



## The Effect of Online Pictures on English Proficiency and Classroom Interaction at Junior High School of Ban Kaengsriphoom Loei Thailand

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### ABSTRACT

This study aims to determine the use of online pictures for English and interaction in class among junior high school students at Ban Kaengsriphoom School, Loei, Thailand. This research uses ex-post facto, with a sample of 81 students who are a combination of grades VII, VIII and IX. Data collection was used on student scores of the midterm and final exams test of semester one and questionnaires. Data analysis used pre-test and post-test scores (Paired Sample T-Test). The results of this study are: (1) there was an average increase in each group for class VII (pre-test = 16.00 to post-test = 19.55), class VIII (pre-test = 16.24 to post-test = 23.20), class IX (pre-test = 14.71 to post-test = 19.19); (2) The average from the pre-test and post-test has a Sig. Value 0.000 is less than 0.05 ( $0.000 < 0.05$ ); (3) The response from the questionnaire has an average of 4.64. It concludes that the online picture as an online media can increase student English proficiency because learning runs efficiently. So, students feel helpful to interact with teachers or other friends.

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## INTRODUCTION

Interaction is sending messages and responding to what other people are talking about. This activity is usually used between teachers and students to exchange ideas, especially information about the discussion of learning in class. Interaction is not only carried out by one person but there must be at least two or more interlocutors to give or receive information. (Hanum, 2009) In the classroom, the teacher not only acts as a guide or facilitator but also gives suggestions, corrections or questions. Interaction can be defined as a communication made by people from two directions in the classroom. It cannot just happen; the teacher must start a conversation to encourage students to interact actively.

In addition, it is essential to make the discussion interactive and lasting by providing questions and explanations. The existence of a process of interaction in the classroom can make activities in the class increase so that the learning process becomes effective because of the process of exchanging ideas or information. In language classes, social interaction is effective in building knowledge and confidence in speaking (Purba, Saragih, & Ginting, 2018). Therefore, students who interact a lot will be more confident in conveying ideas or information. From this, interaction can build self-development and social relations.

Previous research on interaction in class at the tertiary level in English education study programs found that teachers still dominated interaction activities compared to students. Lecturer activities include providing material and assignments, asking questions and concluding them (Hanum, 2009). While students are quite passive in attending class, only a few are active such as taking notes and asking questions. Therefore, it is necessary as a teacher to provide solutions by considering factors in selecting appropriate strategies. Hence, students are more comfortable and easily interact in class with teachers and fellow students. Hence, teachers need to create a non-threatening classroom atmosphere, such as not forcing students to answer or punishing students with things that are not useful. Teachers need to determine the variety of activities that students like and be essential in improving English language skills when interacting in class.

Problems about interaction often arise and cannot be separated from changes from ancient times to the present, especially now with the existence of technology that can make things easier. The use of technology is an opportunity to strengthen interaction in the classroom. Currently, technology has become an essential part of the media in the world of education. Due to the global Covid-19 pandemic, learning has been transferred online and connected through digital platforms in their homes. Because of this, much special attention is given to the development of blended learning. The combination of technology in learning is known as online learning with the virtual delivery of material via the internet (Watson, 2005). In this case, the researcher decided to conduct research using an online picture as learning media and see their connection to classroom interaction. Picture media play an important role and have become one of the critical needs in human life. Because there are specific messages that can be conveyed through pictures. In addition, in the educational context of the development of both print and electronic media, the use of various types of pictures and language is a significant issue in literacy education that influences the school curriculum. This can be used as a medium of learning media. The use of media pictures in learning English is proven to be able to build students to generate ideas in writing (Deviga & Diliyana, 2020); pictures have a variety of colours, so they can stimulate students to increase their imagination and indirectly, they will know the meaning of a text.

In previous research on online pictures, many associated it with language skills such as listening, reading, speaking and writing. In contrast, regarding language components such as grammar and vocabulary, research findings show that using pictures on online worksheets can improve students' writing skills for the first conditional sentence (Aziz, 2021).

