

Effects of Visual Image Strategy on Students Speaking Skills: an Experimental Study at Secondary Level

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ABSTRACT

This research aimed to show the impact of the Visual Image strategy on the students' speaking skills at 10th grade at one of the private schools in Jember. The design of research used was quasi-experimental by forming 2 groups, Its Control, and Experimental group. To investigate the effectiveness of the visual image strategy, the researcher conducted an oral test with the first step is giving 2-3 treatments to the experimental group, then the researcher conducted a post-test to the control and experimental group which finally the scores of the two groups were compared through three steps (T-Table, T-test, and DRE). The results of this study can be input and motivation for teachers to determine students' speaking skills and can apply this strategy to learning English in the classroom.

Keywords: *Picture; Speaking Skill; Visual Image*

INTRODUCTION

Activities utilized by someone to speak with another in daily called Speaking. It can take place anywhere and everywhere that became one of their every activity. When someone tries to speaks, they usually interact with another and also use their language to precise their thought, opinion, and feelings. supported the statement, speaking is that the most significant skill that ought to be controlled by students to speak in English fluently.

According to (Byrne, cited in Astuti, 2010). Speaking has a two-way process which is to involves the productive speaking skill and receptive understanding skill. Moreover, Brown and Amir in Astuti (2010) claimed that speaking is an interactive process, and its constructive meaning may involve generating, receiving, and processing information. Therefore, it can be concluded that speaking is an ability to communicate verbally with others, the purpose of which is to express their opinions and feelings.

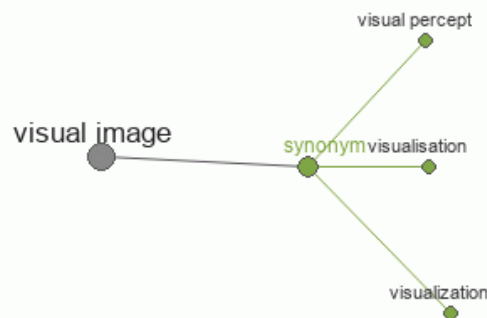
Khamkhien (2010) believes that spoken language is considered the most important thing in a second language. Spoken language is an ability that may require the process of improving communication skills, pronunciation, grammar, and vocabulary.

As mentioned in the previous discussion, visual images are part of the media in the teaching process. The visual image itself has some definitions based on some experts.

Vision is a tool used to convey messages and information appreciated through the eyes. In the learning process, visual media is a tool used by the human eye to convey the thoughts or concepts of the information taught. The purpose is to enable students to obtain ideas and concepts, and images are similar to pictures. Visual images are also called visual perception, which is the perception caused by the eyes.

According to Nelson et al. (1976) in Rokni&Karimi (2013), the use of visual materials (such as pictures) is an effective method and works well. If teachers use visual and verbal aids at the same time, students will learn better in Rokni&Karimi (2013) (Mayer & Sims, 1994).

Related to visual images, Grainger (2004, p. 199) pointed out that visual images have some key features. They are line, color, movement and movement, size and position, and symbolic meaning. Lines and colors are the two basic elements of a picture, Grainger claims. On these two elements, more complex functions are built. In a sense, color is very important. In other words, when creating the world we want readers to see. The icon picture also has action, movement, and the passage of time. However, the artist describes the character in a frozen form.



Picture 1 : Visual synonyms

Another advantage of pictures is that students can also learn history through pictures. Usually, picture history records use the past tense form because they can illustrate scenes, clothing, and objects in the history records. Complex pictures that provide a lot of information make them particularly suitable for certain activities, such as describing things and identifying, matching, and memorizing activities. To describe differences or matching activities, it requires a pair of pictures composed of two pictures.

The picture adds some pictures of text usually found in newspapers, comics, English textbooks, and advertisements called pictures and texts. The text is used for reading the main points. In small conversation activities, you can help students by using related pictures, which are treated as separate pictures or kept together to provide a basis for thematic work. The picture sequence can take the form of cartoon strips and explanatory strips. They are used to describe a process or sequence of stories.

There are some sources of pictures. Teachers can adapt pictures from any source, such as newspapers, magazines, brochures, catalogs, calendars, greeting cards, postcards, artwork reproductions, posters, flip charts, instructions, old books, comics and cartoons, photos, stamps, playing cards, packaging Paper, course books, and photocopies. Besides, the teacher can be an artist in the class, they can create their photos, these photos can be drawn on the board, projector, big paper, flashcard, group card, handout page or college board. If teachers use students' drawings as media, it is also very possible. Pictures can satisfy students' interests and stimulate their speaking ability.

