# The Effectiveness of Picture-Based Instructional Media in Enhancing Iranian Learners' English-Speaking Proficiency and Developing Their Oral Communication Skills

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**Abstract**

Speaking proficiency is a fundamental component of second-language learning; however, many English language learners experience difficulties with pronunciation, fluency, and confidence when communicating orally. The use of appropriate instructional media may provide learners with meaningful visual support and create opportunities for more effective speaking practice. Therefore, this study aimed to investigate the effectiveness of picture-based instructional media in enhancing Iranian learners' English-speaking proficiency and developing their oral communication skills. The study employed a quantitative approach using a quasi-experimental, non-equivalent control group design. The participants were 54 tenth-grade students at Farhang High School in Arak, Iran. A sample of 36 students was selected and assigned to an experimental group (n = 18) and a control group (n = 18). The experimental group received English-speaking instruction supported by picture-based instructional media, whereas the control group received conventional instruction. Data were collected through speaking tests administered to both groups, and the data were analyzed using tests of normality and homogeneity as well as an independent-samples hypothesis test. The findings revealed a statistically significant difference between the experimental and control groups, with the obtained t-value (3.767) exceeding the critical t-value (2.032). Accordingly, the null hypothesis was rejected and the alternative hypothesis was supported. The results demonstrate that the use of picture-based instructional media can effectively enhance Iranian Learners' English-speaking proficiency and contribute to the development of their oral communication skills. The findings highlight the pedagogical value of visual instructional materials as an accessible and engaging resource for supporting speaking instruction in Iranian EFL classrooms.

**Keywords:** Picture-Based Media; English-Speaking Proficiency; Oral Communication Skills; Visual Learning; Speaking Instruction



## INTRODUCTION

Language is a tool used to orally and in writing express thoughts, opinions, and desires for something (Komalasari &; Saripudin, 2018; Lestari &; Pamungkas, 2023). There are four skills that must be mastered by the students in learning language. They are listening, speaking, reading and writing. Since language is a tool of communication, they are only able to communicate orally when they speak. On the other word speaking is one of skills

that must be mastered by the student when they want to be able to express ideas, intentions, goals, and points of view with their partners well.

Speaking is one of the language skills that speakers use to ensure that others can understand their intentions and purposes vocally (Henne-Ochoa, 2018; Nikitina, 2012). The ability to speak seems to be a skill to pronounce clearly formed words to transmit thoughts, emotions, and feelings. Speaking is a form of oral communication used to convey thoughts, feelings, and opinions to others. To express desires, thoughts, feelings, and experiences to others, speech talent is used to produce a flow of articulated sound systems (Chien, 2020: 4). An image can be created, generated, processed through photography in any size and colour. It also able to be associated with real-world lessons or event. An image is a two-dimensional work of art that also explains something. To help students understand the text, visuals are included. A picture can help students visualize what could happen in the setting and inspire a more original sentence structure. When using media images, students can also pay more attention to the subject (Thituyetanh, 2015: 49-53).

Based on observations and interviews with English teachers, many students of Farhang High School face many obstacles in learning to speak. First, learners have less desire to speak for fear of making mistakes and lack confidence in speaking. Second, when teachers ask them questions, learners unable to answer because they do not have ideas to talk about. Third, most learners often mispronounce the correct use of grammar and vocabulary; For example, *answer*, delete, and then often. Fourth, learners use their mother tongue in daily activities, so their speaking skills are inadequate. When they learn English, they use a mixture of mother tongue and English. The strategy to use picture as a media is capable to address the problems faced by teachers and learners when teaching and learning English, especially speaking skills.



In response to this fact, it is considered important to implement a new approach to teaching speaking that utilizes visual media. Images as a medium can represent reality as it is. In other words, by using images, learners can see the abstract as a real-life experience. Researchers are interested in conducting research by using images as a medium to improve speaking skills because students' speaking skills need to be up graded. Therefore, researchers are interested in conducting a study entitled The Effectiveness of Images as a Media to Improve the English Speaking Skills of Students in grade x of Farhang high school in Arak.

