

**THE INFLUENCE OF PICTURE SERIES STRATEGY AND  
MOTIVATION ON SPEAKING ACHIEVEMENT AT THE ELEVENTH  
GRADE STUDENTS` OF SMK NEGERI 6 PALEMBANG**

**A Thesis by**

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**English Education Study Program**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**UNIVERSITY OF TRIDINANTI 2023**

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## PERNYATAAN

Saya menyatakan dengan sebenarnya bahwa seluruh data, informasi dan interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penilaian, pengelolaan serta pemikiran saya dari pegarahan pembimbing yang ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan unsur-unsur jiplakan, Saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S- 1) dibatalkan. Serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 tahun 2003. Pasal 25 ayat 2 dan pasal 70.

Palembang, September 2023

Mahasiswa,



Lomi Syaputra

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## ABSTRACT

This study was aimed to found out: (1) whether or not there was significant difference on speaking achievement between the students who were taught by using picture series strategy and those who were taught by using lecturer strategy, (2) whether or not there was significant difference on speaking achievement between motivated students` and unmotivated students`, (3) whether or not there was an influence of interaction between picture series and motivation on speaking achievement. Experimental research was used in this research. There was 60 students as sample, 30 students for experimental group and 30 students for control group. The sample was taken by using purposive sampling. Method of this research used quantitative with factorial design approach, the data were collected by using speaking test and questionnaire. To verify the hypotheses, the data were analyzed by using paired sample t-test, independent sample t-test, and two way ANOVA. Based on the data analysis, there is significant difference on speaking achievement. It was proved by the result of paired t-test with t obtained (-13.950 ) was lower than t- table (1.697 ) and the significant value (0.000) was lower than a (0.05). It indicated that students' speaking achievement was improved. Also, it was proved by the result of independent sample t-test with t obtained (4,516 ) was higher than t- table (1.697 ) and the significant value (0.000) was lower than a (0.05). It indicated that students' speaking achievement was improved. In addition, the result of two way ANOVA showed that A significant value was obtained of  $0.003 < 0.05$ , so it could be concluded that there was a difference in students' speaking achievement between the experimental group and the control group. A significant value was obtained of  $0.010 < 0.05$ , so it could be concluded that there was a difference in speaking achievement between students who had motivation and unmotivation. A significant value of  $0.355 > 0.05$  was obtained, so it could be concluded that there was no interaction between learning methods and student motivation towards speaking achievement.

*Keywords: picture series, motivation, speaking achievement.*



# **CHAPTER I**

## **INTRODUCTION**

This chapter presents (1) background, (2) problems of research, (3) limitation of the problems, (4) formulations of the problems, (5) objectives of the research, and (6) significance of the research

### **1. Background of the Research**

English is an international language in Indonesia. English is taught as a foreign language (Gunantar. 2016). It is becoming a global means of communication in various fields, such as economics, education, social, and cultural. We really need to learn and understand the structure of grammar, semantic, phonemes and others (Lee, et al., 2019). Basically, there are four skills required in English teaching learning program (Solikhah, et al., 2019). These skills cannot stand alone without English language aspects such as vocabulary, pronunciation and grammar. To learn English, students should be able to use appropriate basic structural patterns and master grammar and vocabulary. Grammar is an important aspect for forming words and building English sentences (Abdullayeva, 2021). Moreover, English has also been incorporated into education.

Teaching and learning English includes teaching four skills such as listening, speaking, reading and writing. The four skills can be divided into receptive and productive skills. Productive skills are speaking and writing while

receptive skills are listening and reading. As a productive skill, speaking is the process of the human communication. To most people, mastering the art of speaking is the single most important aspect of learning a foreign language (Septa, 2020).

Teaching speaking aims to give basic knowledge for the students to be able to communicate with others. The mastery of speaking skills in English is a priority for many foreign-language learners (Farabi, et al., 2017). Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the base of how much they feel they have improved in their spoken language proficiency. It means that speaking becomes the most important skill to be mastered in English a foreign language (Kamal, et al., 2021).

Definition of motivation according to Estliden in Pintrich and schunk (2002) in (Ningrum, 2021) stated that the term motivation comes from the latin verb "movere" which means "to move". The idea of movement is reflected in common ideas about motivation as being something that gets people going, keep people going and makes people finish tasks that people have been connected to inner for forces, enduring traits, sets of beliefs and effects and to behavioural responses to stimuli "The motivation will influence to the students' achievement in learning material" (Ningrum, 2021). Further, (Rizki, 2013) stated that the motivation will influence to the student's achievement in learning material. Therefore, the teacher should decide how to motivate students` and how to make students interest in teaching and learning process.

Although speaking skill is very important in foreign language learning, most of students still have difficulties in speaking process. The students have problems in English lesson especially in speaking skill (Paneerselvam, et al., 2019). They have not good pronunciation, lack of vocabulary mastery and are tied with grammar. Also, students tend to feel not confident about speaking a foreign language and they are afraid of making a mistake. The students' reticence could be attributed to five factors: (1) the students' low English Proficiency; (2) the students' fear of mistakes and the derivation they thought they would face as a result; (3) the teachers' intolerance of silence; (4) the teachers' uneven allocation of turns; and (5) incomprehensible input from the teachers (Sari, 2017). The last three points seem the teachers themselves create conditions that contributed to students' reticence. So, teachers have to come up with the approach for dealing with the students' reticence. In addition, to solve those problems, there are so many teaching media to help the teacher deliver the materials or to make the students easily get the concepts of the material. The use of media allows students to be involved in the teaching and learning process (Eady, et al., 2013). Some the media that might help them to deliver the material are song, picture, rhyme, models and puppets.

