

THE EFFECTS OF FUN ACTIVE LEARNING AND VISUALIZATION STRATEGIES ON EFL STUDENTS' SPEAKING SKILLS: A QUASI-EXPERIMENTAL STUDY IN AN INDONESIAN SENIOR HIGH SCHOOL

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ABSTRACT

The goal of this study was to look at speaking problems among secondary school students by closely watching how their speaking skills grew during the learning process. This study used a collaborative classroom action research method, where the researchers worked together with the Year 11 English teacher at SMA N 8 Medan instead of doing the research on their own. Before the test, the average score was 58.65, but after the test, it went up to 73.78. These results show that students' speaking skills improved a lot after using the narrative approach. When comparing the scores before and after the teaching strategies were used, there was a big difference in how well the students performed. The data analysis supports the first research question by showing that using visualization tactics really helps improve the speaking skills of students at SMA N 8 Medan. More research shows that visualization tactics help students get better at speaking, as seen from the increase in scores from 55 to 96. Comparing the pre-test and post-test scores shows a big difference in student performance before and after applying the teaching strategies. The results of the data analysis confirm the first research question by showing that using visualization tactics effectively improves the speaking skills of students at SMA N 8 Medan. Further research shows that visualization tactics help students improve their speaking skills, as seen from the increase in scores from 55 to 96.

Keywords: Fun Active Learning Strategy, Speaking Skill, Visualization Strategy;

INTRODUCTION

Students' speaking skills are relatively low; this kind of condition cannot only be found in a developing country like Indonesia, but also in other developed countries. The importance of speaking in daily life for students will always help them to express their intentions.

Expressing intentions through speech is one of the basic ways humans communicate. Speaking skills are introduced early on, starting in the early grades of elementary school.

Language functions as a medium of human interaction through which knowledge, beliefs, and behaviors are conveyed and shared. This exchange depends on a generally accepted system, such as sounds, symbols, body movements, and signs that are used systematically to represent meaning in a particular community or society. Among various languages, English holds an important position, as it is a foreign language taught in Indonesia from kindergarten to high school. Speaking itself involves verbal interaction in which individuals share ideas, emotions, and thoughts. In this process, communication occurs as an exchange of information that requires understanding and productive language skills between the speaker and the listener. Speaking is a two-way communication process in which individuals produce, convey, and interpret information, according to (Brown, 2001)

There are many kinds of strategies in the learning process. Fun active learning strategy and visualization strategy focus on the students' success in sharing their understanding to achieve the purposes that require working together among the students. Through this approach, students are given the opportunity to take on a role similar to that of a teacher by expressing their ideas and intentions regarding the lesson, while their classmates are encouraged to provide feedback. Such activities help stimulate students' ability to communicate in English. Active learning strategies supported by visualization serve as an instructional concept that increases students' motivation to speak English more effectively in class. The integration of visualization techniques with fun, active learning activities also encourages greater student participation and builds confidence in using spoken English. According to (Asmawati, Asy'ari, & Malkan, 2020), active learning techniques emphasize learning as a process in which students construct their own knowledge using their personal experiences and the information they receive. Students take responsibility for their own learning rather than relying solely on the teacher. Teachers use this technique to create an environment in which students can take the initiative and be accountable for their own education. This helps kids become self-sufficient learners who can continue to study without the assistance of teachers or others when they encounter new challenges.

Researchers created a study to help students improve their speaking skills by using effective teaching methods that include active learning and visualization. The goal is to make students more involved in their learning and help them feel confident when speaking English. In Indonesia, students need to learn four key English skills: listening, speaking, reading, and writing. This study focuses on speaking because many students find it difficult to communicate orally. Speaking is a productive skill that is usually harder than others. The study looks at how speaking skills develop, especially among 11th graders at SMA N 8 Medan. The results show that using fun active learning activities and visualization tools can greatly help improve students' speaking abilities.

