



Plagiarism Checker X - Report

Originality Assessment

20%



Overall Similarity

Date: Dec 20, 2025 (12:10 PM)

Matches: 597 / 2987 words

Sources: 12

Remarks: High similarity detected, please make the necessary changes to improve the writing.

Verify Report:

Scan this QR Code



1 Journal of General Education and Humanities Vol. 5, No. 1, February 2026, pp. 233 – 240, <https://doi.org/10.58421/gehu.v5i1.875> ISSN 2963-7147 233 Journal homepage: <https://journal-gehu.com/index.php/gehu> Improving Students' Speaking Skills Through Describing Picture Strategy at SMP Negeri 7 Palu Devitriani AR. Haku1, Abdul Kamaruddin2, Mashuri3, Hastini4 1,2,3,4Tadulako University, Central Sulawesi, Indonesia Article Info ABSTRACT Article history: Received 2025-12-02 Revised 2025-12-15 Accepted 2025-12-17 Descriptive speaking skills remain among the most challenging competencies for junior high school students, particularly in contexts where English is taught as a foreign language. Many students struggle with pronunciation, fluency, vocabulary, and comprehensibility, resulting in limited confidence and difficulty expressing descriptive information. 3 This study aims to determine the effectiveness of the Describing Picture Strategy in developing the descriptive speaking skills of eighth-grade students at SMP Negeri 7 Palu. Using a quasiexperimental 2 design with a pretest–posttest control group, the study involved 57 students selected through simple random sampling. 5 The experimental group received treatment using the Describing Picture Strategy, while the control group received conventional instruction. 2 Data were collected using a speaking performance test and analyzed through descriptive and inferential statistics using SPSS 25. The results show a significant improvement in the experimental group's mean score from 59.69 to 71.81, compared to the control group's increase from 58.24 to 61.08. An Independent Samples T-Test yielded a p-value of 0.000 ($p < 0.05$), indicating a statistically significant difference between the groups. These findings 3 demonstrate that the Describing Picture Strategy effectively enhances students' pronunciation, fluency, and comprehensibility by providing visual stimuli that trigger ideas and reduce speaking anxiety. The study concludes that visual-based, studentcentered techniques are beneficial for improving descriptive speaking performance in EFL contexts. Keywords: Describing picture Strategy Descriptive Speaking EFL Students Junior High School Speaking Skill This is an open-access article under the CC BY-SA license. Corresponding Author: Devitriani AR. Haku 8 Faculty of Teacher Training

and Education, English Language Education, Tadulako University

Email:

hakudevitriani@gmail.com

1. INTRODUCTION Speaking ability is a fundamental component of **3 communicative competence and plays a crucial role in** enabling learners **to convey ideas**, describe objects, and interact meaningfully in social contexts [1], [2]. In **2 English as a Foreign Language (EFL)** learning, speaking proficiency requires not only correct pronunciation but also fluency and comprehensibility **to ensure that** messages are delivered clearly and coherently [3], [4].

<https://doi.org/10.58421/gehu.v5i1.875> 234 However, many **junior high school students** continue to experience difficulties in speaking, particularly due to limited vocabulary, anxiety when speaking **in front of peers**, and insufficient instructional support during classroom interaction [5], [6]. At **2 the junior high school** level, descriptive speaking **materials, such as** descriptions of people or objects, are essential because they help students organize ideas, enrich vocabulary, and practice meaningful oral communication [7], [8]. Nevertheless, English instruction in many Indonesian schools still relies heavily on traditional, teacher-centered approaches with minimal use of engaging learning media, resulting in low student motivation and limited speaking practice [9], [10], [11]. **2 The lack of** visual support further constrains **students' ability to** generate ideas and express descriptions fluently [12]. From a theoretical perspective, visual media play a significant role **3 in language learning** because **the learning process is closely related to** perception, particularly visual perception, which facilitates information processing and comprehension [13], [14]. Visual stimuli help reduce cognitive load **during speaking activities**, allowing **learners to focus** more on language production rather than idea generation [15]. In line with this view, picture-based **strategies have been widely recognized** as effective tools for improving speaking performance by providing concrete references that support vocabulary use, sentence organization, and fluency [16], [17]. Previous studies have demonstrated that picture description techniques **2 can improve students' speaking skills and** classroom engagement [16], [18], [19]. Previous studies have also shown that picture-assisted