### ***Online Picture***

Many learning media can be selected to support learning facilities, but students prefer to use picture media to improve the quality of learning in the classroom. Pictures are visual media that can be drawn, painted or photographed on a flat surface. This study uses picture learning media to support English proficiency and practice questions. The advantage of using pictures as media is that they can help students with a learning topic and stimulate their imaginations. Picture media usually uses many colours to attract students' attention and build a pleasant classroom atmosphere. (Gill, 2005) states that students must focus on the visual learning style because it is essential to their language skills. Picture are felt to have their charm when applying them. Students prefer pictures over writing because they have good visuals to attract the eye's attention.

A picture can be a workaround in an activity to start a class. Moreover, students learn a lot of vocabulary and grammar from the topics and media taught by the teacher. This of course can create a

positive learning atmosphere and is easy for students to understand. Studying English with pictures can motivate students, students can focus and understand the language components. Pictures can help teachers to motivate students when speaking and writing (Selan, 2022). Indirectly without writing, a picture can represent object explanations and provide information according to the context. As with pictures of mountains, students can imagine mountains are high places with good views.

In several studies, the findings show that the use of Picture Series can improve students' skills in terms of vocabulary, language and organizational mechanics (Deviga, Lidia, n.d.). Another study showed that using pictures as a medium for teaching English vocabulary proved effective in increasing students' vocabulary skills (Winita & Rasyida, 2018). The use of pictures as learning media can have a good impact on student's vocabulary skills.

### ***Classroom Interactions***

Interaction is a reciprocal relationship that is not unilateral. Interaction is a reciprocal relationship between individuals, between human groups, and between people and human groups. Interactions have an educational value that is carried out consciously and aim to change a person's behaviour and actions. In this case, the teacher is not only a facilitator who is the only subject, but students can also play the role of being another subject that supports the process of interaction in the classroom. So, the teacher does not always dominate the explanation in the process of interaction in the classroom, but students can also dominate the activities in the interaction. Based on the concept above, it is worth education to achieve educational goals.

The interaction between the teacher and students can be in the form of the teacher giving explanations, giving questions, responding to answers from students, providing motivation, praising and joking, while student responses can be in the form of answering questions from the teacher and giving opinions. (Asrifan, 2021) His research stated that studying speech in teaching and the learning process in class is an exciting topic. Therefore, the teacher has the challenge of presenting the topic of learning material excitingly so that students can feel comfortable learning English and easily understand the material presented by the teacher. In education, interaction takes place in a free atmosphere to provide information and knowledge and educate students competently so they can develop properly later.

There are 2 forms of interaction; group interaction with several people directly or face-to-face with reciprocity between communicators. There are two types of group interaction; several people in a room usually attend small group interaction, for example, lectures, seminars and classroom learning. Meanwhile, considerable group interaction is attended by many people, up to thousands, for example, in large meetings. Another form of interaction is mass interaction, carried out through mass media, such as newspapers, radio, and television. Usually, mass interaction takes place in one direction, is heterogeneous and common to all groups.

### ***The Importance of Interaction***

Interaction is the most crucial aspect of learning because, with this, students can develop skills in communication, social interaction and knowledge. In the teaching and learning process, interaction is significant in solving class problems, both concerning learning and external problems. In addition, in language, by interacting, students can encourage themselves to communicate to improve their speaking skills.

### ***Success factor***

Success in interacting in class can be measured through communicator skills in conveying messages such as containing exciting topics and the suitability of messages with student needs and can encourage students to be active in discussions and solve existing problems. In addition, a conducive environment (comfortable, safe and fun) also plays an essential role in the success of the interaction.

Conditions that are comfortable and pleasant and by the needs of students so that students are interested in paying attention. For example, such as the teacher is skilled in various interaction techniques to prevent boredom. The teacher gives students questions that encourage high-level reasoning. The teacher can ask questions that encourage students to explore the material on their learning, increase feedback to find out whether messages or information have been received by students, repeat to ensure that messages can be received, and manage the flow of information, quality, quantity and method of delivery.

Many previous researchers have discussed the benefits of using pictures as learning media to improve vocabulary, grammar and language skills such as listening, reading, speaking and writing. However, only a few studies have used online pictures as research material. Likewise, research on interaction in the classroom still needs to be improved. No one relates it to the use of online pictures. Thus, this study will reveal the effectiveness of online pictures for class interaction at junior high school levels VII, VIII, and IX.

