THE EFFECT OF DIGITAL VISUAL MEDIA USE ON ENGLISH-SPEAKING SKILLS

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ABSTRACT

The study aims to examine how well students' English-speaking abilities are affected by digital and visual media. Via a quasi-experimental research design, two groups of primary school pupils were observed: the experimental group received instruction via digital visual media, while the control group received instruction as usual. Pre-test and post-test data were analyzed to determine how much fluency, pronunciation, grammar, vocabulary, and understanding had improved. A statistical analysis using an Independent t-test showed that although the experimental group's mean improvement was 17 points higher than the control group's 9.4 points, the difference was not statistically significant (Sig. = 0.147, p > 0.05). Therefore, it can be suggested that digital visual media creates an urge to learn and enhances the learning outcome; however, it does not significantly impact improving English-speaking skills as per the study's limitations. More extended use of digital media with a larger sample size can be suggested for further studies.

Keywords: *Digital Visual Media, English Speaking Skills, Digital Visual Method*

ABSTRAK

Tujuan dari penelitian ini adalah untuk menguji seberapa baik kemampuan berbahasa Inggris siswa dipengaruhi oleh media digital dan visual. Melalui desain penelitian kuasi-eksperimental, dua kelompok siswa sekolah dasar diamati: kelompok eksperimen menerima instruksi melalui media visual digital, sedangkan kelompok kontrol menerima instruksi seperti biasa. Data pre-test dan post-test dianalisis untuk menentukan seberapa besar peningkatan kefasihan, pelafalan, tata bahasa, kosakata, dan pemahaman. Analisis statistik menggunakan Independent t-Test menunjukkan bahwa meskipun peningkatan rata-rata kelompok eksperimen 17 poin lebih tinggi daripada kelompok kontrol 9,4 poin, perbedaannya tidak signifikan secara statistik (Sig. = 0,147, p > 0,05). Oleh karena itu, dapat disimpulkan bahwa media visual digital memang dapat menciptakan dorongan untuk belajar dan meningkatkan hasil belajar; namun, tidak memiliki dampak yang signifikan terhadap peningkatan kemampuan berbahasa Inggris sesuai dengan batasan yang diberikan dalam penelitian ini. Penggunaan media digital yang lebih luas dengan jumlah sampel yang lebih besar dapat disarankan untuk penelitian lebih lanjut.

Kata Kunci: Media Visual Digital, Keterampilan Berbicara Bahasa Inggris, Metode Visual Digital

A. Introduction

The increasing prevalence of media use has sparked concerns about how it may affect kids' and teens' language skills. The Latin word medius, meaning midway, is the root of the plural version of the term media. Media may be defined as anything that disseminates or transmits information (messages) between the source (messenger) and the message receiver since the term "medium" in Indonesian can be understood as "between" or "medium." One way to conceptualize media is as a conduit and form that may be used to deliver information (Triana, 2022). and the development of media does not escape the development of digital or digitalization, which is helpful as a media distributor in the current era. At the same time, digitalization involves using digital technologies to assist in the learning process, whether through online platforms, digital resources, or technology tools for teaching. , customization, and availability, enabling students to learn in a more adaptable manner that fits their requirements (Bond et al., 2018; Hia, Muhyidin, and Setyawan, 2024). Mixing visual and digital media is a widespread practice in today's globalized world as it adapts to the current trends and recognizes the potential for success in using digital visuals for educational purposes. Breu (2019) emphasize the importance of using digital images and interfaces to communicate concepts, ideas, or data in education.

Digital Visual media is crucial in enhancing English language fluency, particularly in oral communication abilities. Different forms of Digital visual media, such as pictures and physical items, provide students with diverse educational opportunities that stimulate creative thinking and prompt them to participate in speaking activities. The positive impact of Digital visual media on language acquisition is clear, as seen in studies on YouTube, movies, social platforms, and video games (Rudis & Poštić, 2018; Sarifudin & Setyawan, 2025). However, assessing the duration and quality of exposure is critical to obtain optimal results in increasing English speaking skills.

