



The Effect of Using Fun Active Learning Strategy and Visualization Strategy on Speaking Ability in the 7th Graders of Junior High School

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Abstract

The purpose of this research is to describe the problem of speaking ability in junior high school needs to be done to observe the development of students' learning difficulties in current speaking skills. This research is a collaborative classroom action research. That is, the researchers did not conduct their own research, but collaborated or collaborated with the school, namely the class VIII teacher at SMP Negeri 3 Binjai. Based on the results of the pre-test, the pre-test mean score was 58,65 and the mean score in the post-test was 73,78. It can be seen that the students' skill in speaking by using storytelling technique increased. From these calculations, it can be inferred that there was a difference of students' scores before and after receiving the treatment. Consequently, these data which had been analyzed answered the first research question that using visualization strategy can improve student speaking ability at SMP Negeri 3 Binjai at 7th graders. Based on the data analysis, the researcher found that Visualization strategy can improve students' skill in speaking. As the result from the pre-test and post-test mean scores which were given. The improvement of mean score was 55 to 96. It means that there is significant difference of achievement between the students who were taught by using Visualization Strategy and Fun Active Learning Strategy and the students who were taught with conventional method. The data also showed that students felt that storytelling technique could help them in speaking. Most of them also responded that they attempt to use Visualization Strategy in their daily speaking.

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

Introduction

Students speaking skills are relatively low, this kind of condition not only can be found in developing country like in Indonesia, but also in other developed country. The importance of speaking in daily life for students will always help the students to express their intention also.

Expressing the intention by speaking is a way to do the communication. The skill of speaking has been taught in the lowest grade in Elementary school. Language is an expression of human communication that can be understood, shared, and experienced through knowledge, belief, and behavior. This sharing is based on regularly used signals, noises, gestures, or markers that are systematic and commonly utilized to express known meanings within a group or society. One of the languages that is crucial to master is English. English is a foreign language that is taught in Indonesia from kindergarten level until senior high school.

Speaking is the verbal exchange of thoughts, feelings, and ideas between individuals. Speaking, according to is an oral exchange of information involving knowledge and productive competence between a speaker and listener. Speaking is an interactive process of creating meaning that involves producing, receiving, and processing 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 student's success in sharing their understanding to gain the purposes which need to work together among the students. The students have an opportunity to be like a teacher to express their opinion and intention about the lessons in the classroom, and even the students' classmates also may give some feedback. This activity will ignite the students' capability to talk in English. Active learning strategy combined with visualization becomes a learning concept that can make the students have great intention to speak English better in the classroom. The combination of visualization strategy and fun active learning can encourage the students to be active and confidence to talk in English.

According to Sukandi (2003: 6) The definition of active learning strategies is the viewpoint that views learning as an activity to construct meaning or understanding of the experience and the information carried by the learner, not by the teachers. Teaching is viewed as an activity to develop an environment that fosters the student's initiative and responsibility to learn, so the student is willing to continue learning throughout his life and does not depend on teachers or others when they learn new things.

Based on the foregoing considerations, the researcher conducted a study employing a suitable teaching method to improve students speaking abilities using a combination of active learning strategy and visualization. In order to encourage the students to be active learners and able to speak English confidently. In Indonesia, students study around four English language skills. They are engaging in speaking, listening, reading, and writing. In this instance, the researcher hopes to help the student's speaking abilities. It was caused by the fact that the majority of students still have weak speaking abilities. In the oral modality, speaking is a productive ability in and of itself. It is more challenging. This research will discuss the progress of students' ability in speaking which can be seen in the 7th graders of SMP Negeri 1 Binjai. Implementing the strategy of fun active learning and visualization shows significant progress in the speaking ability of the students.

The issues showed that students' attitudes toward the entire learning process are that they feel uncomfortable, are frightened to make mistakes, and lack the confidence to use English terms. Additionally, before speaking, the students must organize their thoughts and encode those ideas in the spoken English language. As a result, the students found it difficult to speak English continuously, and they lacked sufficient vocabulary, making it difficult for them to understand what was being discussed in class. Due to these issues, the lecturer is forced to be more innovative in order to give students opportunities to demonstrate their speaking ability. For these reasons, the researcher has proposed a method for teaching English, specifically for teaching vocabulary and speaking ability, known as "Active Learning Strategy (type)".

Additionally, a variety of visual tools can be used to help students enhance their speaking abilities, including speakers, objects, models, chalkboards, photos, drawings, and sketches as well as movies, slides, and projections. Each of these visual aids has a unique personality and purpose. These can be used depending on the subject. Due of the numerous visual aids, some chosen objects or

images of the objects, as well as chalk or markers, will be used. Additionally, this study will use visual aids to help students who are having trouble communicating, particularly in descriptive speech. They are free to choose any items, images, markers, or chalks as long as they relate to the speaking class's subject.

The idea that learning is an action to create meaning or comprehension of the experiences and knowledge carried by the student, not by the teachers, is the definition of active learning methodologies. In order for students to be willing to continue learning throughout their lives and to not rely on teachers or other people when they learn new things, teaching is seen as an activity to create an environment that supports their initiative and responsibility to learn.

