# "UNVEILING THE EFFICACY OF VISUAL-BASED INSTRUCTION FOR AUGMENTING ORAL PROFICIENCY: AN IN-DEPTH EXAMINATION OF EDUCATIONAL STRATEGIES"

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## ABSTRACT

This research investigated whether or not describing picture strategy can help eighth-grade students improve their speaking skills. The study aims to uncover the efficacy of image-based learning in augmenting oral skills and delve into cognitive mechanism supports to advance speaking skills. Applying a mixed method approach two instruments were used to collect the data, test, and observation checklist. This research was using eighth-grade students of a nonpublic school in the Sambrial locale of Sialkot which consists of 10 students. The scholar started with the pre-test by giving the students a pre-test total points of the pre-test were 359 and no student achieved the passing criteria. After finishing with the pre-test, the researcher continued to start with post-test 1. In this phase, the researcher trained the student in describing image-based techniques. The total points of the students' post-test 1 was 730 students has passed the criteria. There was massive progress in phase one but there was no significant, and the investigator stepped forward to the second phase of post-test. In the second post-test, the investigator did a similar trial and the student's total points were 859 students who passed the criteria total points for each class took 45 minutes duration, and after one week of each test phase then the next phase started. The researcher realized that students' improvement had achieved the analyst's goal of upgrading oral proficiency was achieved so it can be concluded that the implementation of describing images schema was successful in advancing students' oral skills at the eighth-grade students of Sambrial, Sialkot. The results are expected to offer significant experiences into the educational advantages of fusing visual-based guidance in language learning, especially in cultivating effective oral relational abilities among understudies at this crucial development stage.

**Keywords:** Image-based learning, Oral proficiency, Cognitive mechanism

## INTRODUCTION

Language is the most important source of interpersonal communication. Language is the source by which thoughts and feelings are expressed. The four primary language abilities in English are speaking, writing, listening, and reading. Communicating with others and learning the language are accomplished by speaking. In addition, Sarmila et al. (2023) investigated that speakers use language to convey their considerations and thoughts, making them both audience members and speakers for viable correspondence. Speaking is the capability to produce the language and transfer their opinions (Pratiwi & Ayu, 2020). a few students comprehend the English language very well however at that point feel troublesome and awkward when they need to communicate in English. They are in uncertain about communicating their sentences in English (Inayah, R., & Lisdawati, I. 2021).

They are bashful and apprehensive to talk and participate in the discussion if the educator requests

that they talk. Along these lines, educators find it hard to welcome understudies to talk in-class exercises.

Speaking abilities are significant in schooling. It has the potential to increase students' enthusiasm for learning English.  The learners needed certainty to talk since they feared committing errors (Ginusti, 2014). Thus, they preferred to be quiet and not completely take part in the exercises. Teaching to speak is compulsory because the educator should make pupils dynamic and overcome to communicate in English in day-to-day existence (Sahruni, Syarifuddin & Syamsu, 2023). Spoken articulations and formed scripts are the principal methods that people use to present their perspectives, opinions, and sentiments, even though it is battled that imparted in language has gained thought as opposed to made structures because out of its naturalistic approach to acting (Alsaawi, 2019).

The goal of learning English is to improve one's speaking ability. In execution of a learning procedure, the educator who needs to convey the material ought to pick the reasonable visual technique, because the methodology can impact the aftereffect of instructing. Students can practice elaborating photos as part of the English-speaking lessons. Each student receives an image for this assignment, and they have to explain it in great detail in front of the class. Moving toward portraying the image according educator readies an image that fits the topic, the educator requests the learners to check the precision of the image, the educator distributes the gathering into sets of students, the instructor requests that all sets of individuals compose vocabulary as per the image, then, each set makes sentences and think of them on the writing board, and after that, each group depicts the image by communicating in English before class, and the last conclusion (Pratiwi & Ayu, 2020).

Images are utilized to attain verbal expertise for the learners in the class but their weaknesses are that learners focus on the images over the learning instrument, engaging images takes time and money a lot, and dubious and vague images can prompt issues in the homeroom exercises because the learners might misinterpret the image. In figuring out how to talk, a few issues are tracked down by the scientist. According to the understudies' viewpoint, issues that as often as possible found are their capacity to

