


The Use of Picture in Teaching Speaking at the Class VIII SMPN 1 Kendari

 <https://doi.org/10.31004/jele.v10i6.1646>

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A B S T R A C T

This study aims to determine the effectiveness of using picture media in learning English speaking skills for eighth grade students of SMPN 1 Kendari. This study uses a quantitative approach with a pre-experimental One-Group Pretest-Posttest Design involving 32 students of grades VIII-8 selected through purposive sampling techniques. Data were collected through oral tests assessed based on aspects of fluency, vocabulary, grammar, pronunciation, and comprehension, then analyzed using descriptive and inferential statistical tests with the help of the SPSS program. The results of the study showed a significant increase in students' speaking skills after learning using picture media, with an average score increasing from 11.81 in the pre-test to 21.19 in the post-test. The results of the Wilcoxon test showed a significance value of $0.000 < 0.05$, which means there was a significant difference between the results of the pre-test and post-test. The use of visual media also positively impacts students' motivation and confidence in speaking English, as well as creating a more active and enjoyable learning environment. Thus, visual media has proven effective as a relevant learning strategy for improving students' speaking skills at the junior high school level.

Keywords: *Speaking Skills, Picture Media, Teaching Strategies, Junior High School, English Learning*

Article History:

Received 29th October 2025

Accepted 09th November 2025

Published 11th November 2025



INTRODUCTION

Speaking is a key skill in language learning and plays a crucial role in everyday communication. Hui and Lin (2020) explain that speaking occurs when two people interact through conversation. In the era of globalization, this skill is increasingly needed because it demands cross-cultural and international communication. Mohzana (2024) emphasizes that developing speaking skills is a crucial aspect of language teaching, especially foreign languages. Meanwhile, Mulyah et al. (2023) state that speaking skills also play a significant role in the international business world because English is widely used as a global language of communication. Therefore, speaking is a skill that needs to be learned and mastered. Furthermore, public speaking skills are also important, because according to Pramelani and Murtiadi (2022), this skill is not an innate talent but rather a skill that can be developed through practice.

Although English speaking skills play a significant role globally, they remain a challenge for many students in Indonesia. Nugent et al. (2012) stated that the primary difficulty in speaking is due to limited vocabulary and grammatical understanding, leaving students feeling inadequately equipped to convey their ideas. In language learning, speaking skills occupy a crucial position as a productive skill used in direct communication. Consistent with this view, Andrin et al. (2024) emphasized the importance of English speaking skills. In fact, several studies have shown that, compared to writing and reading skills, speaking is often considered the primary measure of a person's language proficiency (Leong & Ahmadi, 2017). Furthermore, challenges in speaking also need to be viewed within the local context, which is

influenced not only by linguistic factors but also by psychological and social issues that play a role in students' speaking abilities.

In the context of learning in Indonesia, various factors such as psychological, social, environmental, and limited vocabulary influence students' speaking ability. Nadesan and Shah (2020) stated that these factors can cause anxiety, embarrassment, fear of making mistakes, low participation, and lack of motivation, which significantly impact students' speaking ability. Meanwhile, Butar et al. (2024) emphasized that mastery of English makes it easier for someone to communicate with foreign speakers abroad. This encourages students to be more motivated in learning English so that learning takes place more effectively and meaningfully (Arsyad et al., 2023). Therefore, teachers, as those directly involved in the educational process, need to implement appropriate teaching strategies so that students are able to understand the material and express their ideas verbally better.

One strategy that can be applied in teaching speaking is the use of engaging and easily accessible learning media, such as visual media in the form of images. Visual media functions as a tool to convey information or messages more effectively during the learning process. Suparlan and Mahsar (2023) explain that image-based media can help teachers provide learning experiences that are difficult to obtain through direct methods. Furthermore, learning media plays a crucial role in facilitating teachers' delivery of material so that it is more easily understood by students. Anggoro et al. (2019) state that media is a means of conveying and presenting information, while Santoso et al. (2019) emphasize that media plays a crucial role in the learning process. In teaching speaking at the junior high school level, visual media helps students increase their self-confidence, enrich their vocabulary, and develop their communication skills. Therefore, the use of image media is an effective way to support the improvement of students' speaking skills.

