

**USING PICTURE-CUED TASK TO ASSESS  
STUDENTS' SPEAKING ABILITY ORALLY IN JUNIOR  
HIGH SCHOOL**

**PAPER**

*Submitted as a Partial Fulfillment of the Requirements to Obtain Strata One  
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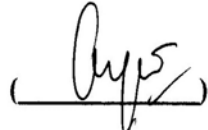
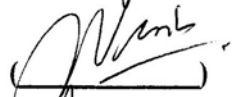
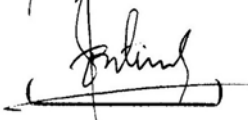
**HALAMAN PENGESAHAN LULUS UJIAN MAKALAH**

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**Using Picture-Cued Task to Assess Students' Speaking Ability Orally  
in Junior High School**

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## ABSTRAK

**Femiwati. 2011. *Using Picture-Cued Task to Assess Students' Speaking Ability Orally in Junior High School*. Makalah. Padang. Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

Penilaian yang dilakukan guru terhadap siswa dalam keterampilan berbicara di tingkat SMP seringkali dilaksanakan dalam bentuk ujian tertulis (*written form*). Padahal untuk melihat kemampuan siswa dalam berbicara hendaknya penilaian dilakukan secara lisan. Pada umumnya guru beranggapan bahwa penilaian berbicara dilakukan secara lisan sulit dilakukan dan membutuhkan banyak waktu. Dalam hal ini, guru dituntut untuk menemukan cara yang tepat dalam menilai siswa pada keterampilan berbicara. Hal ini sangat penting untuk dilakukan agar dapat mengukur kemampuan siswa dalam penguasaan keterampilan berbicara. Dalam makalah ini, penulis mencoba membahas salah satu teknik dalam penilaian berbicara yaitu "*Picture-cued task*". Teknik ini menggunakan gambar dan pertanyaan mengenai gambar tersebut sebagai penuntun bagi siswa dalam berbicara. Dalam penggunaan "*Picture-Cued Task*", guru terlebih dahulu membuat beberapa persiapan (*preparation*) dan berikutnya prosedur (*procedure*) menggunakan "*Picture-Cued Task*" dalam ujian berbicara. Sistem penilaian (*scoring*) dan umpan balik (*feedback*) tentang kemampuan siswa yang diuji juga penting dalam penilaian. Penggunaan "*Picture-Cued Task*" sangat menarik karena menggunakan gambar. Dengan penggunaan "*Picture-Cued Task*" diharapkan mampu memberi penilaian yang objektif tentang kemampuan berbicara siswa.

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Femiwati

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## **CHAPTER 1 INTRODUCTION**

### **1.1 Background of the Problem**

Assessing is one of important elements in teaching and learning process. It functions to measure students' ability in each skill that has been taught during teaching and learning process. In the process of learning, teachers need to know how well the students master the language skills. In order to do that, the teachers observe students' improvement in language by assessing them in four skills (listening, speaking, reading and writing).

Speaking is one of skills that have to be assessed by the teachers in English classroom. This activity is important to evaluate whether the goal and objectives of teaching and learning process has been achieved or not. Furthermore, assessing speaking can help teachers to know the component of speaking which had been acquired by students. Considering the important of assessing speaking, the teachers in Junior High School should conduct an appropriate assessment to measure students' ability in speaking skill.

However, based on the writer's experience during practice teaching, observation and informal interview during the practice teaching in Junior High School it was found that the teachers still have problems with speaking assessment in language classroom. The first problem that was found is that some of the teachers tend to measure students' ability in speaking by using written format test. This kind of the test is not available to observe how the students produce the language orally. As the result, this technique is not appropriate to

measure students' gesture, facial expression, intonation, fluency and accuracy in producing oral language. The second problem which was found during the observation that was faced by teachers in assessing speaking is time consuming. Speaking is an interactive task that happens in the real time, so it needs more time for the teachers to assess students speaking ability in group or individually in the classroom.

Beside the two problems elaborated previously, the last problem faced by teachers is that the teachers are lack of knowledge about the techniques that can be used to assess students speaking. Moreover, it was still found that teachers considered written test as the only way to measure students' ability in speaking. Ideally, assessing students' ability in speaking should be based on students' performance in using the language in teaching and learning process. In these cases, the teachers at junior high school should be able to find out the technique which can be applied in the classroom to assess students' speaking ability. As a result, the teachers can evaluate and obtain the information about the students' improvement in speaking skill.

One of the effective ways in assessing speaking at junior high school is by using Picture-Cued task in the classroom. In this technique, the teachers show pictures to the students and the students will be asked to identify certain information about the pictures. Through learning about the picture and answering some questions which are related to the picture, it can help the students to activate their thinking in producing oral language. In addition, it is an interesting way to elicit oral language performance in speaking skills. Due to that reason, this paper

is aimed at discussing using Picture-Cued task to assess junior high school students' speaking ability.

### **1.2 Identification of the Problem**

Based on the previous explanation, some problems appear in assessing speaking in language classroom. The first problem is some of the teachers just use written form of the test to assess students' speaking skill. Using the written form in assessing speaking does not give information to the teachers about the students' ability in producing speech. In fact, it is not effective way to measure student's ability in producing oral language. The second problem is the teachers have limited time to do speaking assessment. The third problem that is the teachers have lack knowledge about the variation of techniques which is used to assess students' speaking. All of these problems occur in assessing speaking in the language classroom.

### **1.3 Limitation of the Problem**

Among those problems previously mentioned in the identification of the problem, the writer focuses only on the tendency of the teachers in using written form to assess Junior High School students' ability in speaking. In order to solve the problem which is faced by the teachers related to written form test in assessing speaking ability, this paper focuses on oral form test by using picture-cued task to assess students' speaking.

#### **1.4 Formulation of the Problem**

The problem can be formulated as follow “how do the teachers use Picture-Cued Task in assessing junior high school students’ speaking ability orally?”

#### **1.5 Purpose of the Paper**

The purpose of this paper is to explain how the teachers use Picture-Cued Task in assessing Junior High School students’ speaking ability.

#### **1.6 Significance of the Paper**

It is expected that this technique can be used as an additional alternative for the teachers in assessing students in learning process. In addition, this paper is expected to contribute for the improvement in education field.