

THE EFFECT OF THE IMAGE EXPLANATION TEACHING TECHNIQUE TO IMPROVE THE SPEAKING ABILITY OF THE SEVENTH-GRADE STUDENTS OF THE MTs NAHDLATUL MUJAHIDIN NW JEMPONG

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A B S T R A C T S	A R T I C L E I N F O
<p>The students just gave a little response when they were asked in English (low participant). This research aims to determine the effect of using the image explanation technique on the speaking ability of seventh-grade students of the MTs Nahdlatul Mujahidin NW Jemping. This type of research is Experimental Research (Quantitative Approach). This research design uses a Pre-Test and Post-Test design. The population of this study was all seventh-grade students. This research sample namely VII-A as an Experimental Class with 20 students and VII-B as an Control Class with 20 students. The results of the Experimental Class analysis show that the mean Pre-Test score in Experimental Class is 36.99 and the mean Post-Test score is 81.66. Meanwhile, the results of the Control Class analysis show that the mean Pre-Test score in Control Class is 36.99 and the mean Post-Test score is 58.99. This shows that the Experimental Class experienced an increase in their speaking test, and hypothesis testing showed that the Experimental Class students' scores were higher than those in the Control Class. The instrument used in this research was the Speaking Test. The technique used to analyze data is the t-test. The results of the independent sample t-test show a significance value (2-tailed) of less than 0.05 (<0.05). This means the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Based on the research results, it was concluded that the image explanation method had a positive effect on improving students' speaking skills in English.</p>	<p>Article History: <i>Received: October 15th 2024</i> <i>Revised: October 20th 2024</i> <i>Published: October 2024</i></p> <hr/> <p>Keywords: <i>Image Explanation, Speaking Ability</i></p>

INTRODUCTION

Speaking, listening, reading, and writing are the four language abilities that pupils need to learn. Speaking may be the most crucial of these four language abilities to acquire since successful foreign language acquisition is judged by the ability of the learner to communicate successfully in their second or foreign language. Without speaking abilities, children are unable to communicate their thoughts, and teachers are always in the dark about what they think.

Among the four linguistic abilities available for communication is speaking. It is a crucial ability for learning foreign languages. It is expected of students to be proficient and have developed speaking abilities in official and informal English speaking contexts. Students will speak English fluently and well if they constantly use it to express their thoughts and feelings.

Speaking is also the response we give to what we perceive, experience, and think. We want someone to hear us while we're feeling something. Thus, we might refer to this process as an interaction between two parties. Speaking is one of the ways people express their ideas with others and communicate with one other. Speaking is the vocal use of words in interpersonal communication. Speaking is a useful tool for putting thoughts about goals and feelings into words so that others can understand what is being said. Speaking can also be defined as a person's capacity to communicate his views to other people.

Speaking, then, is the exchange of knowledge with other people. Speaking helps us communicate effectively so that other people can understand what we say. Speaking is utilized for more than just communication; it can also be used for performance, engagement, information and knowledge exchange, and idea sharing. In our social interactions, it is crucial. Speaking is sometimes used to deliver directions or accomplish tasks. For instance, describing something or someone, or criticizing the actions of others and others. In the process of teaching and learning, students may quickly lose interest in studying if they do not acquire the ability to speak or if they are not given the chance to speak in the classroom. Thus, it is important for students to learn and practice speaking in the classroom. To be able to converse in English, students need to make an effort to talk during English classes.

As previously explained, a teacher needs to employ effective teaching methods in order to help students become better communicators. To make teaching and learning more dynamic and efficient, a variety of strategies can be employed while teaching speaking, including role-play, language games, information gaps, pair work, picture explanation, and sentence scrambling. Thus, the method can help the kids communicate in English. The reason the researcher decided to use graphic explanations to teach speaking skills is that it will make it simpler for the students to communicate their views. They can contemplate the image when they see it thanks to image explanations. Therefore, if they are able to communicate their thoughts, they will talk and the teacher will be able to understand what they mean.

The picture explanation technique is employed in this study. "As a media image can assist the researcher in piquing students' interest and helping them enjoy learning, particularly English. Additionally, pictures can depict the actual circumstance. This means that the pupils can visualize the abstract as a real-world scenario thanks to the use of visuals.

Utilizing visual media effectively enhances students' abilities during the teaching and learning process in the present era. This medium is a great tool for encouraging children to learn and communicate. Additionally, students find visual media to be highly engaging and can actively participate in the teaching and learning process. For this reason, the researcher selected visual aids like pictures to aid pupils in developing their speaking abilities.