Speaking is an interactive process of constructing meaning, encompassing the ability to produce, receive, and understand information. Rachman (2018) states that speaking is a productive skill that can be measured empirically, but its reliability depends on the ability to listen to the other person. According to Sunarya (2018), speaking serves to convey meaning to create shared understanding, thus playing a crucial role in everyday communication. As one of the four basic language skills, alongside listening, reading, and writing, speaking is a key indicator of a person's language proficiency (Leong & Ahmadi, 2017). This skill requires precision and effectiveness in pronouncing words to convey ideas, thoughts, and opinions. Azmi (2022) adds that speaking plays a crucial role in enabling individuals to exchange information efficiently, both individually and in groups.

Speaking is not just about uttering words, but also demonstrating the ability to convey ideas and feelings verbally. Manurung (2021) explains that speaking encompasses two aspects: receptive (understanding messages) and expressive (expressing messages). In communication, students also need to be able to construct grammatically correct sentences. Similarly, Heaton (1978) emphasized that the ability to organize sentence structure and recognize grammatical forms is crucial because grammar plays a role in supporting language acquisition, both spoken and written.

Teaching speaking in the classroom often faces various obstacles. Although English is widely used, many students still experience difficulties due to uninteresting teaching methods that do not encourage active participation. Susanti (2019) emphasized the importance of creating a supportive learning environment so that students feel confident speaking without fear or embarrassment. Learning outcomes are influenced by internal factors such as age, motivation, and behavior, as well as external factors such as teacher quality, teaching materials, facilities, and the learning environment. According to Sugihartono et al. (2007), an uncondusive learning environment can cause discomfort and reduce students' confidence in communicating in English (Krisyanti, 2016).

To make learning more meaningful, classroom activities need to be designed interactively and relevant to students' lives, for example through topics about the environment, food, tourist attractions, buildings, and regional culture, which can also foster a sense of nationalism (Ayu, 2020). When speaking, students are required to be able to organize

their thoughts and transform ideas into appropriate vocabulary and language structures. This aligns with the objectives of English learning in junior high schools, which focus on communication as the primary means of language learning. Speaking activities are interactive and require quick thinking skills, especially for seventh-grade students who are still at the concrete operational cognitive development stage and more easily understand contexts close to everyday life. Putra (2017) stated that speaking, along with listening, reading, and writing, are four basic foreign language skills that are interrelated and must be taught from an early age. According to Rayhan (2023), speaking is the ability to express opinions, ideas, and feelings verbally to others. Speaking activities provide opportunities for students to practice direct communication, but many still feel shy or lack confidence. Therefore, fun and interactive learning, especially through collaboration with peers, can increase student motivation. Considering that every student has a different learning style—visual, auditory, or kinesthetic—choosing the right learning approach and media is key to developing their speaking skills.

Communicative Language Teaching (CLT) approach emphasizes the use of language for authentic communication through meaningful activities such as role-playing, discussions, and media-based exercises. One example is the *describe and guess activity*, where students describe each other and guess their partner's picture. This activity effectively improves speaking fluency, enriches vocabulary, and fosters self-confidence in a fun learning environment. The success of speaking learning is influenced by various factors, including limited language skills, lack of vocabulary, difficulty constructing sentences, nervousness, ineffective study habits, and low motivation (Latif, 2023). Furthermore, the curriculum, materials, methods, and teaching techniques also play a significant role. Consistent with Simon's (2021) opinion, speaking is an interactive process of conveying meaning through the ability to produce, receive, and understand information. Therefore, the use of visual media is an appropriate strategy to help students improve their speaking skills.