communicate in unknown dialects is more grave because of their propensity to communicate in their local language. In addition, students were afraid and too hesitant to participate in the conversation due to a lack of vocabulary and a lack of stimulus to practice English, particularly in conversation. Concerning the instructor's apprehensions, the material is not fascinating. Language learning can fade, particularly if the students don't feel a genuine need to catch and captivate their consideration. The educational experience itself should be energizing and charming (ELshieekh et al, 2020).  The instructor invests abundant time in elaborating the material rather than allowing students to practice speaking English. Poor classroom management and monotonous learning strategies are applied. Study hall issues in picking up communication are due to the absence of the office in the homeroom. The researcher chose the described images because they provide a useful visual aid for classroom teaching and learning activities. Picture-based initiates are a powerful beginning for assisting understudies and use with envisioning to consideration, so to flock message and data through instructors of English to second language students realize that language is upgrading by drawing in different faculties (ELshieekh et al, 2020). All these kinds of stuff play a part in building a human brain ready to embrace learning a worthy conversational talent.

The human mind also accepts visual-based information positively and functions even more effectively. Through the cognitive mechanisms behind using pictures to improve speaking skills, the human brain easily works to produce considerable oral proficiency. The process of receiving image-based learning experiences the following cognitive aspects.

Visualization and Memory Retention: The way that our brains are designed allows us to remember visual information very well. Multiple brain regions involved in memory formation are activated when students link spoken words or phrases with associated visuals. It becomes simpler to remember terminology and expressions thanks to this process, which helps to reinforce the links between spoken language and its visual representation.

For example, connecting the word "apple" to an image of an apple promotes the formation of a mental picture that strengthens the word's meaning and

makes it easier to remember when speaking or thinking in the target language.

Assimilation and Linkage: Images aid in creating associations between words and their definitions. Learners create mental associations between spoken words and the things or concepts they see when they are exposed to visual representations of those words regularly. With the aid of these associations, students can remember vocabulary more easily during conversations and understand word meanings more effortlessly.

Viewing an image of a beach, for instance, might help reinforce the association between newly learned beach-related terms (such as "sand," "waves," or "sun") and their real-world beach setting.

Imagination and Creativity: Mental symbolism capably affects feeling and mental handling in grown-ups, and is embroiled in close-to-home problems. Using visual aids to urge learners to generate narratives or descriptions opens their imaginations and fosters creativity. Through the construction of sentences, description of scenes, and storytelling, the learner is prompted to use language inventiveness in expressing ideas and thoughts in the target language.

When a student sees a picture of a busy metropolis, for example, they may be inspired to describe the people, the activities, or the atmosphere of the city. This will improve their speaking abilities as they express their id.

Attention and Engagement: Pictures catch consideration and keep up with commitment, making the language educational experience more charming and spurring. Expanded commitment prompts further developed concentration and ability to take part effectively in language exercises, bringing about better learning results.

Utilizing outwardly engaging materials or intuitive activities that consolidate pictures can uplift interest and inspiration, empowering students to effectively take part in talking work on utilizing the jargon related to those visuals. The comprehension of reasonable pictures — significantly schematized pictures that don't appear to be the things they address yet are to be translated in some determined or sound way — is a substantial model. Like complex sensible pictures, genuine pictures set high mental assumptions for understudies (Schroeder et al, 2011).

In addition, genuine circumstances can be introduced through images. It implies that the image utilized can assist the pupils with envisioning the theoretical to be a genuine circumstance, so it can further develop the eighth-grade students of a private school in Sambrial region Sialkot with their oral conversational expertise.

## Research Questions
How does the implementation of the Picture Describing Strategy contribute to the enhancement of oral communication skills among eighth-grade students?

What cognitive mechanisms underlie the use of picture-based techniques in cultivating enhanced speaking proficiency among students in the eighth grade?

## LITERATURE REVIEW
As indicated by certain specialists, there are various meanings of speaking. Talking is the ability to communicate fluidly furthermore, gather data on language features, yet additionally the capacity to handle data and language. Fluency in speaking is speaking rapidly and unhesitatingly with few unnatural stops. In various settings, talking is the most common way of making and conveying significance using verbal and nonverbal images (Chaney & Burk, 1998). Speaking in a second or foreign dialect has frequently been seen as the most requested of the four abilities. While endeavoring to talk, students should summon their contemplations and encode those thoughts in the jargon and syntactic designs of the objective language. Therefore, the researcher infers that talking is the capacity to create the language and offer their thoughts.

The education and educational experience of English in Senior Secondary School depends on the school-based educational program. The most recent methodology focused on that language is acquired through correspondence. The essential language presumptions are: Grammar is used to express meaning in language as a means of communication; what's more: Learning an unknown dialect is the way to convey involving that language itself as an objective language, composed or orally. They are upheld by the components of the objective language. Speaking is an intuitive assignment and it occurs under continuous handling imperatives. It implies

that they will want to utilize words and expressions smoothly without particularly cognizant ideas. Students can become more familiar with the oral language used in English conversation by participating in speaking activities in language classes. Conversational exercises in actuality open the door to talking fluently.