speaking activities help students organize ideas more systematically and express descriptive content with greater confidence ³ in EFL classrooms [20]. Other studies emphasize that visual-based instruction enhances learners' motivation and reduces speaking anxiety ² by creating a more interactive and student-centered learning environment [21], [12]. Although these studies confirm the general effectiveness of visual media in speaking instruction, most of them focus on overall speaking improvement without clearly operationalizing specific speaking sub-skills or examining their application in a particular local school context. ² In the context of SMP Negeri 7 Palu, classroom observations indicate that students experience persistent difficulties in descriptive speaking. Teachers frequently resort to codemixing due to students' limited vocabulary, and students struggle with pronunciation, fluency, and comprehensibility when expressing descriptive information [5], [6]. These challenges are exacerbated by limited exposure to visual learning media, ² even though students demonstrate better comprehension and engagement when pictures are used during instruction [13]. Therefore, a clear research gap exists between previous studies that broadly confirm the effectiveness of picture-based instruction and the need for empirical evidence that operationalizes speaking sub-skills within a specific junior high school context. This study addresses this gap by investigating ³ the effectiveness of the Describing Picture Strategy in improving students' pronunciation, fluency, and comprehensibility, as measured by an analytic speaking rubric. ² The study aims to examine whether this strategy can enhance overall descriptive speaking performance among eighth-grade students at SMP Negeri 7 Palu and to provide pedagogical insights for English teachers in similar EFL contexts. By doing

<https://doi.org/10.58421/gehu.v5i1.875> 235 so, ⁶ this research is expected to contribute both theoretically to EFL speaking pedagogy and practically to the improvement of classroom-based speaking instruction using visual media. ² **METHOD** This study employed a quantitative quasi-experimental design with a pretest–posttest control group. A quasi-experimental design was selected because random assignment of individual

students was not feasible in the natural classroom setting, where classes had been administratively formed prior to the research [22], [23]. 9 The study population consisted of all eighth-grade students at SMP Negeri 7 Palu. Two intact classes, class VIII B and class VIII C, were selected via random class selection, in which all available eighth-grade classes were listed, and two were randomly chosen. The selected classes were then assigned 5 to the experimental and control groups. No individual random sampling of students was conducted, and intact classes were treated as whole groups, consistent with the characteristics of quasi-experimental research in school settings [24]. A total of 57 students participated in the study. Class VIII B (32 students) served as 5 the experimental group and received instruction using the Describing Picture Strategy, while Class VIII C (25 students) served as the control group and received conventional speaking instruction. The research instrument was a descriptive speaking test administered as both a pretest and a post-test. Students' speaking performance 1 was assessed using an analytic rubric adapted from Heaton (1991) as cited in Syahidah and Umasugi [25], which measured pronunciation, fluency, and comprehensibility. Data were analyzed descriptively and inferentially using SPSS 25, including normality and homogeneity tests and an independentsamples t-test to examine differences between groups [23].

3. RESULTS AND DISCUSSION

3.1. Results

Class	N	Minimum	Maximum	Mean	Std. Deviation
PreControl	25	44	81	58.24	10.277
PostControl	25	45	82	61.08	10.847
PreExperimental	32	48	85	59.69	9.393
PostExperimental	32	50	86	71.81	9.878

Valid N (listwise) 25

Based on the descriptive statistical analysis, the Pre-Control (58.24) and PreExperimental (59.69) groups showed similar initial abilities. After the treatment, the PostExperimental group demonstrated a substantial increase in the mean score (71.81) compared to the Post-Control group (61.08). These results indicate that the experimental group experienced greater and more consistent improvement, suggesting that the treatment had a positive effect on students' performance.

Post-test **5** in the experimental class Based on the pretest results, most students in the experimental class were in the Fair category (37%), followed by Good (31%) and Poor (18%), indicating moderate initial speaking ability. After the treatment, the post-test results showed a clear improvement, with increases in the Excellent (25%) and Very Good (37%) categories, while the Fair and Poor categories declined sharply. This shift demonstrates substantial enhancement in students' descriptive speaking skills following **11** the implementation of the treatment.

Table 2. Normality Test Results Test of Normality

Statistic	df	Sig.	Statistic	df	Sig.
Kolmogorov-Smirnov	.137		PreExperimental	32	.131
Shapiro-Wilk	.934		PostEksperimental	32	.052
			PreControl	25	.091
			PostControl	25	.092
				25	.016
				25	.922
				25	.057

The normality test **3** results show that all significance values in the Kolmogorov– Smirnov and Shapiro–Wilk tests are above 0.05. Therefore, the data in both groups are normally distributed. This **4** indicates that the data meet the assumptions required for parametric statistical analysis.