The use of images is very appropriate for the characteristics of junior high school students because images provide a concrete and engaging visual context, helping students generate ideas for speaking. The findings of this study support Harmer's (2001) opinion, which states that visual media such as images can create an engaging learning atmosphere and encourage students to participate more actively in speaking activities. Images help students understand the context and meaning of the topic being discussed, making it easier for them to convey ideas verbally. Similarly, Wright (1989) emphasized that images play an important role in language learning because they can convey messages concretely, attract students' attention, and help them understand the learning context more clearly. Images can increase learning motivation through attractive displays and stimulate students' imagination and ideas to develop stories, descriptions, or dialogues. Images also support activities such as discussions, role-playing, and question and answer sessions that train students to speak actively.

Visual media plays a crucial role as a means of conveying messages in two-dimensional displays that are easily understood by students. Superman (2020) explains that this media is a simple form that combines words and images, while Sireger (2017) emphasizes that visual media encompasses various two-dimensional representations such as photographs, paintings, and slides to express ideas. In learning, media functions to help convey information so that it is more easily understood by students. Silalahi (2022) states that visual media can help students express ideas and make it easier for them to speak. Similarly, Schram (in Susilana, 2007) states that learning media acts as a message-delivering technology that improves understanding and memory, while Hamalik (in Wahyuningtyas, 2020) adds that media can foster interest and motivation in learning.

Several previous studies have highlighted the role of visual media in speaking learning. Suparlan (2023) found, through classroom action research, that visual media can improve students' speaking skills, but did not explain in detail the types of media and presentation strategies. Handayani et al. (2021) showed that visual media can increase student learning participation, although it did not focus on speaking skills. Meanwhile, Sahrani et al. (2023) emphasized that students often experience difficulties speaking in English and that the

use of visual media can help overcome this problem by creating a more interactive and enjoyable learning atmosphere, although it has not been implemented in depth at the junior high school level.

Furthermore, research by Setiawan et al. (2024) proved that 82% of 28 students obtained scores above the Minimum Completion Criteria (KKM) after using visual media, indicating its effectiveness in improving speaking skills. Similarly, Sipra Agustina et al. (2024) through a study entitled sound a significant relationship between the use of visual series and the improvement of students' speaking skills. These results confirm that image media, especially image series, can improve speaking performance while creating a more active and interesting learning process.

This study was designed to determine whether the use of visual media can significantly improve the speaking skills of eighth-grade students at SMPN 1 Kendari. The focus of the study included the effectiveness of visual media in improving students' fluency, vocabulary, grammar, pronunciation, and comprehension, as well as assessing their responses to the application of these media in speaking lessons. Based on observations and teaching experience, speaking skills are considered an important productive skill and need to be supported by engaging learning methods, such as visual media. The use of these media has been proven to help students become more confident in speaking, although some still feel shy or lack motivation. Therefore, this study not only tests the effectiveness of visual media in improving speaking skills but also highlights its interactive and practical role in creating a more engaging and participatory learning atmosphere.

METHOD

This study uses a quantitative approach with a One-Group pre-experimental design, specifically a Pre-test, Treatment, and Post-test model to determine the effect of using image media in speaking learning for eighth-grade junior high school students. One group was selected through purposive sampling, namely being given a pre-test, then (treatment) namely being taught using image media, and ending with a post-test to see the improvement in their speaking skills.

Table 1. Pre-Experimental Design.

One Group	Pre-Test (Y1)	Treatment (X)	Post-Test(Y2)
PreExperiment (E)	Y1	Using pictures media in speaking	Y2

(Ary et. al., 2010)

Variables of the Study

There are two variables in this research:

Independent variable (X): The use of pictures in teaching speaking.

Dependent variable (Y): Students' speaking ability in English.

Respondents

Population and Sample

The population in this study was all eighth-grade students of SMPN 1 KENDARI in the 2025/2026 academic year who were registered and actively participating in English learning. The total number of eighth-grade students was 352, divided into 11 classes.