English speaking skills are crucial for academic and professional success. In academic settings, students are expected to effectively communicate their ideas through presentations, seminars, and

discussions, requiring a high level of Academic English proficiency (Murray et al. 2023). Developing these skills necessitates consistent instructional support and should be a priority for ESL instructors. Additionally, affective factors play a significant role in the acquisition of English speaking skills. Positive factors like self-confidence and motivation facilitate learning, while negative factors such as anxiety and fear of failure can hinder progress (Kiruthiga & Christopher, 2022)

Studies have shown that developing English speaking skills is crucial for elementary school students (Hanum & Maskhurin, 2023; Oktaviani, Saparingga, and Susanto 2019) Research highlights the importance of early exposure to English, which can lead to better language acquisition outcomes (Oktaviani et al., 2019) Moreover, teaching English to young learners requires effective techniques, suitable media, and a correct approach to learning activities. However, the use of traditional teaching methods, such as chalkboard instruction, may not be as effective as other approaches like using a Digital visual media tools.

Digital Visual media tools have shown positive impacts on student learning outcomes across various subjects and educational levels, including motivation, attention, and learning results in elementary school students (Marisa, Haddar, and Salim 2020). Picture books based on visual thinking strategies have also been found suitable for thematic learning in elementary schools (Sutama et al. 2020). Therefore, while visual media has promising learning potential, it is essential to pair it with other approaches, such as picture-and-picture and dialogue roleplay, to obtain optimal results. Suprijono (2009) emphasize the importance of using images in teaching as a learning approach that employs visuals as educational tools (Suryani et al., 2022).

We conducted observations at SDN Kampungdalem 4 to investigate whether the lack of English proficiency is due to incorrect techniques, teaching strategies, teaching materials and student engagement. One factor was the continued use of conventional teaching techniques at SDN Kampungdalem 4, which differed from the methods we researched. The problem questions addressed are: First, how are the speaking skills of class B at SDN Kampungdalem 3

taught without the use of Digital Visual Media? Second, how is the speaking ability of class A at SDN Kampungdalem 4 taught with Digital Visual Media? Third, is there a significant difference in speaking ability between classes B and A that use Digital Visual Media and those that do not?

B. Research Method

The quantitative approach and quasi-experimental approach are employed in this study to explore the impact of digital visual media on English speaking skills in elementary school students, using pre-test and post-test methods to evaluate learning outcomes and tailor teaching methods.

According to (Pan and Sana, 2021), Pre-tests enhance attention and active learning, while according to (Malik and Alam, 2019), post-tests improve skills and evaluate teaching effectiveness. The study aims to evaluate the data on the effect of digital visual media use on English-speaking ability after the treatment of the research sample.

This research sample consists of two 4th grade classes at SDN 3 Kampungdalem & SDN 4 Kampungdalem, each with 20 students.

Table 1

The number of classes and students in each class

No.	Class	Students
1	A. SD 4 Kampung dalem (E)	20
2	B. SD 3 Kampung dalem (C)	20

As stated by(Leburi, 2023) , sampling involves choosing specific data points from a population to make conclusions and decisions about complex situations using statistical methods. The research focuses on two classes, 4A and 4B, with 20 students from the same grade level as the experimental group and a control group. The experimental group will use Picture-based discussion learning methods and flashcard media, while the control group will use traditional methods and materials. The pretest and posttest are speaking tests, with students given a photograph and asked to describe an everyday object. This approach ensures uniformity and limited variables that may affect outcomes. The study aims to evaluate academic interventions and growth trends in the same grade level.

Table 2

Blueprint Of Speaking Test Instrument

No.	Test	Topic
1	Pre Test	Describing Everyday Items (Bedroom)
2	Post Test	Describing Everyday Items (Bathroom)

The instrument, based on a fourth-grade English textbook, consists of four questions divided into two classes during the pretest and posttest. It was adopted without a reliable test, and expert validator assessed its coherence, relevance, independence, and impact before deciding whether to accept, modify, or reject the results. According to Hughes (2003), cited in (Simanjuntak, Prawati, and Masyhur 2022), the speech components tested include pronunciation, vocabulary, grammar, fluency; and The speaking components, scores, and descriptions are detailed below.

