



Analyzing Students' Self-Reflection on Project-Based Learning and Caption Text

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Abstract

This study used mixed methods and focused on discovering the students' self-reflection on project-based learning implementation and their competence in writing caption text relating to using the present tense and interpreting visual aspects of it in the twelfth grade of science at SMA PGRI Cipanas. There were 35 students chosen as samples for the study. The data were collected through a questionnaire, an interview, and observation. The result of the questionnaire showed that their self-reflection got an average of 51.8% on pre-, 47.7% during, and 42.3% on post-implementation of PjBL in learning caption text. Meanwhile, based on the interview, students gave a good or positive reflection on PjBL implementation in learning caption text. Second, their self-reflection on their competence in writing the caption text showed that they delivered positive reflection and good development. The questionnaire and interview results demonstrated this: 61.4% on simple present tense forms, 56.5% on verbs, and 70.6% on time signals. Based on the scoring and classification of simple present tense and vocabulary, they got score of 5, or excellent. Meanwhile, based on the types of grammar, students' simple present-tense sentences belong to descriptive grammar.

Keywords: caption text, project-based learning, students' self-reflection, writing skill.

Introduction

In the 2013 content standards, high school students are expected to be able to explain and differentiate its social function, the structure of the text, its language feature, understand the meaning contextually, give and ask for information related to the image, photo, graph, or table, and create the caption text.

As a kind of text, captions highlight students' competencies. In terms of cognitive competence, captions help students improve their competence in language features such as vocabulary and the simple present tense. In terms of psychomotor competence, they can be more creative and skilled, and they can create and write captions in accordance with the situation of the image or photo as vocabulary and the simple present tense. In terms of psychomotor competence,

they can be more creative and skilled, and they can create and write captions in accordance with the situation of the image or photo. In terms of affective competence, they can be more responsible, empathetic, aware of others, and take care of them, for example, by thinking twice before uploading their captions so that they do not hurt someone's feelings.

Furthermore, because captions display images, texts, photos, signs, emojis, emoticons, music, and other forms of communication, the study of semiotics (Murti, 2013), as cited in Murtaisah (2020), becomes relevant. In semiotics, people use visual signs for communication, both verbal and non-verbal (Nilasari, Sudipa & Sukarni, 2018). Indeed, the relationship between captions and signs in semiotics is interconnected.

Photography assignments as part of project-based learning are interactive techniques. Project-based learning can promote students' skills in writing caption text and understanding the implied meaning of the caption. The technique is also recommended by some experts (such as Brown in 2005, Zecevic, et al., Garcia, et al., in 2010, Facione in 2011, and Killion in 2021).

Similarly, research shows that students who are given time to reflect on their learning process are able to enhance their self-awareness and appreciate the process of learning more (Chuprina and Zaher, 2011).

Walter et al. (2012) conducted research using web sharing and photography assignments. It found that the students' reflective responses to photographs indicate that they have an increased awareness of social and environmental determinants of health within their homes and local communities. Citra (2020) conducted qualitative research to promote students' critical thinking in comprehending the implied meaning of the caption text by implementing a project-based learning method. The results showed that the implementation of the caption text was already appropriate to the teaching of reading in the 2013 curriculum and could promote students to think critically. Herlina and Maria Ramasari (2018) conducted a qualitative study to assess students' ability to construct sentences in the simple present tense. The result showed that many students still had difficulties producing sentences in the simple present tense, especially with verbs in the third person singular as the subject pronoun. Murtaisah

(2020) conducted a semiotic analysis of memes using Peirce's triangle elements of signs in the Instagram account @9gaggirly, which consists of 510 advertisements from 72 brands. Her analysis found 27 icons and 39 symbols that consisted of satire and a message for women in general.

This study was the mixed methods in which the 12th-grade students of SMA PGRI Cipanas in the academic year 2021-2022 reflected on the implementation of project-based learning and their writing skill development to write caption text using the present tense relating to the form, verb, and time signal and interpreting it.

