

The Use of Picture-Based Media to Enhance Spontaneous Speaking Skills of EFL Learners at Junior High School

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Introduction

Background

- Students lack confidence when speaking English in front of others
- Fear of making mistakes in pronunciation, grammar, and word choice leads to hesitation
- Speaking is often taught in a scripted manner, limiting spontaneous communication
- Students tend to rely on memorized expressions rather than producing speech naturally
- Picture-based media is proposed as a solution to stimulate ideas and encourage spontaneous speaking

Research Questions

- Is there a significant effect of picture-based media on the spontaneous speaking skills of EFL learners at junior high school?

Research Objective

- To examine whether picture-based media significantly enhances the spontaneous speaking skills of EFL learners at junior high school

Literature Review and Hypotheses

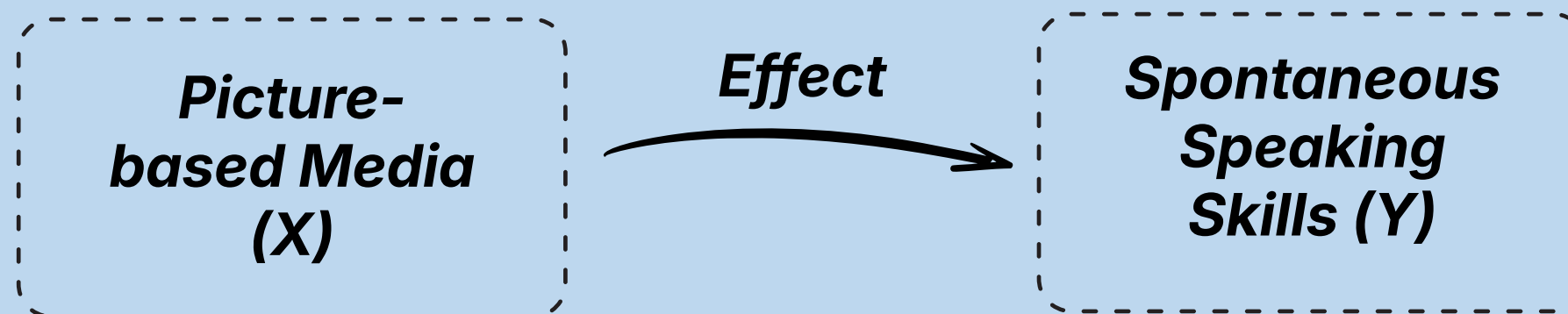
Spontaneous Speaking

- Ability to produce speech in real time without relying on prior preparation or scripts (Pahalawan)
- Involves generating utterances immediately based on contextual understanding
- Assessed through 4 aspects: Fluency, Pronunciation, Vocabulary, Grammar (Brown)

Picture-Based Media

- Visual media that stimulates and guides students in speaking activities (Wright)
- Single picture functions as a specific reference stimulus to trigger spontaneous verbal responses
- Reduces speaking anxiety by helping learners organize thoughts and communicate ideas (Harmer)
- Supported by Communicative Language Teaching (CLT) principles that encourages meaningful and authentic communication