Table 3

Score Description For Each Speaking Ability

Score 1 (Very Poor)
Score 2 (Poor)
Score 3 (Fair)
Score 4 (Good)
Score 5 (Very Good)

Following procedures were employed by the researcher to examine the data originally used this formula to measure each student's overall speaking ability score:

Table 4

Formula to Measure student's overall speaking ability score

TOTAL SCORE : P + G + V + F + C	
P	Pronunciation skills of the students
G	Grammar skills of the students
V	Vocabulary skills of the students
F	Fluency skills of the students
C	Comprehension skills of the students

Adapted from Hughes, A. (2003). cited in (Simanjuntak, Prawati, and Masyhur 2022)

The researcher then uses the following procedure to determine the students' actual scores.

$$\mathbf{RS= \frac{TS}{N} \times 100}$$

Description:

RS = Real score of each student

TS = Total score of the speaking elements

N = Maximum score

Adapted from Hatch & Farhady, (1981) cited in (Simanjuntak et al. 2022)

After the test, the scores of the pupils were divided into seven different groups. The pupils' scores were categorized and used from Depdikbud (2006) cited in (Simanjuntak et al. 2022) as explained below.

Table 5

The Categorization of Students' Speaking Scores

Score Range	Categorization
96 - 100	Excellent
86 - 95	Very Good
76 - 85	Good
66 - 75	Fairly Good
56 - 65	Fair
46 - 55	Poor
0 - 45	Very Poor

The students' scores were categorized into seven groups after the test, and the results were processed using three data processing methods: normality, linearity, and homogeneity.

C. Research Results and Discussion

Pretest & Posttest Result

A pretest was given at the beginning of the study to gather information about the students' basic speaking abilities. provides a reference to the data gathered during the posttest after the treatment was implemented. The results of the pretest are shown in the table below.

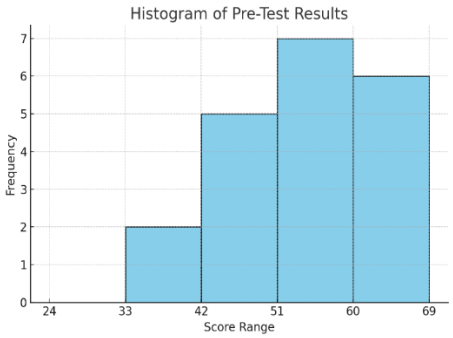
Table 6

The Result of the Pretest

PRE_TEST_CLASS_EXPERIMENT	
NValid	**20**
Missing	**0**
Mean	48.2000
Std.Error of Mean	2.698538
Median	48.0000
Mode	40.00
Variance	145.642
Std Deviation	12.06823
Minimum	24.00
Maximum	68.00
Range	44.00

According to the results, 4 students obtained mean scores of 48.20, median scores of 48.00, and modes of 40. With a range of 44, the lowest possible score is 24, and the highest possible score is 68. Furthermore, the standard error mean is 2.69, and the standard deviation is 12.06.

Table 7
Pre test Histogram (E)



The histogram shows no students in the excellent, very good, or good categories. Only one student scored within the 66-75 range, indicating a fairly good level. The 56-65 range had 7 students (35%) classified as fair, 25% as poor, and 35% as very poor. The scores of 0-45 and 56-65 had the highest number of students, with 35% in the very poor and fair categories.

Moving on to the data from the control class which uses conventional

methods as a comparison reference from the experimental class.

Table 8

The result of the Pretest

PRE_TEST_CLASS_CONTROL	
NValid	**20**
Missing	**0**
Mean	48.4000
Std.Error of Mean	4.09261
Median	50.0000
Mode	40.00
Variance	334.989
Std Deviation	18.302
Minimum	20.00
Maximum	80.00
Range	60.00

According to the data, the control class had a mean score of 48.40, a median score of 50.00, and modes of 40, all of which were reached by five students. On a scale of 60, the lowest possible score is 20 and the best possible score is 80. Furthermore, the standard error mean is 4.92, while the standard deviation is 18.302.

Table 9
Pre test Histogram (C)

The histogram shows no students in the excellent or excellent 96-100 or 86-95 range. Only 2 students scored 76-85, while 5 scored between 66-75. 25% scored 56-65, 15% scored 46-55, and 15% scored 0-45. A very poor level was achieved by 9 students out of 20 in the 0-45 range, with 45% achieving it. The range is categorized as fair, poor, or very poor.