Research Methodology

This research used the mixed methods. Mixed methods is a methodology that involves combining, collecting, analyzing, interpreting and reporting both qualitative and quantitative data (Creswell, 2014). The objective of this study was to describe the students' self-reflection on implementing project-based learning in developing caption text. Moreover, It explored students' self-reflection about their writing skills development in writing caption text using the present tense relating to the form, verb, and time signal and interpreting it. The instruments used were the questionnaire, interview, and observation. The questionnaire and the interview were tested for validity and reliability before use in this study to approve the instrument. For the instrument question, the author sought expert validation. The selected expert, Dr. Andang Saehu, M.Pd., CHS., has approved the rebellious of this inquiry about some time recently given it to the students' self-reflection on project-based learning implementation and caption text writing development. It was conducted in the 12th grade of SMA PGRI Cipanas in the academic year 2022-2023. This study used convenience sampling as needed, and because of the ease of accessing data from the sample, the 35 students in the 12th grade of Science who participated in this study were chosen as the respondent.

Closed-ended questionnaires were used in this study to discover students' self-reflection on project-based learning implementation and their competence in writing caption text related to using the present tense. The questionnaires were given to 35 students who took part in this study. The questionnaire was designed to

elicit self-reflection and was modified from A. S. (2020), Hajjah Rafiah et al. (2020), Kamal Y. & Nikmatul J. (2020), and Pentury H. J. et al. (2020). The questionnaire used a Likert scale form, with responses classified into four levels of agreement: strongly agree, agree, disagree, and strongly disagree. Meanwhile, for the interview the researcher conducted a semi-structured interview to ensure that candidates had equal opportunities to provide information and were assessed accurately and consistently. To gather information, 5 students from a class of 35 were interviewed. The researcher then used MP4 (audio-record) as an instrument to record during the interview process in this study. Academic Skill Center, *A Short Guide to Reflective Writing* (2017) and Yasin, H. (2018). This study also used visual observation as the research subject in looking for and collecting data from the students' captions by reading and identifying, signing, grouping the signs, analysing, and interpreting the data required by using Peirce's theory of sign, namely icon, index, and symbol. Through a semiotic study, the observation aims to interpret the visual aspects of caption text that would be the meanings.

Findings and Discussion

Findings

The finding focused on the students' self-reflection on PjBL implementation in learning caption text, their caption text writing development relating to the form of present tense, verb, time signal, and the interpretation of the visual aspects in their caption text.

The Students' Self-Reflection on PjBL Implementation in Learning Caption Text

As described in the following table, it can be concluded that the students had a moderate reflection on the pre-implementation of PjBL, with an average score of 51.8%, 47.7%, and 42.3% post-implementation of PjBL.

Table 1. Reflection on PjBL Implementation

No.	Indicator	Average Percentage			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1	Reflection on pre-implementation of	44.2	51.8	3.3	0.46

PJBL					
2	Reflection on whilst implementation of PJBL	25.2	47.7	23.6	7.3
3	Reflection on post-implementation of PJBL	21.8	42.3	28.9	6.6

Students' Reflection on Pre-PjBL implementation

The result obtained from the questionnaire showed that 51.8% of students enjoyed the PjBL implementation in the class. 49% of students who did not enjoy the experiences during the implementation of PjBL. Beside that, 51.4% of students understood the steps of writing caption text sufficiently. 54.2% of students have sufficiently prepared the materials by writing caption text. 54.2% of students have learned the examples of the caption text types given by their teacher, and the students have understood them sufficiently. In the PjBL implementation, 51.4% of students enjoyed the formed group. PjBL implementation sufficiently motivated 51.4% of students to learn caption text.

Students' Reflections on Whilst Implementation of PjBL

The result showed that 68.5% of students agreed that their development of writing skills in a good organization. 71.4% agreed that PjBL developed them for determining time signals in the simple present tense. 77.1% agreed that writing activities using PjBL were more attractive, alive, and full of enjoyment.