In addition, other study results indicate a significant increase in narrative writing skills after the application of digital picture series (Girsang, 2021). Whereas research on interaction in the classroom is generally related to the use of language as well as speaking skills and using other strategies that implement the inside-outside circle strategy in the classroom (Tiwery & Souisa, 2019), students play an active role in conveying their ideas are following the learning topics given and can create good interactions between groups. Studies linking online pictures with classroom interaction still need to be completed. Therefore, the researcher wants to know whether online pictures can be associated with classroom interaction. Based on the description of the background of the research described above, the formulation of the problem in this study is whether the application of online pictures can improve the interaction and English language skills of students in the classroom for students at the Junior High School of Ban Kaengsriphoom School.

## **METHODS**

This study uses a quantitative approach with ex-post facto research (Safitri & Yogyakarta, n.d.). To collect the data, the researcher used English scores from midterm tests and final exams test in semester one for students in grades VII, VIII and IX and questionnaires data.

### ***Population and Sample***

The population in this study were students of classes VII, VIII and IX at one of the high schools in Loei, Thailand, Ban Kaengsriphoom School. The sample of this research was 81 students from a combination of 3 classes in the 2021-2022 academic year consisting of 33 students in class VII, 25 students in class VIII and 23 students in class IX.

### ***Instruments***

This study uses test scores and questionnaires as data collection tools. The test scores are taken from the midterm and end-of-semester exam results. The questionnaire is used to collect information about students' perceptions of interaction activities in class. The questionnaire contains a total of 14 questions and statements. Data was collected through a questionnaire by giving Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree responses. Compare whether there is an increase in interaction or not. The questions in this questionnaire are grouped into three categories, interaction between teachers and students, interactions between students and students and the use of online pictures. This questionnaire was adapted from previous research and used as a guide.

### ***Implementation Procedure***

In Loei, Thailand, the teaching and learning process has been carried out through the Google Meet online meeting application, with meetings once a week for each class and lasting for three months with 45 minutes for each meeting. During the teaching internship, the researcher was also accompanied by

an English teacher from the school. picture media is used during teaching activities. The PowerPoint contains material and practice questions. The teaching and learning process has gone well between the writer as the teacher and the students. Learning activities have 3 stages, there are opening, core activities and closing. The researcher greeted and said hello, then checked the students' attendance. After that, the researcher started learning activities by providing learning material that had been inserted in the PowerPoint. It contains material accompanied by pictures related to the discussed learning topic, vocabulary, and practice questions. After the lesson is over, the teacher gives motivation to students to keep their enthusiasm for learning. After that, it ends with students thanking the teacher (Deviga & Diliyana, 2020).

## FINDINGS AND DISCUSSION

In analyzing the data, the researcher used a quantitative method which was carried out statistically using SPSS 22 to determine the comparison of the Paired Sample T-Test between groups. Following are the results of the normality test, which can be seen in table 1.

**Table 1.** Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
M1pretest	.182	21	.069	.916	21	.071
M1posttest	.176	21	.090	.943	21	.246
M2pretest	.119	21	.200*	.964	21	.590
M2posttest	.168	21	.125	.909	21	.053
M3pretest	.143	21	.200*	.958	21	.470
M3posttest	.188	21	.050	.930	21	.140

\*. This is a lower bound of the true significance.  
 a. Lilliefors Significance Correction

From the analysis of table 1 above, the M1 variable shows a pre-test value of 0.069 and a post-test result value of 0.090. For variable M2, the pre-test result value is 0.200, and the post-test value is 0.125. For variable M3, the pre-test result value is 0.200, and the post-test value is 0.050. Because the three classes' results have a Sig value > 0.05, it can be concluded that the pre-test and post-test results in the three classes are typically distributed. The following are the homogeneity test results, which can be seen in table 2.

**Table 2.** Test of Homogeneity of Variances

Result of the Study				
Levene Statistic	df1	df2	Sig.	
1.967	2	76	.147	

Table 2 above shows that the significance value of the midterm and final semester exam result variables in classes VII, VIII, and IX has  $0.147 > 0.05$ . It can be concluded that the data variance of the test scores in the three classes is homogeneous.