Then, after conducting learning treatment using digital visual media, the experimental class acquired the following posttest results.

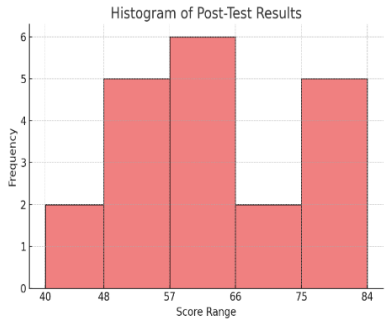
Table 10

The Result of the Post test

POST_TEST_CLASS_EXPERIMENT	
NValid	**20**
Missing	**0**
Mean	64.8000
Std.Error of Mean	2.99614
Median	64.0000
Mode	80.00
Variance	179.537
Std Deviation	13.39914
Minimum	40.00
Maximum	80.00
Range	40.00

According to the results, they received mean scores of 64.80, median scores of 64.00, and modes of 80 which were obtained by 6 students. With a range of 40, the lowest possible score is 40 and the highest possible score is 80. Furthermore, the standard error mean is 2.99 and the standard deviation is 13.39.

Table 11
Post test Histogram (E)



The Categorization based on the post-test data from the experiment class revealed that no students scored in the excellent or very good range. However, 35% scored in the good range (76-85), 10% in the fairly good range (66-75), 30% in the fair range (56-65), 10% in the poor range (46-55), and 15% in the very poor range (0-45) out of 20 students.

Moving on to the data from the posttest for the control class where they were treated with conventional teaching methods.

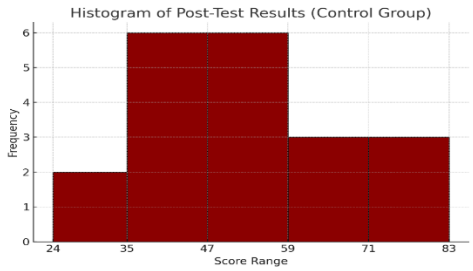
Table 12

The result of the Post-test

POST_TEST_CLASS_CONTROL	
NValid	**20**
Missing	**0**
Mean	57.8000
Std.Error of Mean	3.66462
Median	58.0000
Mode	52.00
Variance	268.589
Std Deviation	16.38870
Minimum	24.00
Maximum	80.00
Range	56.00

The findings indicated that the control class reached mean scores of 57.80, median scores of 58.00, and modes of 52, which were derived from 4 students. The minimum score on a scale of 24 to 80 is the maximum possible score. Moreover, the standard deviation is 16.38 while the standard error of the mean is 3.66. The table below presents the classification derived from the data obtained from the posttest of the control classes.

Table 13
Post-test Histogram (C)



The Control class post-test showed no exceptional or very good scores, with 25% scoring between 76-85 and 5% between 66-75. The remaining students had fair and poor scores, with 25% in the 56-65 range, 25% in the 46-55 range, and 20% in the 0-45 range. The data suggests that students' performance varies based on their scores.

After analyzing the pretest and posttest results, the findings revealed that students' speaking abilities improved. The following table compares students' speaking abilities

from the experiment class with their improvement in five components of speaking:

Table 13

The Improvement in Speaking Ability for Every Component of Speaking Test

Experiment_Class			
Speaking Component	**Pretest**	**Postest**	**Improvment**
Fluency	53	64	11
Pronounciation	47	62	17
Grammar	47	65	18
Vocabulary	46	64	18
Comperhension	48	69	21
Average of The Total Score	48.2	64.8	17

The study shows that the average pretest score for public speaking improved significantly from 48.2 to 64.8% post-test, with all components showing significant improvement. Pronunciation scores rose from 47 to 62, vocabulary scores increased from 46 to 64, and grammar scores increased from 47 to 65. Fluency and comprehension scores also increased, with 21 points for comprehension, 18 points for vocabulary and grammar, 17 points for pronunciation, and 1 point for fluency.