Table 2. Population of VIII Grade

	Number of Students
VIII 1-VIII 11	32x11
Total	352

Because the population is quite large, the study cannot examine the entire population, so it is necessary to take a sample of class VIII 8 consisting of 32 students.

Instruments

There are three research instruments used: oral tests, Assessment rubric and recording device. *Oral test* Used in the pre-test and post-test to evaluate students' speaking ability. *Assessment rubric* Tests are evaluated based on five aspects of speaking: fluency, vocabulary, grammar, pronunciation, and comprehension. The rubric is based on Brown's (2004)

guidelines. *Recording device* Used to record students' speaking performance during the oral test for accurate analysis and evaluation by two raters.

Procedures

The data in this study were collected through three stages:

Pre-test

The pre-test was conducted on September 11, 2025, at one of the favorite schools in Kendari, involving one class of 32 students from class VIII.8. The students were asked to form five groups, three groups containing six students and two groups containing seven students. After the group division was carried out, the pre-test questions were in the form of sheets of HVS paper containing five image media and questions which were then distributed to each group of students. The pre-test was carried out during class hours and each group of students was given 20 minutes to work on the pre-test, and then asked to describe each image in it by answering questions on the pre-test sheet. Furthermore, the assessment began through an oral test and a recording device to see and assess fluency, mastery of vocabulary, grammar, pronunciation and understanding, namely ability. During the pre-test, the teacher helped the researcher explain and provide direction to students who did not understand the pre-test questions before the treatment was given.

Treatment

In the learning process, the media used images in accordance with the pre-experimental research design that had been determined in 6 meetings, in 6 meetings there was one pre-test, four treatments and one post-test. In the class, the researcher delivered the learning using teaching modules and adapted it from the independent school curriculum using the English for Nusantara book, the researcher delivering material covers four main topics, namely Kindness Begins with Me, Kindness Towards Differences, Kindness and Happiness, and Kindness and Friendship. At the beginning of the first meeting, students were given treatment, namely students recognized objects in the picture, named them with appropriate vocabulary and made simple sentences with the pattern This is / He is. The second meeting, students made descriptive sentences using There is / There are, which is to practice clear pronunciation when describing pictures. Then the third meeting Students described the activities in the picture using Present Continuous Tense which asked questions and gave simple answers about the picture. And the next meeting, the fourth treatment Students were able to compose oral stories based on a series of pictures so that they conveyed the story coherently, clearly, and with the right intonation focused using Narrative text and were given a re-evaluation of the learning that had been learned to strengthen their understanding before the post-test was given.

Post-test

After the treatment was completed to evaluate the improvement of students' speaking ability after learning using picture media. The post-test was completed on October 16, 2025 with a total of 32 students asked to form five groups where three groups contained six students and two groups contained seven students. After the group division was done, the post-test questions were in the form of sheets of HVS paper containing five media images that were the same as the pre-test media images, which were both describing pictures but the contents or items were different. Then distributed to each group of students. Each group of students was given another pre-test work time with a duration of 20 minutes for each group to answer the questions on the pre-test sheet. Each group of students Then the assessment began to be carried out through an oral test and a recording device to see and assess fluency, mastery of vocabulary, grammar, pronunciation and understanding, namely ability. The purpose of this test is to find out whether the ability to use picture media has increased. From the results of the pre-test to see the improvement in the ability to use picture media.

Data Analysis

The data analysis technique used in this study was statistical analysis with the help of the SPSS (Statistical Product and Service Solutions) application. SPSS was chosen because it can facilitate the processing and analysis of quantitative research data.

Data processing was carried out based on categories that were in accordance with the objectives of this study, to determine the effectiveness of using images in improving the speaking skills of class VIII students at SMPN 1 Kendar, both in terms of fluency, vocabulary, grammar, pronunciation, and understanding.

Descriptive analysis was used to examine the mean, standard deviation, and minimum and maximum values of students' pre-test and post-test scores, in order to provide a general overview of the distribution of their performance.

Next, a Normality Test was carried out to ensure that the pre-test and post-test data were normally distributed so that they could be analyzed using parametric tests.

