

THE IMPACT OF VISUAL EDUCATIONAL METHODS ON ENHANCING THE SPEAKING SKILLS OF NINTH-GRADE STUDENTS AT AL-QADRIYYA MODEL HIGH SCHOOL, JAMBAR, FOR THE ACADEMIC YEAR 2020-2021

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ABSTRACT

This research explores the impact of visual educational tools on enhancing the speaking skills of ninth-grade students at Al-Qadriyya Model High School Jambar during the academic year 2020-2021. The study employs quantitative research methods, particularly utilizing surveys to collect data. Results indicate a significant positive effect of visual educational tools, both highlighting and non-highlighting, on promoting students' speaking skills. Specific conclusions reveal a high correlation between the use of these tools and improved speaking proficiency. Recommendations are provided for teachers, students, the school administration, and future researchers to maximize the benefits of educational tools in language learning.

KEYWORDS Visual Educational Method, Speaking Skills, Ninth-grade students



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INTRODUCTION

Various educational tools have entered the fields of education under many names. Initially known as specific teaching aids, teaching aids, or audiovisual aids, teachers have utilized them to varying degrees of enthusiasm, each according to their understanding and belief in their importance. Some teachers completely reject them and continue teaching in the manner they were accustomed to, relying on traditional methods such as lecturing and drilling.

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Educational tools are one of the components that can stimulate the learning process among students, encouraging educational activities. The educational resources provided by teachers significantly influence students' achievement and the behavioral patterns they acquire as a result of the learning processes undertaken. However, the selection of tools alone does not guarantee the achievement of desired goals; rather, the approach taken by the teacher or the student in utilizing these tools has a significant impact.

Learning does not occur in isolation; it responds to many interrelated elements continuously. Among these elements are those that are closely related to various educational tools, which should be viewed within a broader framework as part of a more comprehensive system. Therefore, optimal conditions should be created to maximize the benefits derived from these tools.

One of the conditions that facilitate learning is the need for it, and the child must feel the importance of satisfying this need. This may require stimulating their interest in the subjects they are learning. Educational tools can contribute to capturing the student's interest and satisfying their need for learning, as different educational tools can cater to different learning styles.

One of the most significant benefits of using educational tools is to avoid falling into verbalism, where the teacher uses terms that do not have the same meaning for the student or the listener as they do for the speaker. Instead, concepts and abstract terms should be explained using tangible methods that help form visual images in the minds of learners.

It is essential for teachers to make use of teaching aids in general and language teaching in particular. Educational tools are divided into three types: auditory, visual, and audiovisual.

The educational tools used in Al-Qadriyya Model High School Jambur, are visual educational tools. Visual tools are associated with the sense of sight. Visual tools are further divided into two categories: highlighting and non-highlighting. Additionally, educational materials are used in a way that combines images, texts, motion, and animations to attract students' attention to learning. Highlighting is a method that utilizes a projection device, showing content on a screen. Non-highlighting methods are often used in educational processes, presented by the teacher either in two-dimensional or three-dimensional backgrounds.

In conclusion, with the presence of tools that support the educational process, it becomes more engaging, interactive, and allows students to process information quickly without the need for lengthy procedures, thereby improving the quality of learning indirectly towards a better direction.

Moreover, learning can be facilitated through teaching aids. In other words, with educational tools, the teaching process operates optimally, fostering students' motivation and enthusiasm to master the language being taught.

Oral skills involve the ability to articulate sounds or detailed words to express ideas in the form of thoughts, opinions, desires, or feelings to conversation partners. In a broader sense, speech is a system of signs that can be heard and seen, utilizing several muscles and muscle tissues in the human body to convey ideas to meet their needs. Thus, we can conclude that speech is the easiest way to express what is on

someone's mind. Therefore, practicing oral skills is essential for everyone to express their thoughts.

Among the most important aspects of speaking skills are vocabulary and conversation. These two aspects are felt to help speakers express what they will convey in communication. Therefore, there is a need for educational tools to facilitate mastering these aspects for students.

Visual educational tools are used in the ninth grade. These tools are used to facilitate students' speaking skills in Arabic, with the expectation of improving students' ability to speak Arabic. The initiative implemented by Al-Qadriyya Model High School Jambar is to require students to write down unfamiliar vocabulary in their vocabulary notebooks and memorize them to increase students' activity and impact on language, thus promoting students' speaking skills in Arabic.