Elaborating images is one of the exercises in teaching to communicate in English. In this activity, students portray pictures before the class. Each understudy gets one picture and portrays it. This activity trains students' imagination and encourages them to retell the story in English. Students expressed that they can beat the imperatives in the educational experience of talking action through partaking before the class. It is under the discoveries of examination directed by that the sharing strategy is one of the agreeable learning techniques that advance understudy association in the classroom (Pratiwi & Ayu 2020).

The specialist believes that portraying pictures is appropriate to work on students' talking ability in spellbinding text because the reasons for these exercises are to prepare students' creative minds and depict something in communicating in English. Showing English as a foreign tongue is one of the fields in which these thoughts can be utilized to introduce points to learners and to configure learning exercises (Sanchez & J.D, 2015). Typically, learners cannot talk about anything since they do have a thought. The analyst trusts that photos can assist understudies with communicating in English since students will be more straightforward when they see them. The author will make this activity more appealing and encourage students to have fun in class.

The exploration of cognitive perspectives within the realm of visual-based instruction and its impact on enhancing oral proficiency in education is a multifaceted and dynamic area of study. This investigation delves into the intersection of cognitive theories and pedagogical practices, probing how visual stimuli, such as images, videos, and infographics, serve as potent tools for bolstering language acquisition and oral communication skills. Interactive exercises can be perceived to be those that support inspiration and expect students to utilize their oral abilities to speak with, and pay attention to other people. Finding information, removing barriers, discussing oneself, and learning about the new culture are among their goals (Lavalle, P, & Briesmaster, M 2017). Drawing from seminal works in cognitive psychology and educational theory, this study elucidates the mechanisms through which visual-based strategies facilitate comprehension, retention, and expression, elucidating their role in fostering a deeper understanding of linguistic nuances and cultural contexts. Additionally, this examination assesses the efficacy of various instructional approaches, exploring the optimal utilization of visual aids to optimize language learning outcomes, and underscores the need for further empirical investigations to unravel the nuanced dynamics of visual-based instruction within oral proficiency development.

## Theoretical Framework

The theoretical framework for looking at the viability of visual-based guidance in expanding oral capability unpredictably entwines with Cognitive Load Theory (CLT), a structure made by John Sweller in the late 1980s that dives into the mental cycles associated with learning. CLT states that the human mental framework has limited assets for handling data, classified into three sorts of burdens: natural, incidental, and relevant. Cognitive load theory (Sweller, 1988) proposes that viable informative material works with advancing by coordinating mental assets towards exercises that apply to blueprint obtaining (Cooper, 1990). With regards to visual-based guidance, the usage of pictures and visuals lines up with CLT by affecting these mental burdens.

The execution of the Image Portraying Technique, as placed in this examination, fills in as a facilitator for upgrading oral relational abilities among eighth-grade understudies. CLT clarifies this peculiarity by recommending that the utilization of visual guides in guidance could enhance the natural mental burden. Visual upgrades decrease the mental weight of handling dynamic data by introducing concrete, effectively interpretable portrayals, subsequently empowering understudies to designate mental assets toward understanding and communicating the oral substance as opposed to deciphering or deciphering complex verbal depictions.

Moreover, exploring the mental components fundamental to the adequacy of picture-based methods lines up with the pertinent cognitive load

part of CLT. Therefore, instructional guidance will be more beneficial in helping students with little prior knowledge acquire schemas and minimize cognitive load (Sweller, 2004). This heap relates to mental endeavors that put resources into the development of significant compositions and affiliations. The usage of visuals probably supports the making of mental mappings interfacing visual upgrades to phonetic articulations, encouraging a more profound comprehension and review of language designs and jargon. Investigating these fundamental mental components can explain what visual-based guidance means for language obtaining and oral capability advancement among eighth-grade understudies.

Generally speaking, the theoretical framework focused on CLT fills in as a focal point through which to figure out the many-sided connection between visual-based guidance and oral capability improvement. By taking apart the transaction of characteristic, unessential, and fitting mental burdens inside this specific situation, this system gives a thorough establishment to investigate the viability and mental components engaged with utilizing picture-based methods to expand oral relational abilities in instructive settings.

### Method

The researcher led this exploration at a non-public school which is found Sambrial utilizing the eighth-grade understudies. This examination was directed on December 2023 in the scholarly year 2022/2023. The scientist included the 8th grade understudies which were comprised of 10 understudies.