Then, the non-parametric Wilcoxon test was used to determine whether there was a significant difference between the pre-test and post-test results. According to Ary, Jacobs, and Sorensen (2010), inferential statistical tests such as the non-parametric Wilcoxon test are used to identify the effect of a treatment on the outcome variable in a study.

In conducting this research, the researcher adhered to ethical research principles to ensure the process ran smoothly and with respect for all parties involved. Prior to conducting the research, I, as the researcher, first sought official permission from the school, SMPN 1 Kendari, including the principal, the English teacher, and the homeroom teacher of the research location. This was done to ensure my research activities received approval and support from the school.

The researcher also explained the research objectives, benefits, and stages of the activities, including pre-tests, treatment, and post-tests, to teachers and students to ensure they understood what would be done in class. All students participating in the study voluntarily and without coercion. During the learning and data collection process, the researcher attempted to maintain a comfortable classroom atmosphere so that students felt safe and unstressed when speaking or participating in activities.

Student identities are strictly confidential. In the results tables and data analysis, student names are listed using only initials. Data, including test results and voice recordings, are used solely for research purposes and will not be shared with any third parties. All data is stored securely and will not be misused.

The researchers also maintained honesty in reporting the research results without altering or manipulating the data. All theories and quotations used in this article are properly cited to avoid plagiarism. Furthermore, the treatment provided during the study did not have any negative impacts because the learning activities were adapted to the Merdeka curriculum and the abilities of eighth-grade students. Thus, this research was conducted by upholding the values of honesty, responsibility, and respect for participants so that the research results can provide benefits for schools and the English learning process in the future.

FINDINGS AND DISCUSSION

Findings

After conducting research using experimental methods with classes determined by administering Pre-test and Post-test, the data obtained were analyzed with the aim of showing that the use of image media has a positive influence on students' speaking ability statistically to determine the average test score on students' speaking ability before and after being given treatment using image media. The results of this study are presented in the following table:

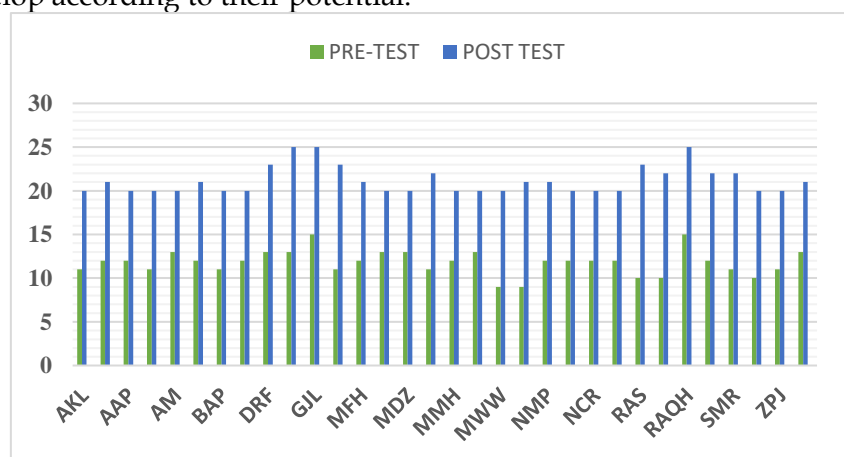
Table 1. Pretest and Posttest score in class VIII.8

NO.	Intial	SCORE	
		PRE-TEST	POST-TEST
1.	AKL	11	20
2.	AGY	12	21
3.	AAP	12	20
4.	AAA	11	20
5.	AM	13	20
6.	AA	13	21

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7.	BAP	11	20
8.	BDPU	12	20
9.	DRV.	13	23
10.	FRA	13	25
11.	GJL	15	25
12.	L.OMM	11	23
13.	MFH	12	21
14.	MRAA	13	20
15.	MDZ	13	20
16.	MFP	11	22
17.	MMH	12	20
18.	MRB	13	20
19.	MWW	9	20
20.	NTAM	9	21
21.	NMP	12	21
22.	NTS	12	20
23.	NCR	12	20
24.	N	12	20
25.	RAS	10	23
26.	RS	10	22
27.	RAQH	15	25
28.	RMAS	12	22
29.	SMR	11	22
30.	ZPJ	10	20
31.	ZP	11	20
32.	RAT	13	21

