

## **PICTURE SERIES STRATEGY AND MOTIVATION IN ELEVENTH GRADE SPEAKING ACHIEVEMENT: AN EXPERIMENTAL RESEARCH DESIGN**

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### **ABSTRACT**

Despite the fact that speaking proficiency is essential for learning a foreign language, the majority of students struggle with it. This research set intended to discover: (1) whether or not students who trained to use the picture sequence approach and those who studied the presenting strategy had significantly different speaking abilities, (2) whether or not there was motivated and uninspired students perform significantly differently in speaking tasks, (3) whether or not there was the interact of picture series and motivation on speaking achievement. There were 60 students as sample and used purposive sampling, quantitative with factorial design approach, the information was gathered utilizing a speaking test and a questionnaire, paired sample t-test, independent sample t-test, and two-way ANOVA. Results, there is a big gap in speaking ability. 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  $0.003 < 0.05$ , that there was a difference between experimental group and the control group's speaking proficiency among students was motivated and uninspired. A significant value was obtained of  $0.010 < 0.05$ , Consequently, it could be said that there was a difference in speaking achievement between students who were motivated and those who weren't. A significant value of  $0.355 > 0.05$  was obtained, so it could be concluded there was no interact between learning methods and student motivation towards speaking achievement.

### **Introduction**

English is widely spoken in Indonesia. Foreign language classes are offered in English (Gunantar, 2016). This is becoming a worldwide media on many varieties of industries, for example education, society, culture, and the economy. Training and education the four abilities of speaking, listening, reading, and writing are all taught in English classes. These four abilities can be further broken down into receptive and productive talents. While listening and reading are instances of receptive skills, speaking and writing are examples of productive abilities. As a practical ability, speaking is the

process of human communication. For most individuals, developing their speaking abilities is the most crucial component of learning a foreign language. (Septa, 2020). This means that speaking becomes the key to learning English as a foreign language. (Kamal et al., 2021).

Even though speaking proficiency is crucial for learning a foreign language, the majority of students still struggle with speaking. During English lessons, students struggle, especially with their speaking abilities. (Paneerselvam et al., 2019). They have poor pronunciation, lack mastery of vocabulary, and are bound by grammar. In addition, students tend to feel uncomfortable when speaking a foreign language and afraid of making mistakes. Students' reluctance may be due to five elements (1) Low English proficiency among pupils; (2) Students are afraid of the mistakes and deviations they anticipate making; (3) do not accept the teacher's silence; (4) uneven distribution of teacher visits; and (5) confusing comments from teachers (Sari, 2017). Teachers helped to establish the circumstances that led to pupils' reserve. Teachers must thus devise a strategy for handling the pupils' reluctance. Additionally, there are several teaching aids available to help teachers present the content or help students understand the concepts of the course material more readily in order to address these issues. Students can participate in the teaching and learning process by using media (Eady et al., 2013). Song, image, rhyme, models, and puppets are a few examples of the media that might assist them in delivering the message.

Also, to provide the students with the elements that may create a productive learning environment, educational media, including physical equipment, can be employed (Zhang et al., 2020). The media nowadays comes in a variety of shapes and sizes. There are several media types that are employed for educational reasons. Some educators might be able to purchase them, while others will have to make their own (Delima, 2018). The ability to use locally accessible resources and to supply precisely the sorts of media that will assist the kids will be provided by making a media to the instructors. One of a media that can impact students is images. Images are frequently used to create scenarios in order to introduce grammar and vocabulary to pupils. (Suban, 2021). Based on this statement, it can be clearly stated that images help students absorb information easily and help them become familiar with grammar and vocabulary. Additionally, picture sets can be used in learning and teaching English because they help students understand text, easily absorb information, and work with grammar and vocabulary (Abdelrady, 2022).