The problems identified show that students tend to feel uncomfortable during the learning process, afraid of making mistakes, and lack confidence when using expressions in English. In addition, before speaking, students are required to organize their ideas and translate them into spoken English, which poses an additional challenge. As a result, many children experience difficulties in communicating effectively and consistently, and their limited vocabulary makes it difficult for them to follow and understand classroom conversations. This problem requires lecturers to use more creative teaching strategies that

allow students to practise and demonstrate their speaking skills. Therefore, this study recommends the application of Active Learning Strategies, which are English teaching approaches designed to improve vocabulary and speaking skills.

Furthermore, many visual resources, such as speakers, artifacts, models, whiteboards, photos, paintings, and drawings, as well as movies, slides, and projections, can assist students in practicing their speaking abilities. Each of these instruments functions uniquely and has a certain purpose. These items can be utilized based on the topic of the lecture. Because there are so many visual resources available, teachers may select specific items or images of them, as well as utilize chalk or markers.

In addition, this study will use visual aids to help students who have difficulty speaking, especially in descriptive speech. They can choose objects, photographs, markers, or chalk as long as they are relevant to the topic of the speaking lesson.

Active learning approaches are defined as actions taken by students to develop understanding or meaning from their own experiences and information, rather than by teachers. Teaching is viewed as an activity that creates an environment that encourages students' initiative and responsibility to learn throughout their lives, rather than relying on instructors or others to teach them new things.

Based on the consideration of the combination of fun active learning and visualization strategy, the researcher finds two significant problems which can be seen in the eleven grade of SMA N 8 Medan, the first one is the lack of using various vocabularies in presenting the English project for the 1st graders in 11th graders of SMA N 8 Medan, and the second one is The difficulty in speaking and explaining something by using English without any visual aid in presenting the English lesson's project.

Related to the explanation above regarding the strategy of fun active learning combined with the visualization strategy, the researcher conducted a study entitled "The Effect of Fun Active Learning Strategy and Visualization on Speaking Skill in the eleventh grade of SMA N 8 Medan.

METHODS

In conducting the inquiry, the analyst has utilized the Quantitative Investigative plan Approach, particularly in a Quasi-Experimental. It is fitting with the inquiry since it is related to the reason for the inquiry. (Sugiyono, 2019) states that "Quasi-Experimental could be a comparative strategy in which distinctive groups of individuals or organizations get distinctive opportunities and the analyst endeavors to illustrate the differences among the groups on a few sorts of quantitative data such as student examination results". These strategies have overwhelmed instructional inquiry for much of the century, in spite of the fact that they are now being supplanted by more eclectic methods. Within the case, there may well be a run of comparative questions asked. Sugiyono (2019) states that "quasi-experimental inquiry about approaches, being much more adaptable, have been utilized for a long time in assessment ventures".

The objective of utilizing the quasi-experiment was to survey and differentiate the impact of the Fun Active Learning Strategy and the Visualization Strategy on students' speaking skills. Members are allotted to bunches in quasi-experiments, but not irregularly.

Since the experimenter was incapable of forming a fake bunch for the try due to the consideration of the setting's impediment, the quasi-experiment will utilize. This study employed a quasi-experimental design, including pre-test and post-test phases for both the experimental and control groups. The change in scores from the pre-test to the post-test was utilized to determine how effective the intervention was. The study involved 98 seventh-graders from SMA N 8 Medan, divided into three groups. Pre- and post-tests were used to collect data from oral response tasks. These assessments were designed to assess the speaking abilities of pupils from both groups. Throughout the research, each class took both the pre- and post-tests. The data was examined with SPSS software, especially IBM SPSS Statistics 20 for Windows.

RESULTS

Improvement of Students' Pronunciation Using a Fun Active Learning Strategy

This study employed a pre-experimental research design to investigate how students' pronunciation improved when a Fun Active Learning Strategy was implemented with eleventh-grade students at SMA N 8 Medan during the 2023/2024 academic year. The data shows how much better pupils grew at pronouncing words:

Table 1. Mean score of pre-test and post-test

Kind of Test	Mean Score	Improvement
Pre-Test	56.94	22.19%
Post - Test	63.47	

The chart reveals that students' average pre-test score was 51.94, but after the post-test, it increased to 63.47. This demonstrates that students' pronunciation improved significantly after implementing the Fun Active Learning Strategy, increasing by 22.19%.