### Class M1

**Table 3.** Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	16.00	33	1.436	.250
	Post Test	19.55	33	3.063	.533

Table 3 shows that the data analysis of the pre-test and the post-test score has an increase in mean value after applying online pictures. The increase in the post-test has 19.55, from the pre-test has 16.00. It can be concluded that using online pictures can increase the English proficiency of the student.

**Table 4. Paired Samples Test**

		Paired Differences							
		Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	
		Mean	Mean	Lower	Upper				
Pair 1	Pre-Test - Post Test	-3.545	.510	-4.583	-2.508	-6.958	32	.000	

Table 4 above has a Sig. (2-tailed)  $0.000 < 0.05$ , there is a significant difference in the midterm and final exams (pre-test and post-test) results in English subjects in class M1 or VII using online pictures.

**Class M2**

**Table 5. Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	16.24	25	1.665	.333
	Post Test	23.20	25	1.893	.379

Table 5 shows that the data analysis of the pre-test and the post-test score has an increase in mean value after applying online pictures. The increase in post-test has 23.20 from the pre-test has 16.24. It can be concluded that using online pictures can increase the English proficiency of the student.

**Table 6. Paired Samples Test**

		Paired Differences							
		Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	
		Mean	Mean	Lower	Upper				
Pair 1	Pre-Test - Post Test	-6.960	.492	-7.974	-5.946	-14.160	24	.000	

Table 6 above has a Sig. (2-tailed)  $0.000 < 0.05$ , there is a significant difference in the midterm and final exams (pre-test and post-test) results in English subjects in class M2 or VIII using online pictures.

**Class M3**

**Table 7. Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	14.71	21	1.586	.346
	Post Test	19.19	21	2.804	.612

Table 7 shows that the data analysis of the pre-test and the post-test score has an increase in mean value after applying online pictures. The increase in post-test has 19.19, from the pre-test has 14.71. It can be concluded that using online pictures can increase the English proficiency of the student.

**Table 8. Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Std. Mean	Std. Error	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	Pre-Test - Post Test	-4.476	3.386	.739	-6.017	-2.935	-6.059	20	.000

Table 8 above has a Sig. (2-tailed)  $0.000 < 0.05$ , there is a significant difference in the results of the first midterm and final semester exams (pre-test and post-test) in English subjects in class M3 or IX using online pictures. In this study, researchers used a questionnaire containing three aspects. There is the interaction between teachers and students, interactions between students and students and the use of online media pictures. Table 6 describes the aspects that students feel when learning English with foreign teachers online. Student responses in this questionnaire are Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree.

**Table 6.** The result of the Questionnaire

Items	Participants (N=57)
	Average
<b><i>The interaction between teacher-students</i></b>	
• The English teacher allows students to ask questions when the lesson is over.	4,71
• All students actively participate when an English teacher uses the question-and-answer method or discussion.	4,64
• In learning activities, the English teacher encourages students to ask and answer actively.	4,54
• In learning activities, the English teacher encourages students to hold their learning activities, such as discussions.	4,64
• The English teacher encourages them to study hard	4,57
• English teachers can create an attractive, comfortable, safe and fun learning atmosphere	4,54
• The English teacher gives praise if the student answers the question correctly.	4,70
<b><i>The interaction between students-students</i></b>	
• I help friends who are having difficulty studying	4,61
• Working with friends can make work done quickly	4,78
• My friends and I exchanged ideas	4,68
<b><i>Online Picture</i></b>	
• Display online picture media look interesting	4,64
• The material is appropriate with online picture media	4,64
• Online picture media is easy to understand	4,61
• Using online pictures makes it easy for me and my friends to interact about learning.	4,70
<b>Average</b>	<b>4,64</b>

The table above shows that each aspect has satisfactory results, with an overall average of 4.64 for each aspect. In each aspect, it shows the average in the aspect of the interaction between teachers and students has 4.62, the aspect of the interaction between students and students has 4.69, and the use of

online pictures has 4.64. So, the results from table 1 above show that the use of online pictures for class interactions has a good impact because it is evident from the average results of the three aspects.