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 7th graders of SMP Negeri 1 Binjai, the first one is the lack of using various vocabularies in presenting the English project for the 1st graders in 7th graders of SMP Negeri 1 Binjai, 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 with the explanation above regarding with the strategy of fun active learning combined with visualization strategy, the researcher conducted a study entitled "The Effect of Fun Active Learning Strategy and Visualization on Speaking Skill in the 7th graders of SMP Negeri 1 Binjai.

Method

In conducting the inquire about, the analyst has utilized the Quantitative Investigate plan Approach particularly in Quasi-Experimental. It is fitting with the inquire about since it is related to the reason of the inquire about. Sugiyono (2010: 75) states that " Quasi-Experimental could be a comparative strategy in which distinctive bunches of individuals or organizations get distinctive openings and the analyst endeavors to illustrate the contrasts among the bunches on a few sort of quantitative degree such as understudy examination comes about". These strategies have overwhelmed instructive inquire about 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 inquired.

Sugiyono (2010: 75) includes that "quasi-experimental inquire 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 Fun Active Learning Strategy and Visualization Strategy on Student's Speaking Skill. Members are allotted to bunches in quasi-experiments, but not at irregular. Since the experimenter was incapable to form a fake bunch for the try due to the consider setting's impediment, the quasi-experiment will utilize.

Based on the articulation over, in doing the investigate, the analyst utilized Quasi-Experimental by utilizing Pre-test and Post-test for both bunches. And after, that the contrasts of the Pre-Test both within the bunches by the impact of the treatment. The population of the research is the students at the Seventh grade of SMP N 1 Binjai which consists of 98 students and divided in three classes. The following table describes the number of the Seventh Grade of SMP N 1 Binjai. The information collecting was collected by regulating pre-test and post-test. The test is in verbal frame in sort of responsive. The test was given to degree the understudies talking capacity of both control lesson and test classes. In this investigate, the analyst gave pre-test and post-test for every class. To analyze the information gotten from the investigate comes about used the measurement by using an application named SPSS. This ponder can be done with a ponder of IBM Measurement SPSS 20 for Windows.

Result and Discussion

Finding

Improvement of Students Pronunciation Using Fun Active Learning Strategy

In this research, the researcher used a pre-experimental research to measured improved the students' pronunciation through the used Fun Active Learning Strategy at the eleventh-grade students of SMP N 3 Binjai in academic year 2022/2023. The result of improved students' pronunciation could be present in the following:

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	
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The table above showed that the students’ mean score of pre-tests was 51.94 while the students’ mean score in post-test was 63.47. It was analyzed that there was improved of students’ pronunciation after applied Fun Active Learning Strategy application in the class (22.19%).

Significant Testing

After getting the data, the researcher analyzed the data by used t- test. The t- test value was 11.501 and it was higher than t-table value 1.68957. It was revealed that used Fun Active Learning Strategy application improved students’ pronunciation of eleventh grade at SMP N 3 Binjai.

Table 2. T-Test analysis

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

Table 3. Paired Samples Test

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

The researcher compared t-test value and t-table to know whether the used of Fun Active Learning Strategy in taught pronunciation was significant, to find out the degree of freedom (df) the researcher used formula $N-1=36-1=35$, for the level significant $(p)=0,05$ and $df=35$, t-table got score 1.68957. After calculating the t-test value got score 11.501, so the value of t-test and t-table was $(11.501>1.68957)$, and it means that there was different result of the value of t-test and t-table.

4.3.3 Improvement of Students Pronunciation Using Visualization Strategy

In this research, the researcher used a pre-experimental research to measured improved the students' pronunciation through the used Visualization Strategy at the seventh-grade students of SMP N 3 Binjai in academic year 2022/2023. The result of improved students' pronunciation could be present in the following:

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 showed that the students' mean score of pre-tests was 51.94 while the students' mean score in post-test was 70.47. It was analyzed that there was improved of students' pronunciation after applied Visualization Strategy in the class (48.19%).

Significant Testing

After getting the data, the researcher analyzed the data by used t- test. The t-test value was 11.611 and it was higher than t-table value 1.68957. It was revealed that used Visualization Strategy improved students' pronunciation of seventh grade at SMP N 3 Binjai.

Table 5. T-Test analysis

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

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

The researcher compared t-test value and t-table to know whether the used of Visualization Strategy in taught pronunciation was significant, to find out the degree of freedom (df) the researcher used formula $N-1=36-1=35$, for the level significant $(p)=0,05$ and $df=35$, t-table got score 1.68957. After calculating the t-test value got score 11.501, so the value of t-test and t-table was $(11.501>1.68957)$, and it means that there was different result of the value of t-test and t-table.