Based on the researcher's experience during observation on the MTs Nahdlatul Mujahidin NW Jempong, the researcher found some problems related to speaking. The First, the teacher has explained to the students and students must discuss it in groups. The Second, students had less opportunity to speak English in class because the teacher spoke more than the students. The Third, the teacher mostly used the workbook and course book, so the students did not know the meaning of the words, or how to speak or say it in the right context in English. The Fourth, students learn speaking by reading aloud a dialogue, practicing making their own conversation with peers, and presenting it in front of the class. And the other problem the students just gave a little response when they were asked in English (low participant) this problem is because they think English is difficult to say, this is a bad effect of this problem.

The successful application of picture explanation in junior high school descriptive texts is the main topic of this study. Thus, the researcher is interested in how this strategy

affects junior high school students' speaking abilities. The researcher believes that by using this strategy in this school, students' speaking abilities will be enhanced.

Thus, Based on the background that has been described, it is urgent to do research with the title The Effect of the Image Explanation Teaching Technique to Improve the Speaking Ability of the Seventh-Grade Students of the MTs Nahdlatul Mujahidin Nw Jempong in Academic Year 2023/2024.

RESEARCH METHOD

This research employs a quantitative approach. In line with Crewell's perspective, quantitative research exhibits distinct traits, encompassing trends accompanied by descriptive statements, hypotheses, statistically gathered data, systematically structured writing, and assessable evaluation criteria that are objective and devoid of researchers' bias.

In this research, the researcher used an experimental type. Experimental is characterized by much greater control over the research environment and in this case, some variables are manipulated to observe the effect on other variables. The population of this study was the entire second grade (A and B) of the MTs Nahdlatul Mujahidin NW Jempong. Each class consists of 20 students, so the totals are 40 students. In this study, there were 40 students from class A and B as samples from seventh grade. Research Design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement, and analysis of data. This research was categorized as quasi-experimental with a pretest and posttest design which used two groups: the experimental group would treat by using Image Explanation and the control group would treat by using Image Explanation. The following is the scheme of the research presented:

Table 1 Scheme of the Research

Class	Pre-test	Treatment	Post-test
Experimental Group (X)	T ₁	X (Image Explanation)	T ₂
Control Group (Y)	T ₁	-X (Image Explanation)	T ₂

Where :

1. Pretest

The pre-test is a test conducted to measure students' initial abilities before participating in learning activities. The tests that the researcher give are observation sheet for the speaking test. The observation sheet is active participation.

2. Treatment

After administering the pre-test, the researcher implemented the treatment, employing the descriptive picture technique. The treatment took place during the subsequent sessions, following the outlined research procedures.

3. Post-test

The post-test aim to find out the effect of using image explanation on students' ability in learning to speak. The post-test will give after the researcher thought the experimental group used image explanation in learning to speak.

(X) = Experimental Group

(Y) = Control Group

- X = using Image Explanation treatment
- X = not using image explanation treatment
- T₁ = The pretest for the experimental and control groups before the treatment
- T₂ = The pretest for the experimental and control groups after the treatment

RESEARCH FINDINGS AND DISCUSSION

Based on the calculation, the researcher got the mean score of pre-test and post-test in control class and experimental class. Furthermore, the increased of students score between control and experiment class can be seen in the diagram below:

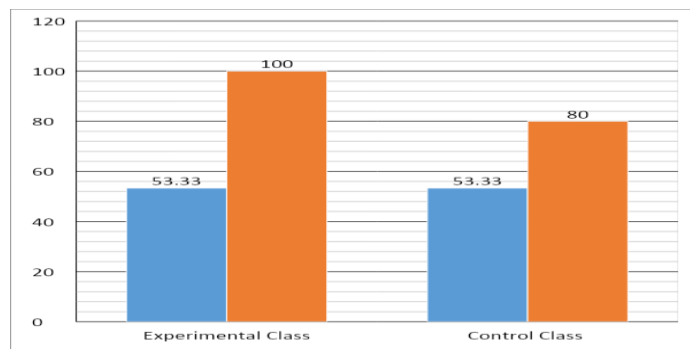


Figure 1
The increasing students' mean score of Pre-Test and Post-Test in Control and Experimental Class

From figure 1, it can be seen the mean score of pre-test in control class was 53.33 and mean score of post-test was 80. While the mean score of pre-test in experimental class was 53.33 and after the students were given the treatment by implementing Image Explanation technique, the mean of post-test become 100. It can be summarized that there was a significant effect of Image Explanation technique on students speaking ability at MTs Nahdlatul Mujahidin NW Jempong.

a. Independent sample T Test

After the researcher analyzed the data of the students, the researcher found out the compare average between score in post test of experimental class and score in control class by using independent t-test.

