

## The Effect of Picture Cued Task on Students' Speaking Ability

Tia Safira<sup>1</sup>, Rizky Gushendra<sup>2</sup>

Faculty of Education and Teacher Training,  
State Islamic University of Sultan Syarif Kasim Riau,  
Pekanbaru, Riau, Indonesia

[tiasafira191@gmail.com](mailto:tiasafira191@gmail.com)<sup>1</sup>, [rizky.gushendra@uin-suska.ac.id](mailto:rizky.gushendra@uin-suska.ac.id)<sup>2</sup>

### ABSTRACT

*This research aim to find out whether there is significant different between students' speaking ability before using picture cued and after using picture cued at eighth grade students' of Junior High School Muhammadiyah Tebing Tinggi. In this research the researcher used pre - experimental design one group pre-test and post-test. The population of this research was all of the students at class VIII Junior High School Muhammadiyah Tebing Tinggi. The sample for the research was took 15 students. The data analysis in this research is using t-test. In analyzing the data, the researcher will use paired sample t-test formula. The result of this research shown that the pre-test score calculated as 67% was at "Enough" level and the post-test score calculated as 67% was at "Good" level. The result calculation of the test shown that sig. (2-tailed) showed 0.000. Based on the data, if the value of sig. (2- tailed) is less than 0.05 Ha will be accepted. The researcher concludes that there is a significant different between students' speaking ability before using picture cued and after using picture cued to improve students' speaking ability at eighth grade students' of Junior High School Muhammadiyah Tebing Tinggi.*

**KEYWORDS:** Picture Cued, Speaking Ability.

### 1 INTRODUCTION

Speaking ability is one of the most important skill to be taught to the students because speaking will help the students to use their English in communication and interaction with other people. According to Kormos (2006), speaking skill is often regarded to be more important nowadays. Munawar (2015) also states that speaking is the human ability to produce sounds or voice orally and to share or express feelings and thoughts with other as a means of communication in life using or without any particular gadgets to fulfill human needs and emotions.

Speaking is a competency to express or communicate opinions, thoughts, and ideas. Speaking is one of language skill which is very important in learning a language (Syafryadin, et al. 2013). Brown (2004) says speaking has five components namely: grammar, vocabulary, comprehension, fluency and pronunciation. Students have to be aware of these components.

Based on National Standard Council (BSNP) for the 2013 curriculum, speaking is one of the most important skills to success in learning English. Students are expected

to be able to speak English in accordance with the social functions and communicative goals targeted. The purpose of learning speaking based on the syllabus 4.6 is that students are able to compose spoken and written texts to state and inquire about the whereabouts of people, objects, animals in an unlimited number, taking into account social functions, text structures, and linguistic elements that are correct and in context.

According to Webster (1982) "Speaking is conveying information or expressing one's thought and feelings in spoken language." Speaking as productive skill expresses person idea and feeling by using spoken language, it means that everyone will express their own ideas to other people through speaking. So, speaking ability can be defined as oral communication that shows how well a speaker is able to arrange the words in order to express his or her thought, ideas, arguments or opinion and can be understood by listener.

In teaching and learning English at one of Junior High School at Tebing Tinggi still uses conventional methods where in the classroom the teacher explains the material in front of the class, and then gives assignments to students. So, students are not accustomed to express their ideas in English. However, based on the preliminary research conducted by the researcher at one of Junior High School at Tebing Tinggi, the researcher found that the students at one of Junior High School at Tebing Tinggi especially at the eighth grade students. They faced a various problems in learning speaking. Firstly, the students lacked of motivation and did not feel excited when learning English. Secondly, they have difficulties when they speak English and also the students have difficulties in expressing their ideas orally as they were afraid of making mistakes and not confident to speak English. Last, they have lack of vocabulary. They do not know how to say the word in English. The students need another technique in learning English to get their attention and enthusiasm in learning. One of the problem solving that can use by the teacher was using picture cued. According to Brown (2003), picture-cued offer a nonverbal means to stimulate spoken responses. It means that by giving students pictures, it is easier for them to get the idea from pictures. After they understand the idea, it will be much easier for them to generate the idea.

Based on the cognitive theory developed by Jean Piaget, in the learning process children at the age of 7-13 years have difficulty understanding something abstract, in other words children need concrete objects in order to think logically. The success of student learning can be seen from the interest in participating in learning. One of them is the cognitive aspect, where this aspect determines the achievement of an interest in learning that will be obtained by students because cognitive is a process of remembering and thinking that occurs in the brain. One technique that can increase students' learning interest is by using picture cued.

