



ISRG PUBLISHERS

Abbreviated Key Title: ISRG J Surg.

Journal homepage: <https://isrgpublishers.com/isrgjs/>

Volume – I Issue -I (January- February) 2026

Frequency: Bimonthly



The Effect of Using Visual Prompts (Picture Cards) on Improving Speech Fluency and Student Confidence in English Lessons

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| **Received:** 25.12.2026 | **Accepted:** 10.01.2026 | **Published:** 20.01.2026

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Abstract

This study examines the effect of visual prompts (picture cards) on the fluency and confidence of seventh-grade students at Nurum Musthofa Junior High School. Speaking is an important aspect of English language learning, but many students find it difficult to speak English due to a lack of confidence. Therefore, visual prompts help students speak English more fluently and increase their confidence. This quantitative study aims to analyze the use of visual prompts (picture cards) on students' fluency and confidence. Visual prompts can help students generate ideas, process them into English, and speak fluently without pauses. The method used by the researcher is quasi-experimental. The population of this study was seventh-grade students at Nurul Musthofa Junior High School. The data were analyzed using MANOVA, and the results showed that the use of visual prompts had a significant effect on students' fluency and confidence. Visual prompts are very effective for classroom learning, especially in English lessons.

Keywords: Speaking, Fluency, Self-Confidence, Visual Prompt

I. INTRODUCTION

English language proficiency is a core competency in teaching English as a foreign language (EFL). As times change, learning has become more modern, and so has speaking, which initially focused on grammatical accuracy but has shifted towards fluency, i.e., the ability to communicate smoothly, without excessive pauses and with a natural flow (Harmer, 2007). However, many students experience challenges related to low self-confidence or foreign language anxiety (Horwitz et al 1986) and experience pauses when speaking English, sometimes caused by fear of making mistakes when speaking. These challenges hinder students from speaking spontaneously (Harmer 2007). Therefore, this study will discuss the use of visual prompts

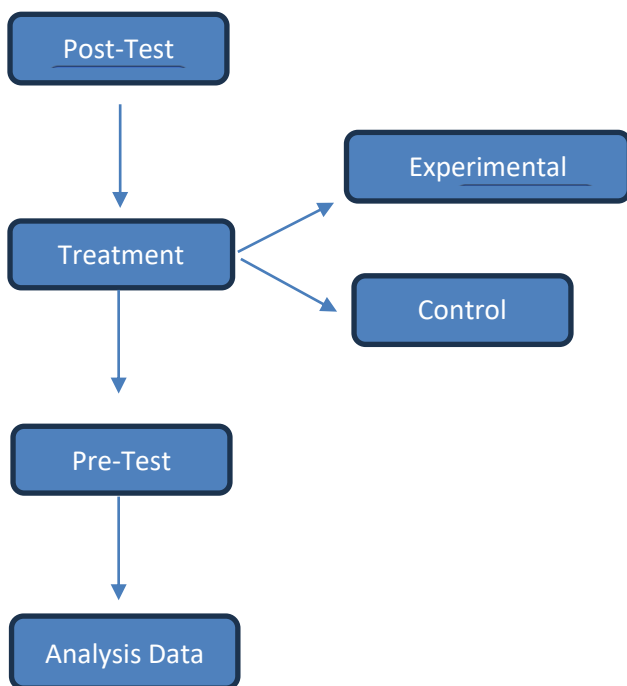
(picture cards) as one solution to overcome these challenges. In theory, visual prompts function as scaffolding that can trigger ideas. Therefore, students can focus on the activity and what they want to convey because they are supported by clear tools. Visual prompts also help students reduce anxiety when they want to speak, which affects their vocabulary production when conveying their ideas.

II. METHODS

This study used a quasi-experimental design, namely the Pre-Test Post-Test Control Group Design model. The population for this

study was all seventh-grade students at Nurul Musthofa Junior High School. The sample involved 40 students divided into two groups of 20 students each, using purposive sampling. The instruments used in this study were a fluency rubric to assess speaking performance and a Likert scale questionnaire to measure students' confidence levels. To analyze the data, we used Multivariate Analysis of Variance (MANOVA) is used to test the effects of fluency and confidence simultaneously.

The research was conducted in four stages: pre-test, treatment, post-test, and data analysis. In the pre-test stage, 40 students were given a pre-test on fluency and a self-confidence questionnaire. After that, the 40 students will be divided into two groups, each of which will be given different treatments during six meetings. The experimental group will be given treatment using visual prompts, while the control group will be given standard teaching treatment (without using visual prompts). After the treatment stage is carried out, the 40 students will be given a post-test on speaking fluency and the same self-confidence questionnaire. After all steps are completed, the final step is to analyze the data obtained using Box's M Test to test the prerequisites (normality and homogeneity of variance-covariance) and then analyze it using multivariate analysis of variance (MANOVA) to test the hypotheses simultaneously.