Instructional media can help the teachers and students to create a fun learning environment in the class (Fatimah, et al., 2017). Instructional media are various components in learners' environment which support the learners learn. This statement is definitely suitable with the theories from Brown (2004) who states that media establish conditions which enable the learners to acquire

knowledge, skills, and attitude. Media are tools for teacher to facilitate the instruction (Akrim, 2018).

Education media, including physical equipment, can be used to deliver the materials to the students which can make an effective learning environment (Zhang, et al., 2020). In modern era, the media has various kinds of forms and sizes. There are many kinds of media that are used in many purposes of teaching. Some teachers may be able to buy them, or they will need to make them (Delima, 2018). Make a media will give the teachers the opportunity to use local available material and to provide exactly the kinds of media that will benefit the students.

Media make the learning English become enjoyable and students feel fun in the class, so it can make the students feel excited to join the learning English process. The use of real object such as picture series strategy can help the teacher to teach the meaning of word and to stimulate the students' activity in speaking (Murni, 2018). Pictures series as a sequence of pictures which shows several actions in order to meet the teaching needs (Aris saputra, 2020). There are some reasons that picture series can help the students learning process. First, pictures are visual media, which are easy and do not need much money to get. Second, pictures are attracting, it will be able to evoke the students' imagination (Sa'diyah, 2010).

Pictures are often used to present situations to help students work with grammar and vocabulary (Suban, 2021). Based on this statement, it is clearly stated that pictures help the students easily to get information, and helps the

students work with grammar and vocabulary. Moreover, picture series can be used in the English learning and teaching since it helps students comprehend the text, get information easily and helps students toward working with grammar and vocabulary (Abdelrady, 2022).

Also, some benefits of using picture series in the teaching process were) pictures could motivate students to spoke or wrote 2) pictures could create a context within which the students' response will have meaning. 3) they could provide the students with information to use in controlled practice work. Pictures could show actions, events. 4) objects and relationship can cue answers to questions, substitutions, and sentence completion. 5) pictures could sponsor, stimulate, and possibly guide spoken and written description, narration, and dialogue. 6) they can offer information for free speaking. "Free" means in the sense of the teacher offering no language guidance or restriction (Zahra, 2014).

Some previous researches that similar with this research found in "Improving the Speaking Skills by Using Picture Series grade eighth of MTs Wahid Hasyim Yogyakarta in academic year of 2013/2014." After running a picture series, students' mean scores increased in terms of accuracy (Malichah, 2014). Also, in "The Effect of Using "Find the Differences" Picture on Students' Speaking Achievement of MTs Ma'arif Balong Ponorogo in academic year 2016/2017 ". Result of this research were significant difference to the students' speaking achievement before and after using "Find the Differences in Picture Series" "(Tri, 2017). Then, in "The Students' Motivation in Learning English Vocabulary by Picture Series in first grade at SMK Negeri 1 Sungai Loban". The

result of this research by questionnaires, the researcher's interpretation was high for each point intrinsic, and motivation in learning English vocabulary by series picture was good and had high (Ningrum, 2021). Based on previous research, the researcher strongly believes that the use of picture series can give significant influence and significant motivation students` on speaking and increase the students` score because this strategy has been widely used by previous researchers and was successful. Based on previous research, the researcher was interested in doing a research entitled “The Influence of Picture Series Strategy and Motivation on Speaking Achievement at the Eleventh Grade of SMK Negeri 6 Palembang”.

### **1.1 Limitation of the Research**

The problem of this research focuses on teaching students` motivation and speaking achievement by the influence of picture series strategy at SMK Negeri 6 Palembang in the academic year of 2023/2024.

### **1.2 Formulation of the Problems**

Based on the problem`s limitations, the problems of this research were as follows:

1. Was there any significant difference on speaking achievement between the students who were taught by using picture series strategy and those who were taught by using lecturing` strategy?
2. Was there any significant difference on speaking achievement between motivated students and unmotivated students?

3. Was there any influence of interaction between picture series and motivation on speaking achievement?

### **1.3 Objective of the Research**

Based on the problem's limitation and the problems of this research, objective of the research were as follows:

1. To find out whether or not there was significant difference on speaking achievement between the students who were taught by using picture series strategy and those who were taught by using lecturing strategy.
2. To find out whether or not there was significant difference on speaking achievement between motivated and unmotivated students`.
3. To find out whether or not there was influence of interaction between picture series and motivation on speaking achievement.

### **1.4 The Significance of the Research**

The researcher hopes that this research would be usefull for students, teachers, researchers, and other readers.

#### **1) The teacher**

This research was highly expected to give contribution for teachers, especially of English teachers in SMK Negeri 6 Palembang to be their alternative ways or a main way in giving motivation and teaching speaking for getting a speaking achievement by influencing of picture series strategy. This method easier to make students` in speaking activity such as in speaking daily activity.

2) The students

This method also expected the students of eleventh grade at SMK Negeri 6 Palembang can apply their ability to speak English by using the influence of picture series. This strategy or method easy to understand because a picture makes students` more interesting.

3) The researcher

The researcher knows how the effect of picture series as a strategy or method to motivate students to speak and increase students speaking achievement. Otherwise, the researcher knows the benefit this strategy to optimally. Then, the researcher got a lot of experience during giving motivation and teaching speaking achievement using picture series strategy.

4) The reader

This research also expected to give contribution and can be beneficial for readers, especially for students of English Education program at university of Tridinanti as a reference if they want to be making a research using picture series strategy.

5) The other researchers

It wa expected that the result of this research can help and useful for the other researchers, especially who conducted the research with the same subject and also it could be a reference to other researchers.



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