Table 2 Output SPSS of Research

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	,535	,469	-6,094	38	,000	-22,66600	3,71966	-30,19606	-15,13594
Equal variances not assumed			-6,094	37,064	,000	-22,66600	3,71966	-30,20231	-15,12969

Based on output SPSS 24 version of the research, Independent Sample T- Test shows levene's test to know the same variance.

Ho : If Ho is accepted, then no significant changes occur.

Ha : If Ha is accepted, then significant changes occur.

If Sig Tcalculate > 0.05, Ho is accepted.

If sig Tcalculate < 0.05, Ha is accepted.

The outcomes of the independent sample t-test indicate that the significance value (2-tailed) is less than 0.05 (< 0.05). Consequently, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. In brief, there is significant effect of Image Explanation technique toward speaking ability of the first year students at MTs Nahdlatul Mujahidin NW Jempong.

b. Descriptive Statistic

Table 3 Descriptive Statistic of Pre-Test and Post-Test of Experimental and Control Class Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental Class	20	26.66	53.33	36.9955	10.02428
Post-Test Experimental Class	20	60.00	100.00	81.6630	10.78764
Pre-Test Control Class	20	26.66	53.33	36.9955	9.78827
Post-Test Control Class	20	40.00	80.00	58.9970	12.66272
Valid N (listwise)	20				

Based on the table 4.10, it can be seen there are two classes is experimental and control class. Experimental class has 20 students and mean score of pre-test is 36.99 and post-test is 81.66, standard deviation of pre-test 10.024228 and post-test 10.787664. Then, control class has 20 students and mean score of pre-test is 36.99 and post-test is 58.99, standard deviation of pre-test is 9.78827 and post-test is 12.66272.

Based on explanation above, it can be concluded between that the score of experimental and control class has different score. The scores of experimental class were higher than control class. Based on research findings, it was found that the image explanation method had a significant effect on students' speaking abilities in English. The pretest results in the experimental class and control class were not very high and were almost the same, the mean pretest score for students in the experimental class was 36.99, std Dev = 10.024228, N = 20, minimum score = 26.66 and maximum score = 53.33. Furthermore, The mean pretest score of students in the control class was 36.99, Std Dev = 9.78827, N = 20, minimum score = 26.66 and maximum score = 53.33. After being given two treatments with different activities like the experimental class (classes taught using the image explanation method) and control classes (classes taught without using the image explanation method) post tests were used to determine the treatment effect.

After carrying out the post test, the mean score of students in the experimental class was 81.66, Std Dev = 10.78764, N = 20, minimum score = 60, and maximum score = 100. Furthermore, the mean score of students in the control class was 58.99, std Dev = 12.66272, N = 20, minimum score = 40, and maximum score = 60. This shows that the posttest scores of students in the experimental class are higher than the posttest scores in the control class.

These findings suggest that the image explanation method improves students' speaking skills when they are learning English. A learning system that piques students' attention is an enjoyable learning process. In general, pupils can learn cooperatively when researchers employ the image explanation approach. When students collaborate to accomplish common learning objectives, cooperative learning takes place.

This study supported the previous study by Asfa (2010) as English Language

Education of Walingsong State Institute for Islamic Studies, Khamsiah (2016) as English Language Education Student of University of Paris Pengaraian, Karsono (2014) as teacher of SMPN 1 Anggana, and Wulandari (2012) as the student of English Education Department in Yogyakarta State University. They said the image explanation was effective method in improving students speaking skill because the image really help the students to improve their skill in speaking. By using the method, they were easy to perform speaking so that they could improve their vocabulary, pronunciation and grammar.

The results of this research are also supported by Sari Puspita's research. She found results that showed the t-test value (10.400) was higher than 0.05, in other words H_0 was accepted. Furthermore, from the data the t-test value obtained was -0,277, compared with the t-table, $Df = 54$, it can be concluded that the t-table is greater than the t-test, in other words H_0 is rejected and H_a is accepted because $10.4 < 54$. Thus, it can be concluded that the image explanation method has a positive and significant effect on students' speaking skill in English.

According to prior research, employing the image explanation method is a valuable approach for teachers to enhance students' English speaking skills. This is supported by t-test analysis, where H_0 is rejected and H_a is accepted, indicating the effectiveness of the image explanation method in improving students' speaking skills. Additionally, students reported that using this method fosters creative thinking, ignites enthusiasm, and enhances overall enjoyment in the teaching and learning process of English.

CONCLUSION

The image explanation method proves to be an effective approach in enhancing speaking skill. It offers a convenient alternative for learning activities due to its ease of implementation. This method is particularly valuable for improving students' skills in image explanation various aspects of daily life or interpreting images.

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