Harmer (2001) pointed out that pictures do help reduce preparation time. The picture collection can be reused, especially in stacks, and can be used in general or commercial courses for children, teenagers, examination classes, and adult classes at any level.

According to (Kosslyn et al., 2001), visual images enable us to think and reason about objects that do not exist in the field of vision by creating mental images. This ability plays an important role in several cognitive processes, such as working memory, mental rotation, reasoning about future events, and so on.

According to Allford, quoted by Rayo in 2015, since the Renaissance, Latin has been learned through pictures. The pictures are believed to stimulate and guide students to try to speak. Pictures can serve their illustrations, use their imagination, adapt to their interests, inspire them to express their opinions and ideas, and can also make the learning process more interesting and interesting. Teachers can use pictures as a medium in the learning process or activities to make the speech interesting and unique. Usually, teachers and students can use their creativity because they can create their paintings as a medium.

However, according to the observations and interviews conducted by the researcher with the tenth student in a private school in Jember on November 11, 2020, it is found that there are still some problems with the students' English ability, especially in terms of oral English ability. The student's speaking ability is relatively low. It can be seen from how they express their thoughts and opinions verbally. If they make mistakes, they will feel unconfident and will feel shy towards teachers and classmates. They still have some difficulties pronouncing English words. However, most students lack vocabulary skills and very few students in the

classroom use dictionaries. Their grammar skills are also very poor. Therefore, they would rather remain silent and not fully participate in classroom activities.

Also, researchers found that classroom activities are less motivated, the learning process in the class is very monotonous, and there are fewer interesting learning activities, so students will not feel comfortable in the class. With the support of the above conditions, it can be concluded that the students' oral level is still very low.

To improve students' oral expression skills, researchers have provided a solution that uses media as a technology. I chose pictures from many media because pictures are powerful elements and the benefits they believe can support the success of the teaching and learning process. Pictures can provide a shared experience in the classroom and can be used as a way of language background.

Pictures of the media in the teaching process are expected to overcome these problems because they have multiple advantages. The picture itself is very powerful, can stimulate the imagination of students and inspire them to come up with precise ideas. Finally, I hope that pictures can overcome the problems that can help scholars improve their oral English.

According to the research background of the results of the visual image strategy of students' oral ability: experimental research at the middle school level, the research questions are as follows:

"Does the use of visual Image Strategy have a Significant effect on Language Learners' speaking?"

Among these four skills, the researchers only chose oral skills. As stated in the background of the above research, the "picture" series is one of the alternative solutions that teachers can use to improve students' oral English skills in the classroom. The researchers focused on the oral expression ability of the tenth-grade students of one of the private schools in Jember by using the effects of visual image strategies.

Based on the background of the above discussion, the researchers highlighted the following issues:

"Does the use of visual Image Strategy have a Significant effect on Language Learners' speaking?"

Based on the above questions, the purpose of this research is to study the impact of visual image strategies on the oral ability of English learners.

To achieve the expected purpose, this research is expected to bring some benefits to the learning and development of English teaching. These benefits can be classified into the following points: The research is meaningful both in theory and in practice.

Theoretically, the results of this study are expected to enrich the oral expression ability in English teaching theory. English teachers will obtain information

and descriptions about the effectiveness of visual image strategies on students' oral skills.

In practice, the results of this research are expected to be helpful to English teachers and students in teaching skills. Therefore, teachers can reduce the difficulty of English teaching and can encourage students to speak English in class. And in the teaching process, this research is also expected to provide an effective and interesting way to promote the teaching of English teachers to students, especially speaking ability.

For students, the implementation of this strategy is expected to reduce their difficulties in learning English, especially when they want to express their thoughts and ideas through oral English.

Sometimes media such as pictures and cards are not used in the classroom. Although every student got his textbook from the library, not everyone brought the book to the classroom, and the teacher rarely used the book. Class activities are less motivating students to learn. The class is boring and the learning activities are not so interesting. The focus of classroom activities is to repeat after the teacher, memorizing conversations or responding to exercises. Besides, students rarely have the opportunity to practice oral English. As a result, the lack of media and the limited oral activities and practice in the classroom has led to a decline in students' oral skills.

To improve students' oral expression skills, researchers have proposed a solution that uses media as a strategy. I chose pictures from many media because pictures are powerful elements and their benefits can support the success of teaching and learning. Pictures provide a shared experience in the classroom and make users feel the language context.

As a medium in the teaching process, pictures are expected to overcome these problems because they have many advantages. The picture itself is very powerful and can stimulate the imagination of learners and stimulate them to express their thoughts. Finally, I hope that pictures can overcome these problems and help students improve their oral skills.