In addition to the background of the above research, the researcher is interested in conducting research entitled "The Impact of Visual Educational Tools on Enhancing the Speaking Skills of Ninth Grade Students at Al-Qadriyya Model High School Jambar, Academic Year 2020-2021." This research is important and needs to be conducted to determine the extent of the impact of visual educational tools on students' speaking skills.

RESEARCH METHOD

In the initial steps of the research, there are several key considerations to be taken into account in order to determine the methodology that will be used in conducting the research.

The approach used in this research is quantitative research. Quantitative research aims to test specific hypotheses in advance. McCann (1997) argues that quantitative research is a process of finding knowledge in the form of numbers as a means to find information about what we want to know. Research can be conducted through descriptive research, quantitative relationship research, main experimental research, and experimental research.

This type of research is a survey method. This method is used to obtain data from natural research sites (non-synthetic), but the researcher is involved in data collection, such as collecting questionnaires, tests, structured interviews, and so on.

The main objective of the survey is to understand the general description of population characteristics. Essentially, what the researcher wants to investigate is how the members of the community are distributed in one or more variables, such as age, ethnicity, gender, religion, etc.

According to the research objectives, which are to determine the impact of visual educational tools on enhancing the speaking skills of ninth-grade students at Al-Qadriyya Model High School Jambar, this type of research is quantitative research. That is, research to agree on the relationship between presumed variables, and whether the variable is affected by other variables or not.

RESULT AND DISCUSSION

Data presentation is crucial in the research process. Data presentation is a record of research findings in the form of data compilation, data processing, and data analysis, and its results will determine whether the proposed research hypothesis can be accepted or not.

The data required in this study are about the correlation between the use of visual educational tools and the speaking skills of students at Al-Qadriyya Model High School Jambar during the academic year 2020-2021.

The method used in this research is the questionnaire method. This method is used to obtain data and integrate and complement the results of interviews regarding the impact of visual educational tools on students' speaking skills at Al-Qadriyya Model High School Jambar during the academic year 2020-2021.

In this case, the researcher used a binary scale questionnaire. Therefore, each question has two alternative answers, if the answer is correct, it will be awarded a score of 1, and if the answer is incorrect, it will be awarded a score of 0. The population of this study was 130 students, then due to the researcher's limitations, the researcher used sampling method and took a sample of 128 students, where the sampling formula was used using the Slovene equation mentioned in the third chapter. The error rate is 1% or 0.01. The Slovene equation is used for calculation as follows:

$$n = \frac{N}{1 + N \alpha^2}$$

Information:

n: Sample size taken

N: Population size

α^2 : Error ratio

From the data, the number of samples is obtained as follows:

$$n = \frac{N}{1 + N \alpha^2}$$

$$n = \frac{130}{1 + 130 (0,01)^2}$$

$$n = \frac{130}{1 + 130 0,0001}$$

$$n = \frac{130}{1 + 0,013}$$

$$n = \frac{130}{1,013}$$

$$n = 128,3$$

$$n = 128$$

Analysis and Hypothesis Testing

After the completion of the collected data, the researcher conducted a quantitative analysis, often referred to as statistical data analysis, to determine whether there is an effect of the educational tool on students' speaking skills.

According to the problems studied, the following data will be presented regarding the impact of visual educational tools on students' speaking skills at Al-Qadriyya Model High School Jambar.

Hypothesis Testing

Table 1. Survey Results Impact of Visual Educational Tools – Highlighting

Question Number	Calculated Value	Table Value	Information
1	0.613	0.230	Valid
2	0,591	0.230	Valid
3	0,492	0.230	Valid
4	0,557	0.230	Valid
5	0,603	0.230	Valid
6	0,387	0.230	Valid
7	0,364	0.230	Valid
8	0,309	0.230	Valid
9	0,552	0.230	Valid
10	0,420	0.230	Valid

In addition to the above table, the relationship between the number X1 and the overall result (Y) was calculated. $0.962 =$ Since the correlation coefficient is higher than 0.230, it can be concluded from the calculation results that all items are correct, as the correlation coefficient is higher than 0.230.