To collect the information, the investigator used a mixed-method approach in which research strategies such as observations and trials. Mixed methods have created the impression that expects to offer another methodology, in which a scientist plans to utilize the qualities of the two techniques (qualitative and quantitative) (Almeida, 2018). The analyst's perception was significant in finding out about how the understudies exercise during educating and learning meetings. The perception sheet will be utilized for observation. Pretest-posttest plans are broadly utilized in behavioral research, essentially to analyze groups or potentially estimate change coming about because of trial treatments (Dimitrov & Rumrill, 2003). For the test, pre-tests and post-

tests are utilized by the examiner. The pre-test was executed in which a 45-minute class was arranged to check the pre-test situation in the oral expertise of the students. In the pre-test of the students, the researcher observed a lack of confidence, less motivation, and monotonous, short, and long pauses in communicating in front of the class. This condition was alarming for the analyst because the students were not only shy and reluctant to speak even they were also facing serious challenges in using the English language in their daily school life. after taking the pre-test the investigator selected image image-based method in which the learners were introduced to the image-describing strategy in the first phase of how to exercise this learning tool then a week was spent on exercising the defining-image technique and worth noticing results were achieved which was a marvelous triumph.

Quantitative data are utilized by the investigator to analyze the statistics. The information is utilized to give a comprehension of the interaction and the impacts of fostering the understudies' capacity to speak by depicting an image. Qualitative information and quantitative information are additionally utilized in this exploration. The quantitative information is utilized to exhibit outcomes of how learners exercise their pre-test and post-test. The investigator obtained the information from the two designs of testing used in the examination. To assess the effect of one pattern of preparation, the total score from the initial cycle was contrasted with the total score from the subsequent cycle. They set off on a mission to learn how much learners had advanced in their ongoing recent study.

### Result and Discussion

This is an examination intended to further develop students' oral skills by utilizing portraying images. This exploration was finished in a non-public school at Sambrial. This exploration utilized a classroom action research technique that has a pre-test and two post-tests in it. The instruments of this exploration are pretests and a perception agenda. The aftereffect of those instruments showed students' improvement for each cycle and the information was determined through total score. For the most part, the conversation segment is perceived to assume a significant part in articles. In this segment, essayists stake claims about how their outcomes coordinate

with and add to disciplinary information (Basturkmen, 2012).

**Table 1**

*Number of students with pre-test results*

| NO | Participant's ID | POINTS |
|----|------------------|--------|
| 1 | Participant | 31 |
| 2 | Participant | 28 |
| 3 | Participant | 45 |
| 4 | Participant | 36 |
| 5 | Participant | 31 |
| 6 | Participant | 49 |
| 7 | Participant | 27 |
| 8 | Participant | 40 |
| 9 | Participant | 37 |
| 10 | Participant | 35 |
| TOTAL POINTS | | 359 |

Looking at the particulars in introduced Table, individual understudy scores gave an extra understanding of the main things in need of attention. Student 1 and Student 5 achieved scores of 31, while Student 2 and Student 7 scored 28 and 27, independently. Understudy 4 got 36 focuses, Understudy 8 got 40 focuses, and Understudy 9 got 37 focuses. With scores of 45, 49, and 35, respectively, each of Understudy 3, Understudy 6, and Understudy 10 displayed similarly more grounded performances.

These results present a broad view of the early phase — a scene depicted by moved levels of capacity, with none showing up at the best edge. The Image Depiction method execution attempts to conquer this issue, wanting to lift oral social capacities among eighth-grade students. In preparation for a more in-depth investigation into the cognitive mechanism underlying the expected efficacy of picture-based strategies, this pre-test examination lays the groundwork for understanding their viability in expanding speaking ability.

**Table 2**

*Number of students with post-test 1 results*

| NO | Participant'sID | POINTS |
|----|-----------------|--------|
| 1 | Participant | 73 |
| 2 | Participant | 83 |
| 3 | Participant | 90 |
| 4 | Participant | 75 |
| 5 | Participant | 65 |
| 6 | Participant | 63 |
| 7 | Participant | 60 |
| 8 | Participant | 74 |
| 9 | Participant | 65 |
| 10 | Participant | 82 |
| TOTAL POINTS | | 370 |

Following the underlying post-test stage, eminent advancement arose both quantitatively and qualitatively among the eighth-grade understudies taking part in the evaluation. The expansion in scores uncovered an excellent increment, finishing with an aggregate all-out score of 730. This undeniable rise implies an outstanding progression, depicting a mean score of 370 for the class. Currently, this accomplishment means a huge shift as understudies outperformed the Base Dominance Measure of 370, flagging their fruitful culmination of this capability limit.