Based on table 1 above, it can be seen that the pre-test and post-test scores of students in class VIII.8 experienced significant changes after being given learning treatment through image media. At the *pre-test stage*, students' speaking ability scores ranged from 9 to 15. Most students obtained relatively low scores on *the pre-test*, which indicates that their speaking ability was still limited before being given treatment. However, after going through 4 meetings using image media, there was a significant increase in post-test scores for almost all students. Some examples are students with the initials GJL and student RAQH. showed the highest increase with the 15th pre-test score increasing the 25th post-test score increased by 10 points. Likewise, the RASP initial students who received the same score 10 increased to 23, RS from 10 to 22, and NT from 9 to 21. This increase in scores of 11 to 13 points illustrates that image media significantly helps students with low abilities in understanding the context and fostering courage to speak. This improvement shows that even though their initial abilities were classified as moderate, learning using images still has a positive effect on enriching their vocabulary and fluent pronunciation. Interestingly, not a single student experienced a decrease in scores after the treatment. All students experienced improvement at varying levels. This shows that the use of image media can help students of all ability levels – both high and low – to develop according to their potential.



Graphic 1. Shows a Clear Improvement between Students' Pre-Test and Post-Test Scores

after learning using visual media. All students experienced an increase in their scores, indicating that visual media was effective in improving their speaking skills. The use of visual media helped students understand the learning context, generated ideas for speaking, and increased their confidence in expressing opinions. Thus, these results demonstrate that the application of visual media has a significant positive impact on improving students' speaking skills.

Table 2. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre test	32	9	15	11.81	1.401
Post test	32	20	25	21.19	1.595
Valid N (listwise)	32				

The Pre-test variable has a minimum value of 9 and a maximum of 15 with a mean value of 11.81 and a standard deviation of 1.401.

The Posr test variable has a minimum value of 20 and a maximum of 25 with a mean value of 21.19 and a standard deviation of 1.595.

Overall, *the pre-test and post-test results show that picture media plays an important role in improving students' speaking skills. The average score increased from 11.81 in the pre-test to 21.19 in the post-test , with an average increase of 9.38 points . This result is also supported by the Wilcoxon test which shows a significance value of $0.000 < 0.05$, which means there is a significant difference between *the pre-test and post-test results.**

Table 3. Test Normality

	Test Of Nomality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre test	.178	32	.011	.931	32	.043
Post test	.272	32	.000	.751	32	.000

a. Lilliefors Significance Correction

Based on the results of the Shapiro Wilk normality test, it is known that the Pre-test and Post-test groups have a significance value of 0.043 and 0.000, which is smaller than 0.05. Both significance values are smaller than 0.05, namely 0.043 for *the pre-test* and 0.000 for *the post-test* . Based on the decision-making criteria, if the significance value is < 0.05 , the data is not normally distributed. Thus, the data in this study does not meet the assumption of normality. Therefore, the statistical test used to test the hypothesis is the Wilcoxon Signed Rank Test , which is a non-parametric test. So it can be concluded that the data in this study is not normally distributed.

Table 4. Wilcoxon non parametric test

Test Statistics ^a	
Z	Post test - Pre test
	-4.956 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the results of *the Wilcoxon test*, the Asymp. Sig. (2-tailed) value was obtained at 0.000, which is smaller than 0.05. This result indicates that there is a significant difference between the results pre-test and post-test. In other words, there was an increase in students' speaking ability after the application of image media in the learning process. The calculated Z value obtained was -4.956, which further strengthens the conclusion that the treatment provided had a positive influence on student learning outcomes. From these results, it can be concluded that the use of image media has proven effective in improving students' speaking skills in class VIII of SMPN 1 Kendari.