Conceptual Framework

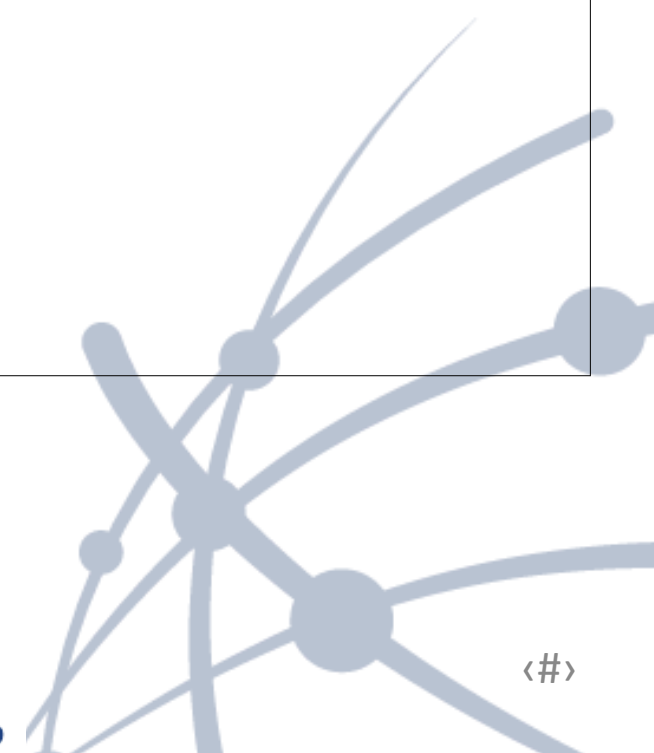


Hypothesis

- **H₀:** There is no significant effect of picture-based media on students' spontaneous speaking skills
- **H₁:** There is a significant effect of picture-based media on students' spontaneous speaking skills

Research Method

Research Design Quantitative Pre-Experimental One-Group Pretest–Posttest	Population 8th grade students at one of junior high school in Sidoarjo	Sample 36 students Purposive Sampling
Instrument • Oral test adapted from English Nusantara Book (spontaneous speaking assessment) • Assessed based on Brown's speaking criteria: Fluency, Pronunciation, Vocabulary, Grammar		Data Analysis • Descriptive Statistics • Shapiro-Wilk Normality Test • Paired Sample t-Test ($p > 0.05$)



Research Procedure

PRE-TEST

- Students perform spontaneous speaking individually
- Guided by five questions (topics: people, places, animals)
- Scored using Brown's oral assessment rubric
- No prior preparation allowed

TREATMENT 1

- Teacher introduces and applies picture-based media (single picture stimulus)
- Students observe and verbally respond to the picture
- Activities: mix of individual and group speaking tasks
- Duration: ± 120 minutes (2 learning sessions)

POSTTEST

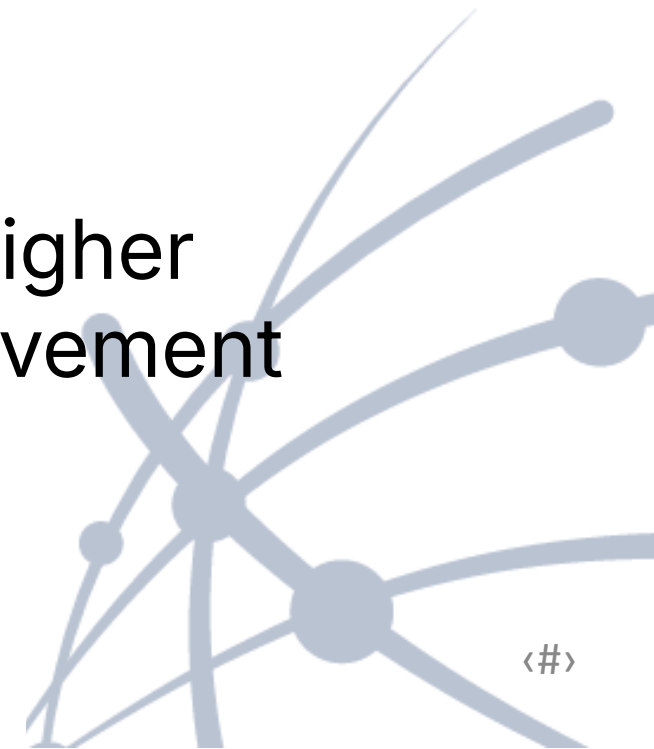
- Students perform spontaneous speaking individually
- 5 guide questions (same topics: people, places, animals)
- Scored using the same rubric as pretest
- No prior preparation allowed

Results and Findings

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	36	25.00	70.00	48.47	10.94
Post-test	36	50.00	90.00	66.25	9.73

Based on the descriptive statistics, the mean score of post-test (66.25) was higher than pre-test (48.47), with an increase of 17.78 points. This indicates an improvement in students' spontaneous speaking skills after the treatment.