Past the mathematical advancements, qualitative perceptions highlighted a tangible change in learner commitment. Eminently, students showed increased action by effectively looking for explanations from the educator regarding new ideas, showing an upgraded degree of collaboration and responsiveness. This change in conduct toward proactive support depicts a positive reaction to the educational techniques utilized during the examination.

While the advancement is noticeable from the post-test results, knowing the greatness of improvement is fundamental. The improvement, although outstanding, recommends to some degree gradual progression in the understudies' oral correspondence capacities. This nuanced improvement indicates a developing limit among the understudies to convey all the more successfully, though inside a somewhat confined range. This initial post-test phase represents a promising promotion and sets the stage for further

investigation into the students' improved speaking proficiency depth and breadth.

**Table: 3**
*Number of students with post-test 2*

| NO | Participant's ID | Points |
|---|---|---|
| 1 | Participant | 90 |
| 2 | Participant | 84 |
| 3 | Participant | 90 |
| 4 | Participant | 72 |
| 5 | Participant | 95 |
| 6 | Participant | 76 |
| 7 | Participant | 96 |
| 8 | Participant | 75 |
| 9 | Participant | 87 |
| 10 | Participant | 95 |
| TOTAL POINTS | | 859 |

The students achieved a final combined score of 730 after post-test phase 2 in the subsequent trial, demonstrating a strong performance in which 8 out of 10 students successfully passed the test. The great mean score of 859 on the test reflects critical progression, showing a detectable improvement in the students' capacities to talk. This resulting post-test confirmed the practicality of the image image-portraying strategy, attributing the better scores directly to its execution.

Developing the results from the two tests, it becomes clear that the utilization of the Image Depiction Framework worked on the students' social capacities. Utilizing this methodology expanded the scope of showing procedures for talking illustrations (Murni, 2018). This approach develops a strong learning environment as well as strengthens a more complete instructive experience.

The utilization of picture portrayal as an instructive gadget emerged as an association with activity, allowing adequate opportunities for students to deal with communicating in English. This system builds up motivation as well as improves students' energy inside the training instructive experience. The revelations conclusively suggest that using the Picture Portraying Philosophy effectively creates deals with oral capacities among eighth-grade students, particularly found in an educational non-public school in Sambrial.

Emotional data accumulated from insight plans indisputably depicted the constructive outcomes of the Picture Portraying Method on various perspectives adding to chipping away at oral capacities. This procedure helps students hold learned material as well as redesigns their capacities to talk. Subsequently, it is a helpful device for further developing eighth-grade understudies' talking abilities at the previously mentioned private school. The basic pre-test revealed that the ten students from a Sambrial district non-government-funded school in Sialkot had a total score of 359, setting a benchmark for their capacity level. Following the execution of the picture portraying framework in the essential test phase, the post-test mean result rose to 730, suggesting an amazing improvement in abilities to talk, but not tremendous. Courageously, the researcher proceeded to the resulting phase, seeing a great flood in the total points to 859, exhibiting a huge improvement in oral limits. These quantitative disclosures show basic progression as well as line up with theories on appreciation, suggesting that attracting visual taking care of pathways exceptionally works on semantic limits. The intellectual underpinnings of using visual-based strategies are brought to light in these noticed quantitative progressions, highlighting their effectiveness in expanding students' oral capabilities.

## CONCLUSION
The outcomes unequivocally show the feasibility of the portraying pictures strategy in redesigning students' talking skills inside a non-public school in the Sambrial region of Sialkot. From the beginning, the pre-cycle uncovered a typical score of 359, which out and out overflowed to 730 in post-test phase I and further brought to 859 in post-test phase II. This improvement in understudies' speaking skills was unmistakably aided by the coordination of the depicting picture methodology throughout the educational experience.

Pupils partook in the new learning climate and effectively took part in the educational trials utilizing the portraying picture procedure. They had the option to offer their viewpoints and assessments, particularly about the subject that was portrayed, because of this methodology. Famously, in phase I, a couple of students showed hesitance and trepidation while voicing their perspectives. In any case, this

exceptional move, especially in phase II. The understudies demonstrated clear improvements in their speaking abilities as well as increased certainty and boldness. This change featured the beneficial outcome of the portraying picture strategy, developing an environment that upheld dynamic interest and perceivably supported the students' talking capacity.

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