Picture cued has many benefits to increase students speaking ability. According to Brown (2003), Picture cued helps students to get ideas from pictures. After they get the ideas, it will be much easier for them to generate the ideas. Picture cued is one of the recommended techniques which can help language learners in improving their speaking skill and knowledge of vocabulary, and pronunciation. Therefore, the researcher decided to use picture cued as a technique in teaching speaking. By picture cued, students will have opportunity to speak English in classroom.

There are several previous research that examined the use of picture cued on students' speaking ability. First, research by Simamora et al. (2018), did the research about the improvement of students' speaking skill by the use of pictures-cued media. The results showed that picture-cued task media improved students' speaking skills since there was a significant improvement after applying the picture-cued media in the students speaking sub-skills such as fluency, pronunciation, vocabulary, and grammar. Second, Marito, Novalina, and Jontra (2018) did the research about improving students' speaking skills by using picture-cued media to the eighth grade students of smp santo yoseph medan. The result of this study shows that using picture-cued media can improve students' speaking skill. Third, Rasman (2018) aimed to investigate whether picture-cued task elicitation of comparison improves the students' speaking ability. The findings showed that picture-cued elicitation of comparison was effective.

## **2 METHODOLOGY**

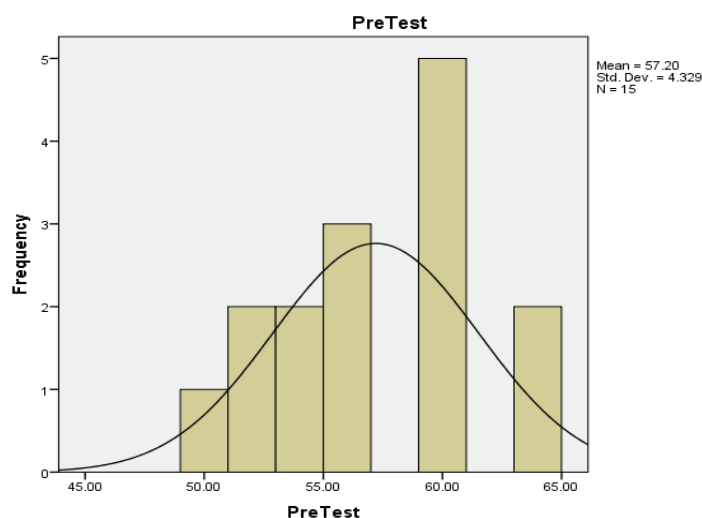
In this research, the researcher used an experimental research. According to Macmillan and Schumacer (2001, p. 590) "Experimental design is research in which the independent variable is manipulated to investigate cause and effects relationships between independent and dependent variable". In this research the researcher used pre - experimental design one group pre-test and post-test. The researcher use pre-experimental design one group pre-test and post-test because the researcher want to know the effect of picture cued on students' speaking ability in one class.

The population of this research is eight grade students of Junior High School Muhammadiyah Tebing Tinggi consisting on one classes and contains 15 students. The sample in this research consist of 15 students. The researcher used total sampling in this research. The data analysis in this research is using t-test. In analyzing the data, the researcher used paired sample t-test formula. The researcher used the formula of t-test to analyze the data, because the researcher want to find out which one is more effective between before the students' being taught using picture cued and after the students' being taught using picture cued to improve students' speaking ability at eighth grade students' of SMP Muhammadiyah Tebing Tinggi. In this research, the data obtained from pre-test and post-test were analyze by using SPSS.

## **3 RESULT AND DISCUSSION**

### **Result**

As previously mentioned, the data of this research was obtained from pre-test and post-test. The students' scores of pre-test and post-test are as follow:

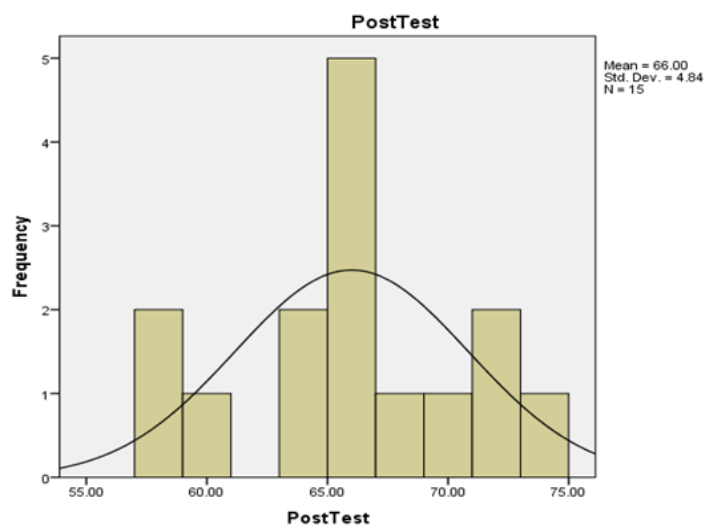
**Figure 1: The Statistic of Students' Pre-test Score**