Discussion

The Improvement of Fun Active Learning Strategy

Based on the findings result, the students' score of pronunciation before used Fun Active Learning Strategy showed that the students' pronunciation at the eleventh-grade student of SMPN 3 Binjai especially class VII were poor. It was because most of students did not know how to pronounce some words correctly. In treatments, at the first meeting the researcher actually found that there were

most of the students' got problem in pronunciation, because the most of students' still difficult to pronounce some sounds. The second meeting until the last they tried to pronounce some sounds well and also, they paid attention to explanation that gave by the researcher to them at the end of each meeting.

When the researcher had applied Fun Active Learning Strategy in English teaching and learning until the last meeting for doing treatment, the researcher gave post-test to measure the students' score. after giving post-test, the researcher tried to measure the improved of the students' pronunciation. In the pre-test, the students' got 51.94 % as mean score and the post-test got 63.47% as mean score. The researcher found that the improved of the students' pronunciation in pre- test to post-test was 22.19% It means that after gave some treatments by used Fun Active Learning Strategy, the students' pronunciation was improved.

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

From the t-test, the researcher found that the value of t-test (11.501) was greater than the value of t-table (1.68957) on alpha level @ or level of significance $p=0.05$ at the degree of freedom (df) of 35. It's the result of teaching the students' pronunciation through Fun Active Learning Strategy.

Based on the result of the t-test, the researcher found that there was an improved of the students' pronunciation. It means that there was significant difference result of the pre-test before and after teaching and learning processed through used Fun Active Learning Strategy application in the classroom. It was because the students' learned and practiced to pronounce some words through Fun Active Learning in the classroom that could enlarge their new experience and knowledge. Based on the data it can be concluded that the students in VII at SMPN 3 Binjai was improved.

The Improvement of Visualization

Based on the findings result, the students' score of pronunciation before used Visualization showed that the students' pronunciation at the eleventh-grade student of SMP N 3 Binjai especially class VI were poor. It was because most of students did not know how to pronounce some words correctly.

In treatments, at the first meeting the researcher actually found that there were most of the students' got problem in pronunciation, because the most of students' still difficult to pronounce some sounds. The second meeting until the last they tried to pronounce some sounds well and also, they paid attention to explanation that gave by the researcher to them at the end of each meeting.

When the researcher had applied Visualization in English teaching and learning until the last meeting for doing treatment, the researcher gave post-test to measure the students' score. after giving post-test, the researcher tried to measure the improved of the students' pronunciation. In the pre-test, the students' got 55.94 % as mean score and the post-test got 65.47% as mean score. The researcher found that the improved of the students' pronunciation in pre- test to post-test was 48.19% It means that after gave some treatments by used Visualization, the students' pronunciation was improved.

Significant Testing of the Students Pronunciation Improvement Visualization Strategy

From the t-test, the researcher found that the value of t-test (11.501) was greater than the value of t-table (1.68657) on alpha level @ or level of significance $p=0.05$ at the degree of freedom (df) of 35. It's the result of teaching the students' pronunciation through Visualization.

Based on the result of the t-test, the researcher found that there was an improved of the students' pronunciation. It means that there was significant difference result of the pre-test before and after teaching and learning processed through used Visualization in the classroom. It was because the students' learned and practiced to pronounce some words Visualization in the classroom that could enlarge their new experience and knowledge. Based on the data it can be concluded that the students in VI at SMP N 3 Binjai was improved.

The research conducted by Aprianoto. The title is *Integrating "English Speaking skill" App into Pronunciation Teaching: How It Affects Students' Participation and Learning* (2021). This study aimed to find out whether the integration of the English Pronunciation app in pronunciation class at SMP N 2 Jakarta can increase students' participation and self-learning. This study made use of quasi-qualitative design. Forty-eight first-year English department students

from two groups of learning involved in this research, aged between 19 to 21. Each group, group A and Group B comprised 24 students.

Conclusion

Based on the result of data analysis of findings and discussions in the previous chapter, the researcher concludes that the variative strategies such as Visualization strategy and Fun Active Learning strategy are effective in improving the students' speaking skill. Fun Active Learning Strategy have truly effect on the students' speaking ability because this strategy has many kinds of visual aid which can ignite the students eagerness to study in English. From the pre-test and posttest can be seen from 58,65 raised significantly in to 73,78. This thing proof that this strategy make the students feel interested in learning new vocabularies in English and practice to speak up by playing some variative visual aid and media used, for example like using words puzzle and arranging pictures. Students also feel enjoyable by having some fun activities which become the bridge for the students to build some sentences in English to speak up.

For the Visualization strategy also gives more progressive result on student's ability in speaking. The mean score can be seen from 57,65 raised significantly become 74,05. Visualization strategy is more practice and easy to be implemented in teaching students speaking ability, because the using of flashcards and pictures help the students in memorizing some new vocabularies. And this thing helps the students to build some sentences in speaking English spontaneously. Another aspect which can be seen in this strategy also make the students feel easy to grasps unfamiliar words, and the students may feel easy to use those words in building the sentences

As the comparison, the researcher found a conclusion that the strategy in Visualization has given more progressive result in students ability in speaking. Although Fun Active Learning strategy also shows significant progress and good to be implemented in teaching speaking process. The researcher suggests to use the strategy of Visualization to help the student's ability in developing the speaking skill.

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