51.4% of students were able to learn the lesson step-by-step based on the eight steps of PjBL sufficiently. 65.7% agreed that PjBL developed their writing skills in determining the form of a verb and a sentence of simple present tense used in caption text (content, grammar, and organization).

Reflection on Post-Implementation of PjBL

The result of questionnaire and interview showed that 60% of students felt more comfortable learning caption text by using PjBL. 54.9% agreed that PjBL was quite appropriate for caption text.

PjBL was deemed appealing by 48.5% of students to be implemented in their class. 45.7% showed that PjBL have not developed their skill in writing and communicating the caption text sufficiently. PjBL helped 54.2% of students

adequately deliver ideas in caption text writing. PjBL implementation improved the skills of 65.7% of students in writing excellent caption text. Finally, it showed that the students of this study had a moderate reflection on the pre-implementation of PjBL, with an average score of 51.8%, 47.7%, and 42.3% post-implementation of PjBL.

Meanwhile, the interview result showed that all the respondents gave positive responses toward PjBL implementation in learning caption text. Regarding writing reflections, the five respondents liked writing reflections and would do the same in their learning.

Students' Self-Reflection about Their Competence in Writing Caption Text Relating to Using Simple Present Tense and Interpreting Visual Aspects of Caption Text

Based on the results of the questionnaire, students' reflections on using the present tense showed good reflection, as can be seen in the following table.

Table 2. Reflection on the Simple Present Tense

No.	Indicator	Average Percentage			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1	Reflection on the forms of simple present tense	19.2	61.4	21.9	3.5
2	Reflection on the verbs of simple present tense	19.3	56.5	29.6	6.16
3	Reflection on the time signals of simple present tense	14.9	70.6	9.25	0

Students' Reflection on the Forms of Simple Present Tense

60% of students agreed that caption text helped them correct their mistakes in writing sentences in the simple present tense. 42.8% of students showed that they thought simple present tense was easy to understand sufficiently. 71.4% of students agreed that the rules and functions of the simple present tense were conveniently recalled by the students. As an example, 74.2% of students agreed that they could write the simple present tense pattern from S + V1(s/es) + O.

Students' Reflection on the Verbs of Simple Present Tense

68.5% of students agreed that they were able to distinguish the verb form of the simple present tense conveniently. 65.7% of students agreed that they were able to

distinguish "to be" in the simple present tense from exemplary. 45.7% of students agreed that the use of "to be" in the simple present tense was easy to understand and remember sufficiently. 65.7% agreed that their understanding of the rules of verb form in the simple present tense. 45.7% showed that they were able to distinguish the auxiliary verbs "do" and "does" in the negatives and the interrogative sentences sufficiently.

Students' Reflection on the Time Signals of Simple Present Tense

80% agreed that the caption text helped them understand the verbs and the time signals in the simple present tense. 68.5% agreed that they were able to write the simple present tense conveniently. 65.7% said they could write the simple present tense in the future easily. 68.5% agreed that they were able to determine the time specifically by noticing the adverbs of time.

Thus, it can be concluded that students' reflections on simple present tense mastery were good or positive, with an average score of 61.4%. Meanwhile, it was moderate on simple present tense verbs, with an average score of 56.5%, and had a good or positive reflection on simple present tense time signals.

Students' Self-Reflection about Their Competence in Using the Simple Present Tense and Interpreting the Visual Aspects of Caption Text

The following table shows the students' reflection about their writing development in signifying the visual aspects in their caption text as the following table.

Table 3. Reflection on Development in Writing Caption text

No	Indicator	Average Percentage			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1	Reflection on pre-writing caption text	34.2	61.5	2.82	1.21
2	Reflection on writing caption text	26	58	12.8	1.9
3	Reflection on post-writing caption text	24	50	15.9	3.4

Moreover, the interview showed that the students' self-reflection on the forms, verbs, and time signals of the simple present tense was also positive that improved

the students' knowledge and skills in writing, and the students' development in using the present tense is very satisfying because they are able to use the verb form of the simple present tense, or V1, correctly, as it can be seen in the following captions created by them.