Table 14

The Improvement in Speaking Ability for Every Component of Speaking Test

Control Class			
Speaking Component	**Pre test**	**Pos test**	**Improvement**
Fluency	50	55	5
Pronounciation	50	59	9
Grammar	48	59	11
Vocabulary	48	55	7
Comperhension	46	61	15
Average of The Total Score	48.4	57.8	9.4

The table shows a 9.4-point gap between pre- and post-test scores, with an average post-test score of 57.8 and a pretest score of 48.4. The speaking components showed slightly better performance, with pronunciation scores increasing from 50 to 59 on the second exam, vocabulary scores increasing from 48 to 55, and grammar scores increasing from 48 to 59 on the pretest. Overall, speaking components improved in order of lowest to highest scores.

Normality Test

A normality test determines whether or not the data distribution is normal. The data's normality test was calculated using SPSS 25.0. The normality test for the pretest is presented below.

Table 15

The result of Normality Test in the Pretest and Post-test

Experiment_Class			
	Shapiro-Wilk		
	Statistic	**df**	**Sig.**
PRE_TEST	.947	20	.328
POST_TEST	.897	20	.036

The pretest normality is 0.328, which indicates a normal distribution, as it is greater than 0.05. The post-test data is statistically significant at the 0.036 level, which also indicates a normal distribution, as it is greater than 0.05.

Table 16

The result of Normality tests in Pretest and post-test

Experiment_Class			
	Shapiro-Wilk		
	Statistic	**df**	**Sig.**
PRE_TEST	.942	20	.265
POST_TEST	.941	20	.248

The Control Class's pretest normality significance value of 0.265 indicates a normal distribution. In contrast, the posttest results, with a significance threshold of 0.248, also follow a normal distribution, as indicated by the table.

Linearity Test

Table 17

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Posttest_E * Prettest_E	Between Groups	(Combined)	2563.200	8	320.400	4.156	.016
		Linearity	1558.651	1	1558.651	20.218	.001
		Deviation from Linearity	1004.549	7	143.507	1.862	.171
	Within Groups		848.000	11	77.091		
	Total		3411.200	19			

The study found a strong linear relationship between the use of digital visual media and student learning achievement, with greater use indicating better speaking ability. However, no significant deviation from linearity was found, indicating a strictly linear relationship. The study also found a significant difference in learning achievement among experimental groups.

Table 18

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Posttest_C * Prettest_C	Between Groups	(Combined)	3335.733	8	416.967	2.595	.072
		Linearity	1515.327	1	1515.327	9.431	.011
		Deviation from Linearity	1820.407	7	260.058	1.618	.228
	Within Groups		1767.467	11	160.679		
	Total		5103.200	19			

The study found a linear relationship between the conventional method and student learning achievements but with lower strength than the experimental class. No significant deviation was observed in the control class. The lack of linear reasoning in digital visual media hinders English language learning. Researchers recommend combining digital visuals with other teaching methodologies to improve results.

Homogeneity Test

Table 19

Test homogeneity of variance

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	.617	1	38	.437
	Based on Median	.653	1	38	.424
	Based on Median and with adjusted df	.653	1	36.172	.424
	Based on trimmed mean	.589	1	38	.448

The data shows no significant difference in English speaking skill variance between students taught with digital visual media and those taught conventionally. Homogeneity tests show no significant difference in variances between the two groups, indicating homogeneity. The median test suggests a similar distribution of mean values, while the trimmed mean test confirms the homogeneity of variances even after outliers are disqualified. This suggests no

significant difference in the variability of students' speaking ability between the two groups.

Hypothesis Test

In the hypothesis testing of this research, two hypotheses were developed: The Alternative Hypothesis (Ha) suggests that using this media can improve students' speaking skills, whereas the Null Hypothesis (H_0) indicates no meaningful effect. And the results of the hypothesis are formulated by testing the post-test data with the independent t-test method based on the post-test data of the two groups Below.

Table 20

Independent Sample test

		F	Sig.	t	df	Sig. (2-tailed)	Mean Diffrence	Std. Error Difference	Lower	Upper
Nilai_Postest	Equal variances assumed	.617	.437	1.479	38	.147	7.000	4.734	-2.583	16.583
	Equal variances not assumed			1.479	36.556	.148	7.000	4.734	-2.595	16.595

The study found that digital visual media did not significantly impact students' speaking skills despite a 7-point mean difference. The Sig. (2-tailed) value was greater than 0.05, indicating that the hypothesis (H_0) was not rejected. This suggests potential improvements could be achieved with a larger sample size or better measurements.