Significant Testing

The data was evaluated with a t-test. The findings indicated that the estimated t-value of 11.501 was more than the table t-value of 1.68957. This implies that implementing the Fun Active Learning Strategy significantly improved the pronunciation abilities of Grade XI students at SMA N 8 Medan.

Table 2. T-Test analysis

t-test	t-table	Comparison	
11.501	1.68957	t-test < t-table	Significant

Table 3. Paired samples test

	Mean	Paired Differences		95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pre-test-Post-test	-11.52778	6.01420	1.00237	-13.56269 -9.49286	-11.501	35	.000

The researchers examined the t-test findings and t-table to see if the Fun Active Learning Strategy made a significant impact in teaching pronunciation. They also assessed the degrees of freedom (df). They applied the formula $N-1 = 36-1 = 35$. They fixed the significance threshold (p) to 0.05, with a df of 35 and a t-table value of 1.68957. Following the computation, the t-test result was 11.501, which differed from the t-table value.

Improvement of Students' Pronunciation Using a Visualization Strategy

This study employed a pre-experimental design to determine how many eleventh-grade students at SMA N 8 Medan improved their pronunciation by implementing a Visualization Strategy throughout the 2023/2024 academic year. The findings demonstrating the pupils' progress in pronunciation are shown below:

Table 4. Mean Score of Pre-Test and Post-Test

Kind of Test	Mean Score	Improvement
Pre-Test	55.94	48.19%
Post - Test	70.47	

The table above shows that students had an average pre-test score of 51.94, which increased to 70.47 on the post-test. These findings reveal that applying Visualization Strategies in class resulted in a significant improvement in students' pronunciation, up 48.19%.

Significant Testing

After collecting the data, the researchers utilized a t-test to analyze them. The t-test result was 11.611, which exceeded the t-table value of 1.68957. The visualization method they utilized was demonstrated to help Year 7 students at SMA N 8 Medan improve their pronunciation.

Table 5. T-Test analysis

t-test	t-table	Comparison	
11.501	1.68957	t-test < t-table	Significant

Table 6. Paired samples test

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Lower	Upper		
				Lower	Upper				
Pair 1 Pre-test-Post-test	-11.52778	6.01420	1.00237	-13.56269	-9.49286	-11.501	35	.000	

The researchers examined the t-test findings and t-tables to see whether the Visualization Strategy was beneficial for pronunciation training. They also assessed the degrees of freedom. They utilized the formula $N-1=36-1=35$, resulting in 35 degrees of freedom. They fixed the significance threshold (p) to 0.05 and discovered that the t-table value was 1.68957. They then calculated the t-test value, which was 11.501. This indicated that the t-test value differed from the t-table value.

DISCUSSION

The Improvement of Fun Active Learning Strategy

The study's results showed that before using the Fun Active Learning Strategy, students in Grade XI at SMA N 8 Medan had low pronunciation skills. This was mainly because they struggled to say certain words correctly. During the first session, many students had difficulty making the right sounds. But from the second session onwards, they started improving. They tried to say the sounds more clearly and paid more attention to the explanations the teacher gave at the end of each session.

The study found that before using the Fun Active Learning Strategy, students in Grade XI at SMA N 8 Medan struggled with their pronunciation. Many of them could not pronounce some words correctly. During the first lesson, numerous pupils struggled to make the appropriate noise. However, they improved beginning with the second session. They attempted to speak more clearly and pay more attention to the teacher's explanations at the end of each lesson.