It can be seen the mean of the students' pre-test was 57.2 and the standard deviation from 15 students was 4.329. In addition, the researcher classified the pre-test result of eight grade students of Junior High School Muhammadiyah Tebing Tinggi to determine category of the students' speaking ability scores. The classification can be seen from the following table:

**Table 1: The Classification of Students' Pre-Test**

Categories	Score	Frequency (Pre-Test)	Percentage
Very Good	80-100	0	0%
Good	66-79	0	0%
Enough	56-65	10	67%
Less	40-55	5	33%
Fail	30-49	0	0%
Total		15	100%

Based on table IV.3, it can be seen there were 5 categories for students' speaking ability. There is no student got "Very Good" category with the percentage 0%. There is no student got "Good" category with the percentage 0%. Ten students got "Enough" category with the percentage 67%. Five students got "Less" category with the percentage 33%. There is no student got "Fail" with the percentage 0%.

**Figure 2: The Statistic of Students' Post-test Score**

It can be seen the mean of the students' pre-test was 66.6 and the standard deviation from 15 students was 4.84. In addition, the researcher classified the post-test result of eight grade students of Junior High School Muhammadiyah Tebing Tinggi to determine category of the students' speaking ability scores. The classification can be seen from the following table:

**Table 2: The Classification of Students' Post-Test**

Categories	Score	Frequency (Post-Test)	Percentage
Very Good	80-100	0	0%
Good	66-79	10	67%
Enough	56-65	5	33%
Less	40-55	0	0%
Fail	30-49	0	0%
Total		15	100%

Based on table IV.6, it can be seen there were 5 categories for students' speaking ability. There is no student got "Very Good" category with the percentage 0%. Ten students got "Good" category with the percentage 67%. Five students got "Enough" category with the percentage 33%. There is no student got "less" category with the percentage 0%. There is no student got "Fail" with the percentage 0%.

**Table 3: Paired Sample Test**

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)
Pair 1	PreTest – PostTest	-8.80000	4.94542	1.27690	-11.53868	-6.06132	-6.892	14	.000

To test the statistical hypotheses, the researcher analyzed and calculated the data by using paired sample t-test through SPSS. According to Pallant (2010)  $H_a$  will be accepted if the value of sig. (2-tailed) is less than 0.05 and  $H_a$  will be rejected if the value of sig. (2-tailed) is more than 0.05. Based on the table IV.11. It can be found that sig. (2-tailed) showed 0.000 which less than 0.05. It can be conclude that  $H_a$  is accepted and  $H_o$  is rejected.

### Discussion

Based on the result of the research, it shows that picture cued had significant effect on students' speaking ability. It can be seen that the mean score on students speaking ability using picture cued had higher score that before using picture cued. Before using picture cued, there is no student got "Very Good" category with the percentage 0%. There is no student got "Good" category with the percentage 0%. Ten students got "Enough" category with the percentage 67%. Five students got "Less" category with the percentage 33%. There is no student got "Fail" with the percentage 0%. Based on the explanation above, the researcher concluded that the students' speaking ability taught before using picture cued calculated as 67% was at "Enough" level.

However, after using picture cued, there is no student got "Very Good" category with the percentage 0%. Ten students got "Good" category with the percentage 67%. Five students got "Enough" category with the percentage 33%. There is no student got "less" category with the percentage 0%. There is no student got "Fail" with the percentage 0%. Based on the explanation above, the researcher concluded that the students' speaking ability taught after using picture cued calculated as 67% was at "Good" level.

Moreover, there is a research findings was related to this findings conducted by Simamora et al. (2018), did the research about the Improvement of Students' Speaking Skill By the Use of Pictures-Cued Media. The results showed that picture-cued task media improved students' speaking skills since there was a significant improvement after applying the picture-cued media in the students speaking sub-skills such as fluency, pronunciation, vocabulary, and grammar. Another positive aspect is that students demonstrated more confidence and a better ability to make longer descriptions. In the line above, the researcher concluded that using picture cued task was successful in speaking ability.

#### 4 CONCLUSION

This research aim to find out the significant difference between students' speaking ability before using picture cued and after using picture cued technique to improve students' speaking ability at eighth grade students' of SMP Muhammadiyah Tebing Tinggi. Based on the data analysis in the previous chapter, it can be conclude that the result of students speaking ability using picture cued is better than the result of students speaking ability before using picture cued.

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