a. Caption 1 (Quote)



b. Caption 2 (Group Identification and Quote)



c. Caption 3 (Summary)



d. Caption 4 (Summary)



e. Caption 5 (Cutline)



f. Caption 6 (Cutline)

It is a cutline. They could write simple, present-tense sentences. Even though there is still room for improvement, such as the word "dirty," which should be "get dirty," and the addition of the word "in" in the second sentence, "They are in the spirit of making money," the message in the caption is adequate as long as the context of the sentence is understood. Based on the types of grammar, it belongs to a descriptive grammar. Meanwhile, the score of 5.

g. Caption 7 (Identification Bar)

It is a type of identification bar. They were still making minor mistakes in writing the simple present tense. The verb "be is" is correct in the first sentence, but in the second sentence, which is not visually appealing, you should add the verb "be is." Based on the type of grammar, it belongs to a descriptive grammar. Meanwhile, based on the scoring and the classification of vocabulary, the score of 4.

The interpretation of visual aspects/semiotic analysis in the students' caption text

To find out their competence in writing caption text relating to interpreting a visual aspect of their caption text, this study used seven captions created by the students as the photography assignment to be analyzed using Peirce's theory of signs, namely icons, indexes, and symbols. The data found would be described to know and understand the message and the meaning in a table format, as adapted from Arif (2018).

Table 4. Visual Aspects of Students' Caption

Caption	Description		
	Icon	Index	Symbol
1	A student is sitting on the chair of the class and reading a book.	The room that is full of chairs and tables, the windows, and the diagrams show it is a classroom.	Student and classroom.
	Four girls smiled, holding each other happily as best friends.	Best friends share a smile and hold hands side by side.	Smiling and holding together.
3	Students are competing in volleyball on the school field, and people are watching the match.	The students are competing on a school field that is crowded with people watching the volleyball match.	Volleyball match
4	A teacher stands wearing a mask, and the students also stand wearing masks in the school field.	A man standing in a mask gives advice to the students regarding the prevention of the spread of viruses.	Masks.
5	A teacher dances, the students dance.	A teacher dancing shows the teacher is teaching her students to dance.	Dancing
6	Two students, clay, duck egg.	Two students smear a duck egg with clay, showing the students are making salty eggs.	Duck egg and clay are substances that make salty eggs.
7	Garbage, backyard of a building.	A garbage hill grows in a building's backyard.	Garbage defines filth, disease, pollution, unhealthiness, disrepute, and bad character for litterers.

Discussion

The discussion chapter is divided into three sections according to the research questions: (1) How is the students' self-reflection on the project-based learning implemented in the learning caption text? (2) How is the students' self-reflection about their competence in using the simple present tense and interpreting the visual aspects of caption text?

a. The Students' Self-Reflection on PjBL Implementation in Learning Caption Text

According to the research findings, the researcher discovered from the questionnaire that all 35 students have a moderate reflection on the benefits of self-reflection in improving their study weaknesses, as well as being interested and motivated in learning caption text through PjBL implementation. The results were presented in tables 4.1.1, 4.1.2, and 4.1.3, with an average score of 51.8% on pre-implementation of PjBL, 47.7% during implementation of PjBL, and 42.3% on post-implementation of PjBL.

On the contrary, according to Table 4.4.1, all five students gave good or positive responses in the interview section. In other words, the students' reflection on the pre-implementation of PjBL revealed that their teacher had taught the steps of PjBL in writing caption text incisively because they understood the steps of writing caption text, the materials required for writing caption text, the various types of caption text, and its samples. Students were divided into seven groups and encouraged to learn caption text.

These findings are relevant in this case to Baş (2011), who discovered that students taught using the PjBL method were more successful in learning and had positive attitudes toward the lesson. Furthermore, Salsabila (2020) discovered that the PjBL method improved students' writing and final draught.