Discussion

The results of this study indicate that the use of image media has a significant effect on improving the speaking skills of eighth-grade students at SMPN 1 Kendari. Based on the results of the Wilcoxon test analysis, a significance value of $0.000 < 0.05$ was obtained, indicating a significant difference between the pre-test and post-test results. The average student score increased from 11.81 to 21.19 after participating in learning using image media. This increase proves that the application of image media in speaking learning can help students understand the context of conversations, enrich vocabulary, improve pronunciation, and increase courage in expressing ideas orally. In my research at SMPN 1 Kendari, this increase in ability was very visible when students began to get used to describing images in small groups and showed higher enthusiasm than before the treatment was given.

Theoretically, these results align with Harmer's (2001) view that visual media, such as images, can create an engaging learning environment and stimulate students' imaginations. In the treatment activities I conducted in class, the images displayed successfully captured students' attention and made them more focused on the material. They became more enthusiastic when they saw images relevant to the learning topic, such as images of daily activities, school settings, and stories about kindness. This proves that images play a significant role in fostering learning motivation and encouraging students to speak more actively. This opinion is supported by Wright (1989), who explains that images play a crucial role in language learning because they can clarify meaning, capture attention, and help students understand the context of the lesson. In practice, I've found that images can be a bridge for students to express their ideas in a more structured way. For example, when students are asked to describe an image using *the Present Continuous Tense*, they seem to find it easier to construct sentences and use appropriate vocabulary because they have a clear visual reference.

The results of this study also support Richards and Rodgers' (2001) theory regarding the Communicative Language Teaching (CLT) approach, which emphasizes the importance of meaningful communication in language learning. The use of images during the treatment made learning activities more interactive and communicative. Students were encouraged to speak based on the situations depicted in the images through activities such as describe and guess or storytelling from a series of images. During this process, students interacted naturally using English to explain ideas and answer their peers' questions. In my observations, this activity was very effective in improving speaking skills because it encouraged students to use English without fear of mistakes.

From a psychological perspective, the findings of this study also support the opinion of Nadesan and Shah (2020), who explained that psychological factors such as anxiety, shyness, and low motivation can hinder students' speaking skills. In my research, many students were initially hesitant and shy about speaking in front of the class. However, after several sessions of image-based treatment, they began to gain confidence because visual media helped them structure their sentences before speaking. With images, students have a concrete reference point, so they are less afraid of making mistakes and are able to speak more fluently. This demonstrates that images function not only as visual aids but also as psychological *stimuli* that boost students' self-confidence.

My research findings demonstrate the crucial role of teachers as learning facilitators. The teachers who assisted me during the treatment process played a significant role in helping students understand instructions, providing direction, and motivating them to actively speak. Furthermore, this role aligns with the concept of the Zone of Proximal Development proposed by Vygotsky (1978), who explains that the teacher's role in providing appropriate visual media and providing appropriate or suitable assistance to students in practicing speaking is crucial. This occurred in my research: in each meeting, I guided students to understand the content of the images and provided examples of simple sentences, then they developed their own ideas. Gradually, students were able to speak independently without assistance. This indicates that visual media supports the scaffolding process, where students gradually learn from easier levels to more complex speaking skills. This finding also aligns with Syahrani (2024) opinion,

who emphasized that in speaking classes, such assistance allows students to gradually become independent and confident with the help of visual media and guided practice.

Furthermore, this study also supports the findings of Suparlan (2023), who demonstrated that visual media can improve speaking skills through interactive, image-based activities. These findings align with my own research at SMPN 1 Kendari, where students who were initially passive became more active and participated in group discussions. A similar finding was reported by Handayani et al. (2021), who found that visual media increased student learning participation because it was engaging and easy to understand. In my learning, students appeared more confident in expressing their opinions, discussing, and providing feedback to each other regarding the descriptions of the images they created.