Table 3. Homogeneity of Variances Test Test of Homogeneity of Variance Levene Statistic df1 df2

Sig.	Posttest	Based on Mean	df1	df2	Sig.
.030	1	55	.863	Based on Median	.054
.054	1	55	.817	Based on Median and with adjusted df	.054
.054	1	53.948	.817	Based on trimmed mean	.040
.040	1	55	.842		0

<https://doi.org/10.58421/gehu.v5i1.875> **237** **1** Based on the Test of Homogeneity of Variance table, the significance values (Sig.) for the posttest across all methods (Based on Mean: 0.863; Based on Median: 0.817; Based on Median and with adjusted df: 0.817; Based on trimmed mean: 0.842) were all greater than 0.05. Since all significance values exceeded 0.05 ($p > 0.05$), it can be concluded that the variance of the posttest data is homogeneous. According to the interpretation guidelines for homogeneity testing, these results indicate **4** that there is no significant difference in the variability of posttest scores between the groups, indicating that this essential assumption is met for continuing with parametric statistical analyses.

Table 4. Hypothesis Testing Group Statistics Class N **1**

Mean	Std. Deviation	Std. Error	Mean Score
Control Class	25	61.08	10.847
Post-test	25	61.08	10.847
			2.169

Experimental Class Post-test 32 71.81 9.878 1.746 Table 5. Independent Sample T-Test

Independent Samples Test	Levene's	4	Test of Equality of Variances	t-test	for Equality of				
Means	95% Confidence Interval	of the Difference	F	Sig.	t	df	Sig. (2tailed)	Mean	
Difference	Std. Error	Difference	Lower	Upper	Score	Equal variances assumed	.030	.863	
3.899	55	.000	-10.733	2.753	16.249	-5.216	Equal variances not assumed	3.854	49.188
.000	-10.733	2.785	16.328	-5.137	Based on Levene's Test for Equality of Variances, the				

significance value of 0.863 (Sig. > 0.05) indicates that the assumption of equal variances is met; therefore, the t-test results under the 'Equal variances assumed' row are used for interpretation. The t-test results show a t-value of 3.899 with 55 degrees of freedom (df) and a two-tailed significance value (Sig. 2-tailed) of 0.000. Since the significance value of 0.000 is less than 0.05 (Sig. < 0.05), 1 it can be concluded that there is a statistically significant difference in the mean scores between the two groups, with the control class scoring lower by 10.733 points than the experimental class.

3.2. Discussion

The findings of this study indicate that the Describing Picture Strategy significantly improved students' overall descriptive speaking performance, as reflected in the higher posttest mean score of the experimental group compared to the control group. This result is

<https://doi.org/10.58421/gehu.v5i1.875> 238 consistent with previous studies highlighting 2 the effectiveness of picture-based instruction in enhancing students' speaking ability [16], [17]. The strategy's effectiveness can be explained by 3 the role of visual stimuli in supporting idea generation and scaffolding during speaking activities. Pictures provide concrete references that 12 help students organize their thoughts, reduce cognitive load, and focus more on language production [13], [15]. As students experienced less difficulty generating ideas, they were able to produce spoken responses more fluently and confidently, which aligns with cognitive processing principles 2 in language learning. In addition, 3 the use of pictures appeared to reduce students' speaking anxiety, a common barrier in EFL classrooms [6]. The visual support helped students feel more secure when expressing ideas, leading to increased participation and greater output during

speaking activities. This finding supports previous research emphasizing the importance of interactive, student-centered learning environments for developing speaking skills [18], [21]. However, several limitations should be acknowledged. First, the use of intact classes may pose a selection threat, as individual random assignment was not possible. Second, the relatively small sample size and short duration of the intervention limit the generalizability of the findings. Third, potential rater bias may have influenced scoring, despite the use of an analytic rubric. Finally, the study was conducted in a single school context, which may not fully represent other EFL settings.

4. CONCLUSION

This study demonstrates that integrating visual-based strategies into speaking instruction can effectively support students' descriptive speaking performance in EFL classrooms. The Describing Picture Strategy provides pedagogical value by facilitating idea generation, reducing cognitive load, and encouraging more active student participation during speaking activities. The findings suggest important implications for English teachers, particularly at the junior high school level, to adopt more interactive and visually supported instructional approaches. However, this study is limited by its quasi-experimental design, sample size, and the scope of its context. Future research is recommended to examine specific variables such as picture complexity, learner autonomy, task format (individual vs. group), and longterm retention of speaking skills over extended periods. This research contributes to the broader EFL teaching community by providing empirical support for the use of simple, accessible visual media to enhance speaking

ACKNOWLEDGEMENTS

D.A.R.H. designed the study, developed the methodology, collected and analyzed the data, and drafted the manuscript. A.K. supervised the research process, validated the results, and provided substantial revisions to the manuscript. M. contributed to the validation of the findings, reviewed the manuscript, and approved the final version. H. contributed to the validation, proposed improvements, and approved the final version. All authors have read and approved the final version of the manuscript.