Results and Findings

Test of Normality

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Speaking	.111	36	.200*	.967	36	.340
Post-test Speaking	.134	36	.098	.960	36	.218

**. This is a lower bound of the true significance*

Based on the Shapiro-Wilk test, the significance value of pre-test (0.340) and post-test (0.218) were both greater than 0.05. Therefore, the data were normally distributed and the assumption for parametric test was met.

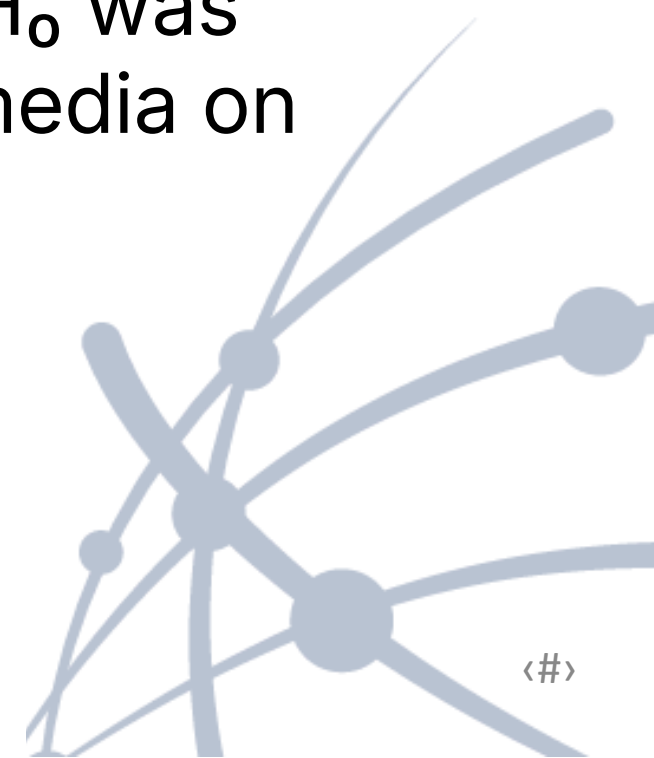


Results and Findings

Paired Sample T-test

	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Pre-test	48.47	10.94	1.82			
Post-test	66.25	9.74	1.62			
Difference	-17.78	8.66	1.44	-12.323	35	.000

The result showed $t = -12.323$ with $\text{Sig. (2-tailed)} = 0.000 < 0.05$. Therefore, H_0 was rejected and H_1 was accepted. There is a significant effect of picture-based media on students' spontaneous speaking skills.



Discussion

Why did spontaneous speaking improve?

- Picture-based media provided visual context that reduced cognitive burden and hesitation (Gerlach & Ely via Arsyad)
- Pictures acted as meaningful stimuli that activated background knowledge and encouraged natural speech (Wright)
- Students focused more on delivering ideas rather than thinking about what to say

