a knowledge acquisition scores for Class 9-F students.
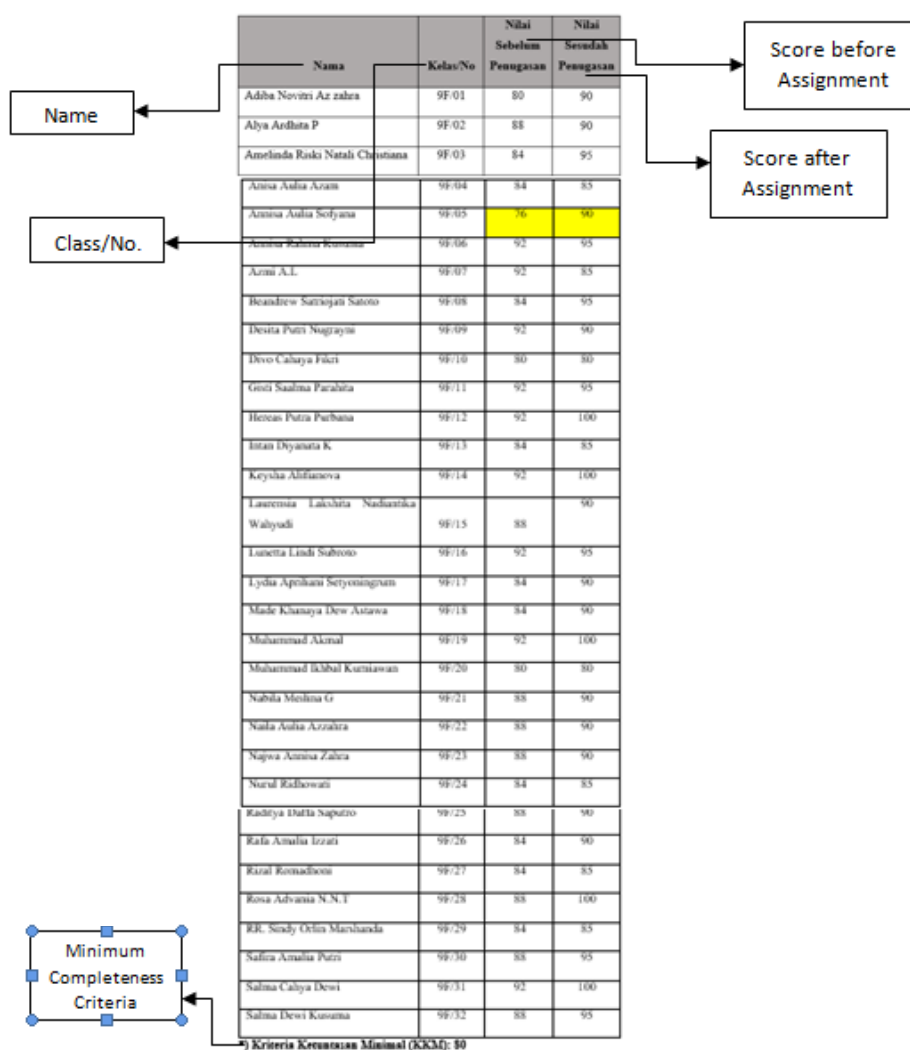

Figure 1. Students' acquisition scores.

Based on the results of knowledge scoring gained by students, it can be concluded that the online photo essay assignment method makes a positive contribution to students' understanding of the material provided. This can be seen from the score difference before and after the given material, which mostly increased by 1-14 points. There was even a student who before the assignment scored below the minimum criteria, actually recorded the most significant increase in his acquisition of 14 points among his classmates. Sarifah & Apsari (2020) suggested for the teacher who have students' with low improving in learning writing to use photos in the learning and teaching process. Because it can improve students' writing skill.

Furthermore, the second sub-indicator in the result aspect is using skill scores. Skill scores are obtained from the results of practice, product, project, and portfolio assessments. The results of the assessment using practical and project techniques are averaged to obtain a final skill score in each subject. As in the scoring of knowledge, writing skill achievements uses numbers on a scale of 0 – 100. The portfolio or product referred to in this study is in the form of photo essays, which will be assessed from four

main aspects, namely: (1) Theme; (2) Photo; (3) Caption; and (4) Grammar. Figure 3 shows the results of the assessment of uploading photo essays of students in Class 9-F.

Figure 3. Results of the assessment.

Almost in line with the results shown by the knowledge score, the skill scores of Class 9-F students also increased before and after the assignment with a range of 10-19 points. The increment is even considered very significant because there are seven students scored skills below the minimum criteria before given the method. After the method is applied, all of them scored above the minimum criteria where one of them recorded the highest increase, reaching 19 points. Reflecting on the results of Class 9-F students both in terms of skill scores and knowledge scores, it can be said that in terms of results, the online photo essay assignment method has been proven to make a positive contribution to changes or increases in the value of each student. Apsari (2017) mentioned that there are some benefits using photos in teaching writing, which are the development of students' writing ability, the increasing of students' participation in the class, fun learning's atmosphere and the increasing of students' writing interest.

CONCLUSION
Through this study, the student assignment method in the form of online photo essays was proven to make a positive contribution to the quality of English learning by

reviewing the process, media and results aspects. However, there are two additional notes in this study that were obtained by the researcher. The first note is regarding the level of recommendations from students in using the online photo essay assignment method. Taken as a whole, the majority of Class 9-F students recommend online photo essays as an assignment method to determine the quality of learning of a particular subject. The second note is that in-depth interviews result showed that it is recommended, most admitted to suggested the online photo essay assignment method because the method can be said to be rarely used by teachers, easy to implement, and encourages a sense of creativity from each student when doing the assignment. Therefore, the research team suggests that every teacher who may later use online photo essays as their assignment method can create consultation and discussion rooms for students related to caption writing, both related to grammar, spelling, up to content or the story to be told. After all, captions play a crucial role in a photo essay. Captions that are done carelessly or incorrectly, it is feared that they will damage the message that is trying to be conveyed through a series of photos. On the other hand, a good caption is a caption that has synergy with a series of photos, is written with good grammar or storytelling style so that it is expected to attract reading interest from other Instagram users. Thus, the caption problem is the second note in this study. This research provides practical benefits for students, tutors, and stakeholders of Open University in using Microsoft Teams and LMS application for Tuweb. As for the future researcher, this research presents a stepping stone and considerations for further research and analysis regarding the use of Microsoft Teams and LMS applications for Tuweb.

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Vica Ananta Kusuma
Open University,
Jl. Cabe Raya, Pondok Cabe, Pamulang, Tangerang Selatan, 15418, Indonesia
Email: vicaananta@ecampus.ut.ac.id

Binti Muflikah
Open University,
Jl. Raya Semarang - Kendal Km 14,5, Mangkang Wetan, Semarang, 50156, Indonesia
Email: binti@ecampus.ut.ac.id

*Sari Famularsih (Corresponding Author)
Department of English Education,
Islamic State University of Salatiga,
Jl. Lkr. Sel. Salatiga No.Km. 2, Pulutan, Sidorejo, Salatiga, Central Java, 50716, Indonesia
Email: sari_famularsih@iainsalatiga.ac.id