<https://doi.org/10.58421/gehu.v5i1.875> 239 The authors would like to express their sincere gratitude to SMP Negeri 7 Palu for granting permission to conduct this research. Special thanks are extended to the English teachers and all participating students for their cooperation and active involvement throughout the research process. Their support was instrumental in the successful completion of this study.

REFERENCES [1] Y. Marvilen and R. J. Isu, "Describing Picture Technique in Improving Students' Speaking Skill at the Second Grade of SMP Swasta Taruna Karya Kupang in the school year 2023 / 2024," vol. 7, no. 2, pp. 55–65, 2024. [2] F. S. Faiza and R. E. Irsyad, "Tingkat Kemampuan Berbicara Pemelajar Bipa (Bahasa Indonesia Penutur Asing) Tingkat Pemula Menggunakan Tes Teks Deskripsi," *Tabasa J. Bahasa, Sastra Indones. dan Pengajarannya*, vol. 2, no. 2, pp. 19–38, 2021, doi: 10.22515/tabasa.v2i2.3883. [3] T. Ari Wibowo and N. Nasrullah, "the Effect of Pronunciation Training on English Speaking Skill Among English Non-Native Speakers," *Expo. J. Pendidik. Bhs. Ingg.*, vol. 13, no. 1, pp. 92–100, 2024, doi: 10.26618/exposure.v13i1.10740. [4] J. D. Andika and Y. Yulia, "Tantangan dan Strategi Pembelajaran Bahasa Inggris dalam Implementasi Kurikulum Merdeka di Sekolah Menengah Indonesia Pendidikan Bahasa Inggris, Universitas Negeri Yogyakarta, Indonesia Challenges and Strategies in English Language Learning within the Emancipated Curriculum Implementation in Indonesian Secondary Schools," vol. 5, no. 5, pp. 1417–1433, 2025. [5] C. I. Meutia, F. Wiandari, A. H. Husaini, P. Pendidikan, and B. Inggris, "Problematika Non-Linguistik Siswa Dalam," vol. 7, no. 2, 2020. [6] S. Wahyuni, U. Bina, and B. Getsempena, "P-ISSN Jurnal Ilmiah Mahasiswa AN ANALYSIS OF STUDENTS DIFFICULTIES IN SPEAKING," vol. 2, no. 1, 2021. [7] S. Arna, "Peningkatan keterampilan berbicara siswa melalui media Big Book siswa kelas I MI pada pembelajaran bahasa Indonesia," 2022, Universitas Islam Negeri Maulana Malik Ibrahim. [8] N. Saragih and E. J. Gultom, "The Effectiveness of Using Picture Strategy in Improving Speaking Ability At The Second Grade Of SMA Negeri 3 Pematangsiantar," *Biling. J. Pendidik. Bhs. Ingg.*, vol. 4, no. 1, pp. 18–23, 2022, doi: 10.36985/jbl.v4i1.377. [9] J. Jrpp, V. Nomor, and M. Rofiki, "Jurnal Review Pendidikan dan Pengajaran (JRPP) Jurnal