III. RESULT AND DISCUSSION

RESULT

This section presents the results of research on the effect of using visual prompts (picture cards) on students' fluency and self-confidence in English language learning. These results were obtained from data analysis conducted in stages, beginning with a prerequisite test to ensure that the data met the necessary statistical assumptions. After

After obtaining the results of the prerequisite test, we proceeded with the main hypothesis test using MANOVA (Multivariate Analysis of Variance) to determine the extent to which the treatment given to the two dependent variables had an effect.

Box's M Test is a test conducted to ensure that the level of data dispersion and the relationship between test results in each group are more or less the same. Simply put, the way the data is dispersed and interrelated in group A is the same as in group B. This test is also known as a very sensitive test because if there is a problem (significant results), it will be very noticeable. The Box's M Test results are considered significant if $p < 0.05$ or $p < 0.001$. This test is also commonly referred to as the Variance-Covariance Matrix Homogeneity Prerequisite Test.

Table 1. Result of Box's M Test

Uji	Nilai Box's M	Nilai F	Df 1	Df 2	Sig.
Box'M	150.315	1.218	78	23307.781	.074

Table 1 shows that the significance value is .074, which is greater than the threshold of 0.001. The conclusion is that the data has a homogeneous variance-covariance matrix. This is a prerequisite for proceeding to the MANOVA test.

A MANOVA test was conducted to determine whether the use of visual prompts (picture cards) had a significant effect on students' fluency and self-confidence.

Table 2. Multivariate Tests of Significance

Source of variations	Wilk's Lambda	Approx. F	Hypothesis df	Error df	Sig. of F (p)
Basic methods (Treatment)	0.138	34.436	2.00	11.00	0.000
Visual Prompt (Disability)	0.255	5.386	4.00	22.00	0.004
Interaction (methods x stimulus)	0.908	0.272	4.00	22.00	0.893

The results in Table 2 show that the use of visual prompts had a significant effect on fluency and confidence ($F = 5.386$, $p = 0.004$). Because the effect of visual prompts was significant, the test could proceed to the univariate test.

Univariate test (ANOVA) This is a follow-up test after the MANOVA test results are declared significant. This test is conducted to determine which dependent variables are individually influenced by visual prompts.

Source of variation s	Dependent variabels	Type III SS	D F	Mean Square	F	Sig.(p)
Visual Prompt	Fluency	520.778	2	260.389	5.744	0.018
Visual Prompt	Self-Confidence	1126.778	2	563.389	12.535	0.001
Interaction	Fluency	2.111	2	1.056	0.023	0.977

Interacti on	Self- Confiden ce	52.778	2	26.389	0.587	0.571
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The results in Table 3 confirm that fluency is influenced by visual prompts ($p = 0.018 < 0.05$). Similarly, confidence is also influenced by visual prompts ($p = 0.001 < 0.01$).

DISCUSSION

From the test results I have obtained, it can be concluded that

1. Visual prompts are effective in promoting fluency in speaking.

The results above emphasize that visual prompts are essential for overcoming a lack of ideas when students speak. Picture cards provide ideas that allow students to instantly generate ideas and produce language, which promotes fluency in speaking and reduces irrelevant pauses.

2. Visual prompts are effective for boosting confidence

The results of the above data show that visual prompts can be a psychological tool to reduce fear of running out of words and uncertainty in communication. This has an impact on the pauses when students speak and increases their confidence when speaking.

IV. CONCLUSION

The conclusion of this study is that the use of visual prompts affects students' fluency and confidence, especially in English lessons. The data shows that flashcards are an effective and efficient tool for supporting fluency and reducing speaking anxiety. Therefore, the use of visual prompts is recommended for various speaking activities in the classroom, such as role-playing, storytelling, or discussions, as an interesting and effective learning strategy to improve fluency and reduce student anxiety.

For further research, it is recommended to take a larger sample to see whether the effect of visual prompts on improving student fluency is consistent or not. In addition, researchers can also add other variables such as accuracy or motivation and use more in-depth instruments such as interviews, classroom observations, or video recordings to provide a more detailed picture of the process of improving students' speaking fluency and confidence and to provide practical contributions to teachers so that speaking learning can be more interesting and effective.

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