From the analysis of statistical data, tables 3, 5 and 7 show good results in the application of online pictures to English proficiency. There are differences in each character of the students, such as some are active, tend to be passive and only listen to the material and are happy to ask about new things.

### **Discussion**

This study aims to see the results of applying online pictures to English skills and interaction in the classroom. Based on the results of the Paired Sample T-Test test scores from the table above with a value of  $0.000 < 0.05$ , indicating that there is an increase in speaking skills supported by data from midterm and final semester exam scores and the results of the questionnaire show that teacher-student interaction, student-student interaction, and the use of online pictures shows a good response with an average of 4.64 in the table.

Improving English skills using online pictures while the author is teaching can be supported by application procedures in accordance with theoretical principles which explain that the delivery of material using pictures must be based on clear, interesting, easy-to-understand pictures accompanied by a vocabulary about pictures of the material being taught, for example when giving pictures that are more colourful they tend to be more interested in paying attention to the material being explained rather than displaying material that only contains writing. In addition, during teaching, the researcher must have a stable connection so that the displayed picture can appear on the screen clearly without any interruptions. While teaching in class, the author teaches by providing interesting and easy-to-understand material, and also the author provides and encourages students to ask questions if there are difficulties and gives them the opportunity to discuss with other friends. After giving the material, the writer gives assignments to be answered together so that they can answer the questions enthusiastically and can discuss the answers to these questions with friends.

The findings in this study support previous research that used similar media, by using a picture, but he used picture series media in teaching writing. Even though the researcher conducts research at the University level, but has the same result that being able to grow their ideas, helping in building writing, focusing on writing, etc. (Ali, 2022). In addition, in another study using picture storybook media in teaching English vocabulary, in the application it had the same good results, because it made it easier for students to learn vocabulary by using text and pictures, which could provide clues about an event being discussed. (Rahmah & Rahayu, 2022) Likewise, research that discusses increasing interaction is still limited. In research that discusses the effect of picture media on speaking ability, the results of its application have increased significantly. This can be seen from the behavior of students who have the enthusiasm to learn and dare to appear to tell stories in front of the class and are easy to tell their stories (Marhaeni, Syamsuri, & Arif, 2020).

Thus, it is hoped that this research can contribute to complement the previous findings, which are still limited to the use of the online picture on English language skills and interaction in the classroom. Previous studies show that the findings have a significant impact on the use of pictures on writing skills. However, the studies that used the online picture as a medium for learning are still limited. So, this study has differences in the way of teaching online. This research can complement other studies by supporting the use of pictures that are usually done offline. Because the need for research on online learning is still urgent, research like this still needs to be further developed, especially on the use of pictures. On the one hand, it supports research using pictures online and offline, but on the other hand, this research has limitations due to different settings. This research is different from previous research by using respondents from Thailand as the research sample, and the research was conducted at the Junior High School level.

## CONCLUSION

This study aims to determine the impact of other learning on English proficiency. The results of the data analysis above, show that there is significance in the pre-test and post-test scores in the three groups using the type of ex-post facto research. The result from the analysis in each group has an average increase in pre-test and post-test scores. In class VII, the pre-test score of 16.00 increased to a post-test of 19.55. Then, for class VIII the pre-test score was 16.24, and then the post-test score increased to 23.20. In class IX from the pre-test value of 14.71, then it increases to 19.19. This study has the implication that online pictures are a good media to use in improving the ability to interact in class and improve English language skills in students at the Junior High School of Ban Kaengsriphoom School because the pictures are clear, interesting, easy to understand and feel happy and comfortable to use. Studying pictures as media in online learning, learning runs easily because students find it helpful to memorize vocabulary from material and can increase vocabulary so that students can interact with teachers or other friends using English easily. With online picture media, students feel more interested and excited, so students will tend to be more active in expressing themselves in learning in class. Not only teachers who are active in class, but students will be aware of the goals to be achieved and will benefit themselves (Nina Sundari, 2019).

Because this research still has limited respondents in grades VII, VIII and IX at the junior high school level, then the researcher hoped that other researchers could take benefit from this research so that it can be used as a reference for further research. For further research, they can examine the scope of the Senior High School or University level with different skills and a greater number of respondents.

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