As mentioned above, the use of visual images in education is nothing new. Recently, some researchers have conducted research involving language learning using visual images. In 2012, Imastuti and Suparno from UNS Solo Indonesia conducted a study on the use of picture series but studied writing teaching to help students solve writing problems. They think that pictures have five roles in writing.

Ja'afari (2000) concluded in the research that the usage of pictures in vocabulary teaching can have a positive effect on vocabulary teaching. The students are very active in the learning process.

In 2014, Puguh Karsono also conducted action research on 8th-grade students of SMP Negeri 1 Anggana. There are several reasons for using visual media

in English teaching. Most people are visually oriented. They explained that people learn about 10% from listening, but they learn more than 80% from what they see. More importantly, it is said that people will only remember 20% of what they hear, but will remember more than 50% of what they hear and hear.

The previous studies above provide a reference for the author to conduct this research and also compare these related studies with the research conducted by the author this time. This research is about the impact of visual image strategies on students' oral skills: an experimental study at the middle school level.

The difference between this study and previous studies is the purpose and method. The purpose of this research is to investigate the impact of visual image strategies on the oral ability of English learners. The method of this research is quantitative, and the design of this research is quasi-experimental. The effect of the visual image strategy can be seen in the improvement of students' test scores in the oral test.

Another thing that became reason why researchers chose this study is that in Indonesia, there are very few studies using visual image strategies.

METHOD

The research design was quasi-experimental research. Cresswell (2012) stated the implementation process is split into two categories groups namely control and experiment. Treatment was given as a variety of experimentation within the group experiment. The distribution of treatment types within the experiment is measured in two techniques, namely by doing the test at the start and end (after treatment), or only with do the test at the end (after treatment) without begins with a preliminary (initial) test and therefore the technique utilized in this research is to use a test only at the end (after provides treatment to the Experimental Group).

No.	Group	Class	Students	Total
1	Experimental	A	15	30
2	Control	B	15	

The research took place at one of the private schools in Jember that is located in JL. Banyuwangi No. 29, Garahan, Silo, Jember. The school has 3 classes, and each class has 20 to 32 students from middle and lower economic backgrounds.

In the first step, the researchers post-test the control and experimental groups, then measure and compare the scores between the two groups to find the validity of the visual image. The effect can usually be seen from the improvement of the students' performance in the experimental class in the post-test. The score is obtained from the comparison of the two classes after the researchers have given some treatment to the students. This technology was provided to the experimental

group by using pictures in the classroom and controlling the class without using pictures.

To process the student's test results, the researchers used 3 steps. The first one uses the T-list to answer the hypothesis of the study (the hypothesis of acceptance or rejection), the second uses the T-test to calculate the test results of students to compare the scores of the experimental group and the control group, and the last one is DRE (relative validity) To understand how effective the VIS strategy is when applied to students' oral skills.

Sugiyono (2013) believes that the data collection method is the most strategic step in the study because the main goal of the study is to obtain data.

a. Interview

Before researching One of the private schools in Jember, the researchers interviewed the teacher-related difficulties in students' oral skills, the status of students' oral activities, and the strategies commonly used by teachers in oral teaching.

b. test

Researchers will conduct tests. The purpose of the test is to check the student's performance as an indicator of progress in achieving the educational goals set for the student. This is why the post-test value is so important to this study because it will determine whether the use of visual image strategies is effective for students' oral skills. The content of the test will be managed to measure the students' oral skills, including vocabulary, pronunciation, accuracy, and fluency.

RESULTS AND DISCUSSION

This post-test was conducted on November 11, 2020. Before researching the school, the researchers interviewed the teacher-related difficulties in the students' oral skills, the students' oral activities, and the various strategies teachers usually use in the classroom. Teaching oral English. Then the researcher will conduct the test. The purpose of the test is to check the student's achievements in oral English as an indicator of the progress of the educational goals set for the student. The t-test formula is used to perform statistical analysis on the scores after the test to understand whether the difference in the mean between the experimental group and the control group is significant.

Table 1. Experimental Group Score

No.	Initial Name	Score of Post-Test
1	AWF	78
2	AEP	79
3	AT	81
4	AMN	78

No.	Initial Name	Score of Post-Test
5	AFS	77
6	FRM	82
7	FZ	80
8	FI	80
9	FDN	79
10	KU	78
11	KS	79
12	MRT	77
13	MIS	80
14	MNH	82
15	MF	81
ΣX_a		Ma
1.191		79,4
		ΣX_a^2
		94,603

According to the result of the post-test score from the experiment group after implemented a visual image strategy, it shows that the lowest score of the post-test was 77 and the highest score was 82. The average of post-test 79,4.