Table 2. Survey Results Impact of Visual Educational Tools - Non-highlighting

Question Number	Calculated Value	Table Value	Information
1	0,291	0.230	Valid
2	0,162	0.230	Invalid
3	0,326	0.230	Valid
4	0,446	0.230	Valid
5	0,518	0.230	Valid
6	0,352	0.230	Valid
7	0,427	0.230	Valid

8	0,250	0.230	Valid
9	0,399	0.230	Valid
10	0,320	0.230	Valid

Based on the table above, it can be noted that item number 2 is invalid, as the correlation between these items and the overall result is only 0.162 (below the table value 0.230). The item is inconsistent with the other items.

Table 3. Survey Results Application of Speaking Skills

Question Number	Calculated Value	Table Value	Information
1	0,293	0.230	Valid
2	0,290	0.230	Invalid
3	0,320	0.230	Valid
4	0,428	0.230	Valid
5	0,230	0.230	Valid
6	0,308	0.230	Valid
7	0,344	0.230	Valid
8	0,327	0.230	Valid
9	0,431	0.230	Valid
10	0,178	0.230	Invalid

In addition to the above table, it can be noted that item number 10 is invalid, as the correlation between these items and the overall result is only 0.177 (below the table value 0.230). The item is inconsistent with the other items.

CONCLUSION

General Conclusion:

There was a significant and important positive impact of visual educational tools on enhancing the speaking skills of ninth-grade students at Al-Qadriyya Model High School Jambar during the academic year 2020/2021. This is evident from the calculation results of the product moment, where the value of the correlation coefficient is 0.985. Referring to this value with the critical value at a significant rate of 1% = 0.230, the value exceeds the critical value, meaning the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. The importance or significance of the relationship between these variables is also evident through the calculated t-value being greater than the table t-value ($55.25 > 2.6154$) at a 1% significance level. This indicates that the use of visual educational tools can improve students' speaking skills, which can be proven by research results on visual educational tools that can increase by 98.5%.

Specific Conclusion:

a. There was a very high and significant positive effect of visual educational tools on promoting the speaking skills of ninth-grade students at Al-Qadriyya

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Model High School Jambar during the academic year 2020/2021, specifically with an r_{xy} of 0.962. Referring to this value with the critical value for a significant level of $1\% = 0.230$, the value of 0.962 is greater than the critical value, meaning the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. The significance of the relationship between these variables is also evident through the calculated t-value being greater than the table t-value ($35.97 > 2.6154$) at a 1% significance level.

b. There was a very high and significant positive effect of non-highlighted visual educational tools on promoting the speaking skills of ninth-grade students at Al-Qadriyya Model High School Jambar during the academic year 2020/2021, specifically with an r_{xy} of 0.986. Referring to this value with the critical value for a significant level of $1\% = 0.230$, the value of 0.986 is greater than the critical value, meaning the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. The significance of the relationship between these variables is also evident through the calculated t-value being greater than the table t-value ($55.31 > 2.6154$) at a 1% significance level.

Recommendation

In addition to the research results and conclusions outlined above, the following suggestions can be made:

For Teachers:

Teachers are expected to guide and motivate their students better in creativity and getting used to speaking Arabic inside and outside the classroom. Teachers should maximize the use of available tools during the teaching process to enhance students' Arabic-speaking skills.

For Students:

Students should be more confident and have a strong determination to speak Arabic. Speaking skills can be improved by habitually speaking Arabic anywhere and anytime. Starting from themselves, they should train themselves to get used to speaking Arabic. There is no need to fear making mistakes in the language because language fundamentally expresses the mind's ideas, which can be understood by others. They can speak because it is constantly applied and practiced.

For Al-Qadriyya Model High School Jambar:

For Al-Qadriyya Model High School Jambar, especially ninth-grade students, to maximize the use of available tools during the teaching process to enhance students' Arabic-speaking skills. Good and successful diverse programs have been implemented by previous religious schools. Collaborate with the Language Revival Council to bring generations of beautiful languages with new innovations.

For Researchers:

For further research, it is suggested to expand this study to other relevant variables that affect students' speaking skills. It is also recommended to use other educational tools in examining the effect of educational tools on promoting

students' speaking skills, so that the effectiveness of creating and using educational tools can be tested.

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