Furthermore, students' reflections during PjBL implementation revealed that students responded positively to every step of PjBL as described in the learning caption text as adapted from HOTS-Oriented Module of Project-Based Learning (2020). Students choose topics related to their school and surrounding area because they are more familiar with them. In terms of pre-communicating the topic, students learned well about the definition of caption text, its types, its social

functions, and its language features, such as vocabulary related to news through captions and the simple tense used in caption text. Meanwhile, in terms of answering essential questions from the teacher, students were able to do so based on the topics of their captions. In terms of project planning, students collaborated to discuss their topic and write their project plans.

In contrast, students found it difficult to manage time according to the schedule when creating a project timeline because some groups relied on each other and did not create a project timeline sheet as instructed by the teacher. Only a few groups completed the project and presented it to the teacher; only a few projects were revised in this case. In terms of project evaluation, each group presented their projects in class, which were then graded based on caption text using a rubric. In terms of project evaluation, the teacher provided feedback on all of the groups' projects, delivered reflections, and asked all students to share and write their reflections throughout the caption text learning process.

In this case, it is consistent with Sholihah's (2017) finding that PjBL implementation requires some planning, particularly in designing the project to fulfil the needs of the students and curriculum.

Meanwhile, the post-implementation reflection of PjBL, which discussed the students' perceptions of the implementation of PjBL in learning caption text and the impacts of PjBL implementation in developing students' skills in writing and communicating caption text and in developing students' ideas, revealed that PjBL increased students' participation in the class and sufficiently enhanced students' writing capability. They thought PjBL was appealing and appropriate to be used in learning caption text because it improved their writing, communication, and delivery skills, both spoken and written.

In this case, project-based learning, according to Citra (2020), was able to describe naturalistic phenomena related to the implementation of caption text and was appropriate to the teaching of reading in the 2013 curriculum since it can encourage students to think critically.

b. Students' Self-Reflection on Simple Present Tense

There was good development, according to the evidence from the questionnaire, interview, and students' caption texts. It can be seen in tables 4.2.1 and 4.4.3, which are classified as good, with an average score of 61.4% on simple present tense forms, 56.5% on simple present tense verbs, and 70.6% on simple present tense time signals.

Captions 4.5 show that students are still making minor mistakes when writing in the simple present tense. Most students use descriptive grammar, but as long as the context of the sentence is understood, it is acceptable, according to descriptive grammar, which means that different speakers can use the language in different ways. As a result, no consideration is given to what is "correct" or "incorrect" grammar (taken from <https://pediqa.com/difference-between-descriptive-and-prescriptive-grammar/>).

Meanwhile, students demonstrated development by scoring and categorizing simple present tense and vocabulary with an average of 5 or excellent. In other words, the students' development in using the present tense is very satisfying since they can write the sentence, use the verb form of the simple present tense, or V1, and correctly use the time signals. Caption text helps them in understanding, recognizing, and distinguishing verbs and time signals in the simple present tense. They also claimed that learning and writing caption text improved their vocabulary significantly.

These findings agreed with those found by Harmer (2007). According to Herlina and Ramasari (2018), one way to improve students' grammar knowledge is to use the simple present tense. This finding is also relevant to Sri Wahyuni's (2018) research, which discovered that the simple present tense helps students improve their vocabulary.

Herlina and Maria Ramasari (2018) discovered in their research that many students still struggle to produce sentences in the simple present tense, particularly with the verb in third person singular as the subject pronoun. It differs from this finding in that the student's difficulty was in converting the active sentence into the passive sentence and vice versa, in terms of changing the verb from verb 1 to verb 3 (or present to participle), because the student was not able to recognize and

memorize the verb 2 (past) and verb 3 (present) (past participle). However, it is the teacher's responsibility to improve students' ability to recognize the changing of verbs for the next lesson on active and passive sentences.

c. Students' Self-Reflection on Interpreting the Visual Aspects in Their Caption Text

According to the questionnaire evidences shown in table 4.3.1, students' reflection in signifying their visual aspects on pre-writing caption text was good or positive, with an average score of 61.5%. Meanwhile, it completed fairly well on writing caption text, with an average score of 58%, and fairly well on post-writing caption text, with an average score of 50%.