## METHODS

Quantitative methods are research approaches that focus on collecting and analysing data in the form of numbers. The main objective is to measure variables, analyse relationships between variables, and determine causation between variables (Neuman, 2014; Sugiyono, 2016). In the research process, direct observation of the student learning process to find out the obstacles faced in speaking skills. The population in this study is grade 36 students of Farhang high school in Arak. Sample determination will be made based on the consideration of the researcher.

Furthermore, the independent variable applied is the use of images as a learning medium. Then the dependent variable is the students' ability to speak English. After the data collected, an analysis will be carried out to determine the positive influence of the use of images as a medium on students' speaking ability in English. After the analysis stage is declared to have fulfilled good procedures, conclusions are then determined (Sugiyono, 2016).

## FINDINGS

**1.** Normality Test Result of Pre-Test and Post-Test Data

The study was conducted by conducting Pre-Test and Post-Test Data Normality Test. Based on the process carried out, the results of the study are shown in table 1.

Table 1. Normality Test Results of Pre-Test and Post-Test Data

| Class | Data | $D_{Count}$ | $D_{table}$ | Conclusion |
|---|---|---|---|---|
| Experiment | Pre-test | 0.278 | 0.309 | Data Distribution is Normal |
| | Post-test | 0.272 | 0.309 | Data Distribution is Normal |
| Control | Pre-test | 0.152 | 0.309 | Data Distribution is Normal |
| | Post-test | 0.278 | 0.309 | Data Distribution is Normal |

Based on the table 1 above, the calculation results of the normality test for pre-test data of experiment class can be obtained that the $D_{count}$ value was 0.278 and $D_{table}$ value was 0.309 then the calculation results of the normality test for post-test data experiment class can be obtained that $D_{count}$ value was 0.272 and the $D_{table}$ value was 0.309, it indicated that the data distribution was normal. The normality test for pre-test data of the control class can be obtained that the $D_{count}$ value was 0.152 and the $D_{table}$ value was 0.309 and for post-test data of the control class can be obtained that the $D_{table}$ value was 0.278 and the $D_{table}$ value was 0.309, it can be concluded that the data distribution was normal. These results show the pre-test and post-test data distribution of the experiment and control class was normal.

**2.** The Homogeneity Test

The second stage is the homogeneity test. It is used to find out whether variances from two or more sample groups come from the same population or have the same variance. This homogeneity test is carried out at the pre-test and post-test stages. The homogeneity results are shown in tables 2 and 3.

Table 2. Homogeneity Test Result of Pre-Test Data

| Class | Variance | $F_{count}$ | $F_{table}$ | Conclusion |
|---|---|---|---|---|
| Experiment | 33.088 | 1.089 | 2.270 | Data is Homogen |
| Control | 36.029 | | | |

Based on Table 2 above, the results of the homogeneity test for pre-test data of the experiment and the control class were $F_{count}$ = 1.08< $F_{table}$ = 2.270. It can be concluded

that both variances were homogenous. The F_count value represents the calculated variance between the experiment and control class based on the pre-test data. Since the F_count value of 1.08 is less than the F_table value of 2.270, it indicates that there's no significant difference in the variances of the two classes, thus confirming their homogeneity.

Table 3. Homogeneity Test Result of Post-Test Data

| Class | Variance | $F_{count}$ | $F_{table}$ | Conclusion |
|---|---|---|---|---|
| Experiment | 46.487 | 1.118 | 2.270 | Data is Homogen |
| Control | 41.585 | | | |

Based on Table 3 above, the results of the homogeneity test for post-test data of the experiment and the control class were $F_{count}$ = 1.118< $F_{table}$ = 2.270. It can be concluded that both variances were homogenous. From the data presented in Table 3, it is evident that the F_count value is 1.118, which is less than the F_table value of 2.270. This comparison indicates that the differences between the variances of the experiment and control class post-test data are not significant. Therefore, the conclusion can be drawn that the variances between the two classes are consistent or homogenous, meaning there's no significant variation between them.