Discussion

Definition of digital visual media

Visual media are visual aids used by the teacher in teaching and learning so that they can be enjoyed by students through vision or the five senses (Pujilestari & Susila, 2020). according to Rusman (2017), as cited in (Amanda, 2024), Visual media includes still images, graphic media (graphs, charts, diagrams, posters, cartoons), models, and realia. These tools facilitate learning by visually representing information, simplifying data comprehension, and providing hands-on experiences, thereby enhancing student understanding through experiential learning. In contrast, "digital" comes from the Latin word "digitus," meaning finger, which is the world's counting organ. Generally speaking, "digitals" refer to data represented as ones and zeros, which is typical of a computer and electronic system in modern times (Ummah, 2019). Digital visual media refers to the process of digitizing education and integrating technology into the learning system to improve effectiveness and efficiency. This

includes the use of digital devices, applications, and even the internet in the teaching and learning process (Tempur, 2024).

Function of digital visual media

Media is vital for effective learning. It facilitates teacher work and conveys content for students. It enhances learning abilities and aids in understanding complex materials. However, many students struggle with content comprehension, necessitating the use of learning media to enhance teachers' communication and students' learning experiences (Miftah 2013).

Advantages and Disadvantages in using digital visual media

Increasing student engagement is one of the many advantages of using visual media, but technology dependence can also hinder the development of thinking skills in problem-solving. as cited from (- and - 2023; Shabiralyani et al., 2015)

The study reveals that students taught using digital visual media have significantly improved their English-speaking skills, including comprehension, grammar, vocabulary, pronunciation, and fluency. Comprehension was found to be the most significant improvement in these abilities. Visual media enhances student understanding, memory retention, and interest and connects subject matter content to real-world scenarios. The experimental class showed slightly higher scores than the control class using conventional methods. This research aligns with a study by Dzakiah (on Visual Media in English Teaching and Learning.

However, apart from the students' scores, the researcher found that the visual media method in its use makes students motivated, while implementing treatment, the students were more interested in learning English through the digital visual technique since it is so different from the traditional method, which can enhance their drive to study English., It was related to the previous research by (Suwito, Meviana, and Setyawan 2025); and Baidawi, 2016) entitled Using Visual Media in Teaching Speaking, in his journal, he stated that Visual media enhances learning activities by providing a diverse, engaging, and creative learning experience, encouraging students to participate and generate new ideas for their speaking actively.

Despite observable improvements in digital media,

statistical analysis did not show a significant difference between the experimental and control groups, suggesting that while digital visual media can enhance student engagement, they may not significantly improve speaking skills. This corroborates the research findings of Rudis and Poštić (2018), concluding that digital media platforms like YouTube and video games foster engagement and understanding, which do not ultimately lead to improving spoken language competence.

There can be many explanations for this finding. The intervention may have been of a very short duration, not enough for a tangible statistically significant impact. Furthermore, attributes that differ from one student to another, such as student motivation, prior exposure to English, and preferred ways of learning, would also have a say in this regard. (Kiruthiga and Christopher 2022) indicate that affective factors such as self-confidence and motivation are crucial in acquiring a language, while anxiety and fear of failure impede it. Another possible explanation would lie within the assessment tools used in this research.

D. Conclusion

The Researcher comes to the conclusion of this journal after conducting the research. First, Modest improvement in Class B students' speaking skills was observed in classical teaching without digital visual media, with an average gain of 9.4 points between the pre-test and post-test. Improvements were observed in understanding and grammar, but fluency, vocabulary, and pronunciation showed minimal improvement. Second, The use of digital visual media in SDN Kampungdalem 4's Class A has led to a 17-point improvement in speaking skills, enhancing understanding, grammar, and vocabulary. Visual media also encourages active participation in lessons. However, progress in fluency and pronunciation remains modest, suggesting digital exposure may not fully address all speaking skills.

Third, Statistical analyses using an Independent t-Test indicated that Class A showed a higher improvement in speaking skills than Class B. However, the difference was not

statistically significant (Sig. = .147, p > .05). This suggests digital visual media had no significant impact on English-speaking skills. Factors like short intervention duration, small sample size, and student differences may have influenced results.

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