TableII. Control Group Score

No.	Initial Name	Score of Post-Test
1.	MSS	70
2.	MAY	74
3.	MR	72
4.	NPL	68
5.	PD	69
6.	RY	78
7.	RMS	75
8.	SF	68
9.	SR	70
10.	SH	72
11.	SND	68
12.	SN	75
13.	S	68
14.	WAP	62
15.	YD	63
ΣX_a		Ma
1.052		70,1
		ΣX_a^2
		74,048

According to the post-test score results of the control group, the lowest test score was 62 and the highest score was 78. The average post-test score is 70,1. The post-test data analysis of the experimental group and the control group showed that the value of the t-test was 2243, and the value of the t-test with a significance level of 5% and 30 degrees of freedom was 2042. The t value of the t-test is higher than the t table (2243>2042). Therefore, this expression is the null hypothesis (H0): "VIS has no significant effect on the oral ability of 10th-grade students. On the other hand, another hypothesis is accepted: "VIS has a significant influence on the oral ability of 10th-grade students".

The degree of Relative Effectiveness was analyzed due to the curiosity of knowing the effectiveness of the treatment. The degree of relative effectiveness was obtained after doing some calculations from the formula.

$$\begin{aligned} DRE &= \frac{Ma - Mb}{Mb} \times 100\% \\ DRE &= \frac{79,4 - 70,1}{70,1} \times 100\% \\ &= 78,4\% \end{aligned}$$

The result of DRE was 78,4% which means that using Visual image strategy in teaching speaking was 78,4% more effective than teaching speaking without using visual image strategy.

The usage of visual image strategy on students' speaking skills could provide many benefits for students. Koren put forward this view in Rokni & Karimi (2013), which believes that learning foreign words with pictures is easier and memorable than learning foreign words without pictures.

Learning a foreign language can sometimes make students feel bored, especially because they don't understand what someone says and how to speak word by word from a new language that is not familiar with their everyday language and also they felt not confident, afraid, and shy to try to speak a language that they never speak in their daily activity so the student prefers to be silent because they were afraid of making a mistake. With visual image especially picture believed that students can be enthusiastic, gave them the motivation to try to speak up, and made students enjoyable to speaking with English.

Danan pointed out in Rokni&Karimi (2013) that language teachers use different visual materials, which can increase student interaction and motivation in classroom activities.

The advantages of visual media in the learning and teaching of spoken language facilitate students to convey information and make it easier to understand. Robinson & Kiewra was supported by McDermott (2010), who believes that the use

of information graphics (such as diagrams, graphs, and other visual effects) is an effective way to convey information to students.

Also, according to a study by Mc Dermott (2010) (Butcher, Mayer & Sims; Robinson & Kiewra, Shulten), some studies have shown that the use of visual media greatly improves information retention and improves students' understanding of unfamiliar concepts. This proves that the implementation of visual image strategies can improve students' oral English skills. From the statistical value of the t-test, it is known that it is higher than the value of the t-table ($2243 > 2042$), and based on DRE, oral teaching with VIS is 78.4% more effective than teaching without visual images. strategy. It shows a good improvement in student performance.

CONCLUSION

This research was conducted at 10th Grade at one of the private schools in Jember that consists of 30 Students. The objectives of this research are to investigate the impact of Visual Image Strategy on English language learners' speaking ability. There are four skills in English. But in this research, the researcher chooses speaking skills only. And the media that was used by the researcher to help a problem in students' speaking skill was applying a Visual Image Strategy. The research design of this research was Quasi-Experimental Research with use of a test only at the end after giving a treatment to the Experimental Group. (Cresswell, 2012)

Besides, according to a study by Mc Dermott (2010) (Butcher, Mayer & Sims; Robinson & Kiewra, Shulten), some studies have shown that the use of visual media greatly improves information retention and improves students' understanding of unfamiliar concepts. This proves that the implementation of visual image strategies can improve students' oral English skills. From the statistical value of the t-test, it is known that it is higher than the value of the t-table ($2243 > 2042$), and based on DRE, oral teaching with VIS is 78.4% more effective than teaching without visual images. strategy. It shows a good improvement in student performance.

Since the use of visual images has an important impact on the oral skills of tenth-grade students, this form of media can be used to teach oral English. Therefore, the researchers made some suggestions to the following people: The researchers suggested that the English teachers of the school use visual images (pictures) when teaching language. It is very beneficial to use various media to teach spoken English. Researchers also hope that the visual image strategy will be very helpful in improving students' oral skills, so teachers need to keep using VIS as an alternative technology for the language of instruction. The researchers also hope that the paper will not only be helpful to English teachers and other researchers, but also to the readers of this paper. Researchers remind readers about the importance

of English teaching, especially when talking with young learners. This research is expected to provide information or reference for improving speaking ability

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