Significant Testing of the Students' Pronunciation Improvement Through Fun and Active Learning Strategy

The t-test results show that the t-value we got, which is 11.501, is higher than the critical t-value from the table, 1.68957, at a 0.05 significance level with 35 degrees of freedom. This means the teaching method using the Fun Active Learning Strategy worked well. The results clearly show that students' pronunciation skills improved a lot. There was a big difference between their scores before and after using this strategy in class. This improvement happened because students were actively taking part in learning and practicing pronunciation. This helped them gain new experiences and learn more about language. So, we can say that the pronunciation skills of Grade XI students at SMA N 8 Medan improved a lot after using this strategy.

The Improvement of Visualization

The study's findings revealed that before applying the Visualization Strategy, Grade XI students at SMA N 8 Medan had poor pronunciation abilities. This was mostly because they failed to pronounce some words correctly. During the first session of therapy, most students struggled with pronunciation, particularly when producing certain consonants. However, beginning with the second session, the kids' performance improved. They attempted to pronounce the sounds more clearly and paid close attention to the teacher's explanations at the end of each lesson.

After using the Visualization Strategy during treatment sessions, a test was administered to see how well the students were functioning. The results of this exam were analyzed to see how much their pronunciation improved. The average score before the method was 55.94%, but after implementing it, it increased to 65.47%. Overall, the study found that students' pronunciation abilities increased by 48.19% from the first to the second exam. This demonstrates that applying the Visualization Strategy on a regular basis helps students improve their pronunciation skills.

Significant Testing of the Students' Pronunciation Improvement Visualization Strategy

The t-test findings reveal that the calculated t-value of 11.501 is greater than the crucial t-value of 1.68657 at a significance level of 0.05 and 35 degrees of freedom. This suggests that teaching pronunciation with the Visualization Strategy has a significant impact on student performance. The t-test also demonstrates that students' pronunciation improved significantly, with a substantial difference in scores before and after using Visualization in class. This development occurred because students were able to practice and enhance their pronunciation through visualization activities, allowing them to learn more and better grasp the language. So, the Visualization Strategy greatly enhanced the pronunciation skills of Grade XI students at SMA N 8 Medan.

In 2021, Aprianoto conducted a research named "Integration of the 'English Speaking Skills' Application into Pronunciation Teaching: Its Impact on Student Participation and Learning". The study sought to determine if using an English pronunciation app during pronunciation sessions at SMP N 2 Jakarta would encourage students to engage more and learn independently. The study employed a quasi-qualitative research methodology. The participants were 48 first-year English major students aged 19 to 21. They were divided into two groups, Group A and Group B, with 24 pupils in each.

CONCLUSION

Based on the outcomes of the previous chapter's data analysis and discussions, the researcher finds that several tactics, such as the Visualization approach and the Fun Active Learning strategy, are successful in enhancing students' speaking skills. Fun Active Learning Strategy has a truly effective impact on the students' speaking ability because this strategy has many kinds of visual aids, which can ignite the students' eagerness to study in English. From the pre-test and post test it can be seen that 58.65 rose significantly to 73.78. This thing proves that this strategy makes the students feel interested in learning new vocabulary in English and practicing speaking by playing some varied visual aids and media, for example,

like using word puzzles and arranging pictures. Students also find it enjoyable to have some fun activities, which become the bridge for the students to build some sentences in English to speak up.

The Visualization strategy also gives more progressive results on students' ability in speaking. The mean score can be seen from 57,65, which has significantly increased to 74,05. The visualization strategy is more practical and easier to implement in teaching students' speaking ability, because the use of flashcards and pictures helps the students in memorizing new vocabulary. And this thing helps the students to build some sentences in speaking English spontaneously. Another aspect that can be seen in this strategy also makes the students feel easy to grasp unfamiliar words, and the students may feel easy to use those words in building the sentences

In comparison, the researcher found a conclusion that the strategy in Visualization has given more progressive results in students' ability in speaking. Although the Fun Active Learning strategy also shows significant progress, and good to be implemented in the teaching speaking process. The researcher suggests using the strategy of Visualization to help the students' ability in developing their speaking skills.

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