Supported by Previous Studies

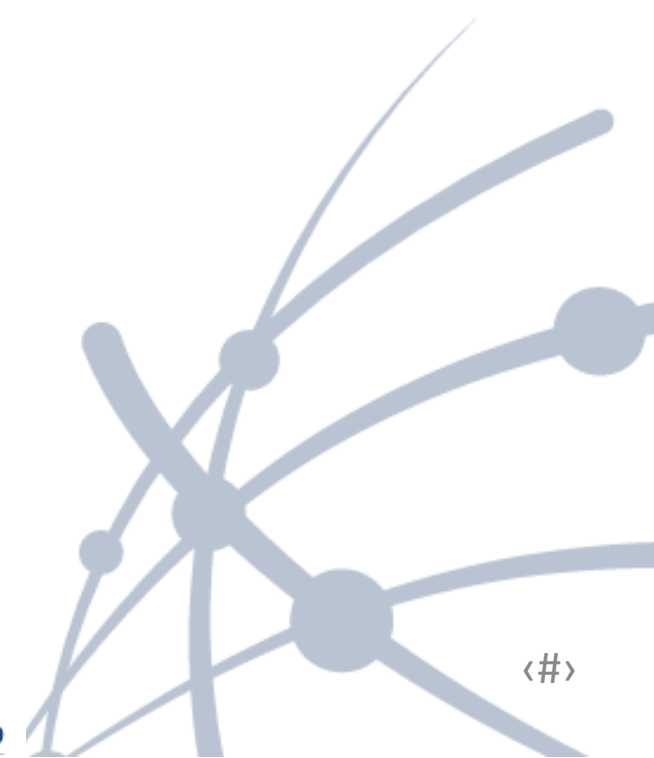
Study	Findings
Hertanti & Santoso (2022)	Substantial increase in speaking scores after picture series
Supriyanti et al. (2024)	Significant effect of picture media on speaking, $p < 0.05$
Sari et al. (2023)	Picture series effective in teaching speaking, $p < 0.05$
Lambiombir et al. (2024)	Visual media reduces anxiety, encourages active verbal interaction

Discussion

Notable finding: Poor category decreased from 50% → 5.6% after treatment

Aligned with CLT Principles (Richards & Rodgers)

- Students produced spontaneous utterances based on pictures
- Replaced memorized expressions with authentic communication



Conclusion & Recommendation

Conclusion

- Picture-based media was implemented through structured speaking activities using single pictures across 3 topics: describing people, places, and animals
- Activities ranged from group discussions to individual performances
- Despite a single treatment session, the activities created a meaningful and low-anxiety speaking environment
- Mean score increased from 48.47 → 66.25 (+17.78 points), $t = -12.323$, Sig. = $0.000 < 0.05$
- Picture-based media effectively stimulated spontaneous verbal production among EFL learners

Recommendation

For teachers:

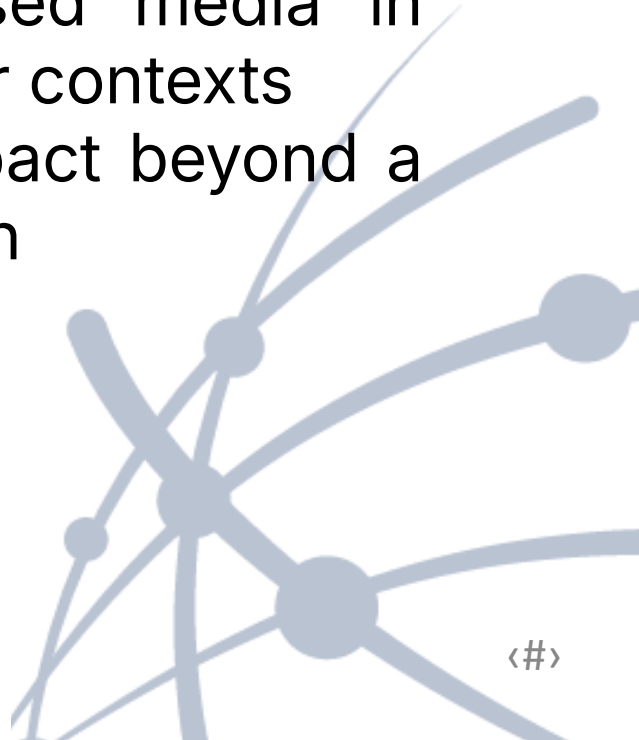
- Apply picture-based media consistently in speaking classes
- Choose pictures that are meaningful and culturally appropriate
- Use in printed, digital, or projected forms that suitable for various classroom settings

For students:

- Actively engage in picture-based speaking tasks
- Frequent participation strengthens fluency and confidence in real-life communication

For future researchers:

- Apply quasi-experimental design with control group
- Investigate picture-based media in different skills, levels, or contexts
- Examine long-term impact beyond a single treatment session



Thank You