Review Pendidikan dan Pengajaran (JRPP),” vol. 3, pp. 336–342, 2020. [10] P. Dasar, “Pendidikan Dasar dan Keguruan,” vol. 8, no. 2, pp. 82–91, 2023. [11] E. Education and L. Vol, “PERFORMANCE: Journal of English Education and Literature Vol. 3, No. 2, p. 227–238,” vol. 3, no. 2, pp. 227–238, 2023. [12] A. P. Aqila, “TBLT Strategies on Student s’ Speaking Achievement : An Experimental Study,” vol. 11, no. 2, pp. 185–197, 2025. [13] H. D. Indriyaningrum, M. Q. Tobba, and L. Wuryandari, “Efektivitas Penggunaan Media Visual dalam Pembelajaran Bahasa Inggris di Sekolah Menengah Pertama,” vol. 2, no. 2, 2022. [14] A. Badriyah and Z. Zaitun, “Meningkatkan Kemampuan Berbicara Bahasa Inggris Peserta Didik Kelas VII SMP Labschool FIP UMJ pada Materi Describing People dengan Menggunakan Media Kreatif,” Semnasfip, pp. 2310–2318, 2024. [15] Z. Mo, “The Effect of Visual Stimuli on L2 Acquisition,” vol. 0, pp. 221–228, 2023, doi: 10.54254/2753-7048/33/20231754. [16] A. Anggun, N. Sari, and Z. Nufus, “Proceedings STAI RAKHA Amuntai The 1,” no. 2004, pp. 169– 180, 2022. [17] M. I. Yasin, M. H. Fikri, W. Sudrajad, and A. Syakur, “Improving Students Speaking Ability Through Picture at Junior High School,” vol. 1, no. 1, 2024. [18] K. K. T. Murtiningsih, N. A. Pebriano, and N. A. Aflahah, “eilmuan dan,” pp. 59–65, 2023, doi: 10.23917/jkk.v2i1.59. [19] J. Karya et al., “Jurnal Karya Ilmiah Mahasiswa (Kima) Pusat Penerbitan & Publikasi Ilmiah (P3i) Fakultas Sastra UMI. <https://jurnal.fs.umi.ac.id/index.php/KIMA/issue/view/12>,” vol. 2, no. 2, pp. 311–318, 2023. [20] D. Satria, K. Berbahasa, P. Didik, P. Bahasa, and S. Pembelajaran, “Keterampilan Berbicara Sebagai Kunci Utama dalam Kemampuan Berbahasa Peserta Didik di Sekolah,” vol. 1, no. 3, pp. 1–9, 2025. [21] F. Al Fauzi, A. Saputri, and R. Sabartono, “The Students’ Perception Of Using Visual Literacy In English Language Learning : A Descriptive Study,” vol. 06, no. 02, pp. 212–220, 2024.

<https://doi.org/10.58421/gehu.v5i1.875> 240 [22] D. F. Berlianti, A. Al Abid, and A. C. Ruby, “Metode Penelitian Kuantitatif Pendekatan Ilmiah untuk Analisis Data,” J. Rev. Pendidik. dan Pengajaran, vol. 7, no. 3, pp. 1861–1864, 2024. [23] S. Widodo et al., “Buku ajar metode penelitian,” 2023, CV science techno direct. [24] M. A. Adeoye, “Review

of sampling techniques for education,” ASEAN J. Sci. Educ., vol. 2, no. 2, pp. 87–94, 2023, [Online]. Available: <https://ejournal.bumipublikasinusantara.id/index.php/ajsed> [25] U. Syahidah and F. Umasugi, “A DESIGN OF SPEAKING ASSESSMENT RUBRIC,” vol. 10, no. May, pp. 31–46, 2021.

Sources

1	https://www.researchgate.net/publication/395428663_Reading_Frequency_and_Literal_Comprehension_A_Study_of_Eighth_Grade_Students_in_Palu INTERNET 7%
2	https://www.researchgate.net/publication/384090818_Communicative_Competence_in_English_Among_Junior_High_School_Students INTERNET 4%
3	https://www.researchgate.net/publication/373074931_Utilizing_the_Picture_Describing_Strategy_for_Enhancing_Speaking_Skills_in_Teaching INTERNET 4%
4	https://statistics.laerd.com/statistical-guides/independent-t-test-statistical-guide.php INTERNET 2%
5	https://psychology.town/research-methods/control-group-design-experimental-research/ INTERNET 1%
6	https://www.researchgate.net/publication/380331244_Tantangan_Implementasi_Kurikulum_Merdeka_di_Sekolah_Dasar_Systematic_Literature_Review INTERNET 1%
7	https://repository.uinjkt.ac.id/dspace/handle/123456789/59386 INTERNET <1%
8	https://repository.unhas.ac.id/id/eprint/11198/1/8528-Article_Text-16716-1-10-20210520 (3) (1).pdf INTERNET <1%
9	https://internationalleiden.com/itehj/article/download/122/120/463 INTERNET <1%
10	https://paperity.org/p/321378869/the-effect-of-pronunciation-training-on-english-speaking-skill-among-english-non-native INTERNET <1%
11	https://pmc.ncbi.nlm.nih.gov/articles/PMC11741180/ INTERNET <1%
12	https://www.stayingcoolinthelibrary.us/graphic-organizers-for-students/ INTERNET <1%

EXCLUDE CUSTOM MATCHES OFF

EXCLUDE QUOTES OFF

EXCLUDE BIBLIOGRAPHY

ON