**3.** The Hypothesis Tests

Hypothesis tests are a statistical method used to decide whether a statement or assumption about a population parameter may be true based on a sample of data. The result of the hypothesis test from the experiment class and control class will be described below:



**Table 4. Hypothesis Test Result**

| The Comparison Post-test data | $t_{count}$ | $t_{table}$ | Conclusion |
|---|---|---|---|
| Experiment and Control | 3.767 | 2.032 | $H_a$ is accepted |

Based on table 24 above, from the sample that consists of $n_1$= 18 and $n_2$=18 and the obtained $t_{table}$= 2.032. The results of the hypothesis test between the experimental class and the control class have $t_{count}$=3.76 > $t_{table}$ = 2.032. A t_count value greater than t_table indicates a significant difference between the two classes.

This showed that Ho was rejected and Ha was accepted. This substantial difference indicates that the use of images as a teaching tool had a statistically significant impact on improving students' English skills in the experimental class when compared to those in the control class. Therefore, images are effective as a medium to improve the English language skills of students in grade x of Farhang high school in Arak.

## DISCUSSION

The researcher's use of a picture in the treatment was thought to have contributed to its efficacy. In the post-test, students' English-speaking proficiency grew, and various

factors contributed to its efficacy. As follows: First off, images aid students in communicating ideas and knowledge. Second, because they have a framework from the researcher, students are more comfortable describing the subjects. Finally, thanks to their thorough preparation and increased knowledge of the subjects, students can give a succinct description.

Students were more engaged in the learning process and were better able to understand vocabulary and pronunciation thanks to the use of pictures as media. These findings are consistent with Maria's research (2020:56). The findings of this study demonstrated that viewing and analyzing pictures as media could enhance students' English-speaking abilities. The pupils also took an interest in and loved the learning process. Students' speaking Ability, including fluency, topic, pronunciation, and grammar, have been demonstrated to increase when images are used as media. As shown by higher post-test-pretest average scores in the experimental class compared to the control class, the creative teaching technique attempts to inspire students and make them happy. The findings are consistent with Marriam's research (2015:55), which demonstrated that employing visual media is a beneficial innovation for teaching speaking. It tries to inspire students to learn how to talk. However, this tactic cannot address every facet of speech. Therefore, it can be interpreted that there was an effectiveness of picture as media to improve students' English-speaking ability at x grade of Farhang high school in Arak.

Based on the results of the research data analysis and discussion that has been described previously in this research, the average value of the experimental class was 50 and the control class obtained an average value of 45 for pre-test data. As for the post-test data, the average value of the experimental class was 77.5 and the average value of the control class was 70. It means there was a significant difference between the post-test results of the experimental class using picture as media with the control class that only used the book. Subsequently, the hypothesis was tested using an independent sample T-test. The calculation results, the statistical value of $t_{count}$ is 3.767 and $t_{table}$ is 2.032, because $t_{count} > t_{table}$, it can be concluded that $H_a$ was accepted and $H_0$ was rejected. Therefore, there was an effectiveness of picture as media to improve students' Englishspeaking ability at x grade of Farhang high school in Arak.



## CONCLUSION AND SUGGESTION

The use of images by researchers in the treatment is thought to increase their efficacy. In the post-test, students' English speaking skills improve with the help of pictures that help them in conveying ideas and knowledge. Images as a medium make students more involved in the learning process and improve their understanding of vocabulary and pronunciation. This research shows that viewing and analysing images as a medium can improve students' Englishspeaking skills. Based on the analysis of research data, there was a significant difference between the post-test results from the experimental class that used images as a medium and the control class that only used books. Therefore, images are effective as a medium to improve the English-speaking skills of students in grade x of Farhang high school in Arak.

Based on the research results and conclusions, it can be stated some suggestions. For Teacher, the results of study show that the use of picture as media create a positive effect on students' English-speaking ability. Therefore, it is better for teachers use picture as media in the process of learning English, especially to help students English-speaking. For School, the school is expected to improve school facilities and infrastructure,

especially to support the use of varied learning media therefore it can improve the quality of English learning process. For the next researcher who will conduct research on the use of picture as media in teaching English-Speaking ability are advised to exmine more specifically the effectiveness of picture as media on each level of Englishspeaking.

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