Meanwhile, table 4.6.1 contained twenty-seven signs based on the students' interpretations of the visual aspects. In addition to the students' photographs, the photography assignment completed at their school demonstrated that they were able to see an issue from a new perspective and that it also helped in the development of their spiritual and social attitudes. This finding was relevant to Walter et al. (2012), who discovered that using photography in classroom assignments provided a creative way to address two separate issues: awareness of social problems or health determinants and critical thinking engagement. Furthermore, Citra (2020) discovered in her research that reading captions not only affected students' ability to comprehend and read the implicit meaning of the caption, but also encouraged them to be more aware of and interested in their surroundings.

Conclusion and Suggestion

Conclusion

Based on the data analysis of the students' self-reflection on project-based learning implementation and their development in writing caption text, conclusions could be drawn: *First*, Students obtained moderate reflection. The questionnaire result revealed this, with an average score of 51.8% on PjBl pre-implementation, 47.7% on PjBl implementation, and 42.3% on PjBl post-implementation in learning caption text. According to the data presented above, the majority of students followed and

enjoyed the PjBL steps sufficiently. Meanwhile, based on the interview, students gave a good or positive reflection on PjBL's implementation in learning caption text.

Second, students demonstrated good development and provided positive feedback on simple present tense mastery. The results of the questionnaire and interviews showed that: 61.4% on simple present tense forms, 56.5% on verbs, and 70.6% on simple present tense time signals. According to the data presented above, most students were able to recognize and write the simple present tense well. Even though most students were still making minor mistakes, they showed excellent development with an average score of 5, or excellent, based on the scoring and classification of simple present tense and vocabulary. Meanwhile, most of the students' simple present-tense sentences belong to descriptive grammar, according to the types of grammar. Moreover, students demonstrated good progress in interpreting visual aspects of caption text. It was demonstrated through a questionnaire and visual aspect interpretation in their caption text, with results of 61.5% on pre-writing caption text, 58% on writing caption text, and 50% on post-writing caption text. According to the data presented above, the majority of students were motivated, capable of writing caption text, and aware of the benefits of writing reflection. Furthermore, they were able to see an issue from a new perspective and had grown in their spiritual and social attitudes based on the interpretation of visual aspects in their caption text, which contained twenty-seven signs. Thus, project-based learning is appropriate to be used in learning caption text for students.

However, this study is still have limitation. First, students' reflection during PjBL implementation in the step of creating a project time line, students found it difficult to manage time according to the schedule when creating a project timeline because some groups relied on each other and did not create a project timeline sheet as instructed by the teacher. Only a few groups completed the project and presented it to the teacher; only a few projects were revised in this case. The second limitation of this research was students found difficulty in converting the active sentence into the passive sentence and vice versa, in terms of changing the verb from verb 1 to verb 3 (or present to participle), because the student was not able to recognise and memorise the verb 2 (past) and verb 3 (present) (past participle). However, it is the

teacher's responsibility to improve students' ability to recognise the changing of verbs for the next lesson on active and passive sentences.

Suggestions

This study suggests the other English teachers to assess the students' learning strengths and weaknesses and to develop their writing skills, apply and design a pre-, during, and post- PjBL activity to get students used to learning and working together. Besides, it can also help students improve their writing skills and comprehend the implied meaning of the caption as well as to increase their awareness and concern about how to use social media wisely. Provide frequent feedback, make a mini dictionary of the verb forms 1, and practice students to write sentences using verbs in the simple present tense,

For the other future researchers who will conduct similar research to first have a thorough understanding of PjBL, which may involve different English skills such as listening, reading, or speaking. It can also be done for other English components such as grammar, pronunciation, syntax, and so on. Additional research should be conducted to determine whether students' writing skills can be improved in order to explore their creativity and ability to write other types of texts, to investigate students' written text reflections in order to determine how to improve their reflections and learning achievement, and using semiotic analysis to explore the meanings of messages, videos, and other content displayed on students' social media accounts.

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