This study also supports the findings of Sahrani et al. (2023) who stated that visual media can help overcome speaking difficulties by providing concrete context for students. When I used picture series for speaking practice, students were able to tell the story line in the correct sequence and with better pronunciation. The use of picture series is also in accordance with the research of Setiawan, Sumarno, and Dwijayanti (2024) which showed that 82% of students achieved scores above the Minimum Competency (KKM) after being taught using picture media. Similar results were found by Agustina et al. (2024) who studied *Utilizing Picture Series as Media to Enhance Students' Speaking* and concluded that picture series effectively improved students' speaking performance while making learning more active and enjoyable. These findings are in line with the results of my study, where all students showed a significant increase in post-test scores after four treatments using picture media.

In addition to psychological and participation aspects, the research results also showed improvements in linguistic aspects. Based on the analysis of post-test results, students experienced improvements in fluency, vocabulary, grammar, pronunciation, and comprehension. Students who were initially only able to name simple nouns became able to construct sentences and paragraphs orally with better structure. This finding supports Brown's (2004) theory that explains that fluency and vocabulary are important components in assessing speaking skills. In practice, I found that when students were given pictures and directed to explain the contents of the pictures using certain tenses, they found it easier to express ideas because the visualization helped them remember the correct vocabulary and sentence patterns.

From a practical perspective, visual media has also been shown to create a more lively and communicative classroom atmosphere. Students appear enthusiastic whenever new media is introduced, and they show increased motivation to learn from meeting to meeting. They participate enthusiastically, provide feedback to each other, and are no longer afraid of making mistakes when speaking in front of their peers. This aligns with Hamalik's opinion (in Wahyuningtyas, 2020), which states that learning media can foster new motivation and facilitate student understanding. Thus, the use of visual media not only significantly improves student learning outcomes but also creates a fun, interactive, and energetic learning environment. Furthermore, teachers also play a crucial role in maintaining conducive classroom dynamics and providing moral support to students to continue practicing speaking.

Based on the overall results of the discussion above, it can be concluded that the findings of this study not only support previous theories and research but also provide empirical evidence that visual media is effectively applied to junior high school students, especially in learning to speak English. In the context of my research at SMPN 1 Kendari, visual media has been proven to help students build self-confidence, expand vocabulary, improve speaking fluency, and create meaningful and enjoyable learning interactions. With the support of active teacher guidance, visual media helps students understand the learning context, builds self-confidence, and facilitates more effective communication in the classroom. However, visual media alone is not enough without the role of teachers who choose visual media that are relevant to students. Thus, the results of this study confirm that the use of image media is an effective and relevant learning strategy to improve students' speaking skills at the junior high school level.

CONCLUSIONS

Based on the results of the analysis and discussion, it can be concluded that the use of image media has a significant influence on improving the speaking ability of eighth grade students of SMPN 1 Kendari. This can be seen from the increase in students' average score from 11.81 in the pre-test to 21.19 in the post-test with a significance level of 0.000 ($p < 0.05$). This increase covers all aspects of speaking assessment such as fluency, vocabulary mastery, grammar, pronunciation, and comprehension. In addition to improving linguistic abilities, the use of image media can also foster motivation, self-confidence, and create a more active and enjoyable learning atmosphere. Thus, image media can be an effective alternative in supporting speaking learning in the classroom, and it is hoped that teachers can apply it creatively and adapt it to students' needs.

ACKNOWLEDGEMENTS

The author would like to express his sincere gratitude to the Principal of SMPN 1 Kendari for granting permission and support in conducting this research. I also express my gratitude to the English teacher and the homeroom teachers of grades VIII-8 who have assisted throughout the research process. Thank you to all students of grades VIII-8 of SMPN 1 Kendari for their participation and enthusiasm during the research activities. I also thank my friends who helped in the data processing process and to all parties, including my supervisor who has provided advice, support, and assistance both directly and indirectly. Hopefully, this research can provide benefits for the development of English learning, especially in improving speaking skills at the junior high school level.

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