Furthermore, some of the advantages of using picture series in teaching learning processes were as follows. 1) Well-chosen picture matter. A good picture has a story that is easy to understand as a stimulus and doesn't need to be written (Ekarista, 2018). 2) Voice samples from different learners can be directly compared because they are based on the same images and tell virtually the same story. This makes it easy to assess which learners are communicating best (Pratiwi, 2016). 3) At the same time, the words that learners use

are not completely fixed, and there are still many opportunities for personal expression and interpretation (Saefurraman, 2022). In contrast, he also stated that the disadvantages of using picture series in teaching learning processes were as follows: 1) With visual stimuli, learners risk losing the meaning of the illustrated narrative for personal and cultural reasons. 2) If the vocabulary was not shown in the diagram, the learner who knows only the names of two or three important items has a great advantage over those who do not. 3) Suitable manga stories were hard to find and hard to draw by amateurs.

Achievement is having or achieving something through effort and achieving something (Benawa, 2018). It clearly identifies that success is the result of human efforts or activities. Success is probably the result of the interaction between many different factors made possible through the academic effort to achieve it. According to Estliden in Pintrich and schunk, "motivation is the process by which goal-directed activity is promoted and sustained" (Sarila, 2020). "Motivation is a type of internal force that drives someone to work to achieve something." (Ningrum, 2021).

Based on some previous research, the research by (Ningrum, 2021) is titled "Motivation to learn English vocabulary through a series of pictures of students in grade 1 at SMK Negeri 1 Sungai Loban school". The previous research discovered students' motivation to learn vocabulary through a series of images, while this research will detect students' motivation to learn English. students through a set of images. On the other hand, previous research and this research have some similarities. Both researchers used quantitative research to investigate English vocabulary learning motivation and speaking motivation using students' picture sets, and both used descriptive questionnaire research with students. to find out to what extent students are motivated to learn English vocabulary and speak using a series of pictures. Additionally, both used research that focuses on counting items and deciphering the patterns that appear as a result of those counts is referred to as quantitative research. Based on previous research, the researchers strongly believe that using a series of pictures can bring significant influence and motivation to speaking students and increase their scores as this strategy has been used by previous researchers. widely used and successful.

Furthermore, based on the writer's observations while studying English at SMK Negeri 6 Palembang, researchers that some students are shy and afraid of speaking English. English teachers confirm that 11th grade students in the 2023/2024 school year are really losing interest. Therefore, considering the previous context, the researchers was interested in conducting research titled "Picture Series Strategy and Motivation in Eleventh Grade Speaking Achievement: An Experimental Research Design".

## Method

This research used experimental research. Empirical research identifies when you use it, evaluate its key characteristics, and progress through these stages of design implementation and evaluation. Experimental research is an idea (or practice or procedure) to see if it works. Affects the outcome or dependent variable. First, decide which idea to use. "Test" and let people test it (and have some people test it). Identify who tested an idea (or practice or process). Some results show better performance than others (Rashid et al., 2019). In this research, the researchers used three variables: the moderator variable, the dependent variable, and the independent variable. The unrelated factor in this research was the effect of image sequence strategy. Next, achievement is the dependent variable in this research. A moderated variable on this research was motivation.

A population is a group of individuals with the same characteristics, the research subjects include Eleventh grade students of SMK Negeri 6 Palembang. (Gianfrancesco et al., 2020). A non-random approach called purposive sampling does not need underlying theories or a set number of participants. The researchers decide what information is necessary and start seeking for sources of expertise or experience who are able and willing to share that information. (Etikan et al., 2016 & Creswell, 2012). In this case, the class chosen was the hotel class for the test group, as this expertise typically responds to the image sequence method. This research had 13 classes; each class had from 20 to 35 students. To sample, the researchers chose two classes with the same teacher.

In this research, the researcher conducted a language test to collect data. Specifically, tests were conducted to test students' abilities, to evaluate their abilities, the researcher used a classification method. Servicing was used to measure students' speaking performance during pre- and post-testing (Brown, 2001 & Lestari, 2017). Furthermore, a questionnaire is a data collection technique that involves providing respondents with a set of written questions or answers (Ha, 2022). Questionnaires can be in the form of closed or open questions/questions, which can be given directly to respondents or sent via mail or the internet (Williamson, 2013). Next, the researchers used closed questions/questions. The questionnaire was taken from the Gardner Attitude/Motivation Battery (AMTB). In fact, this document is made up of many statements such as: Attitude and motivation, the researcher selected 30 appropriate items. In this research, the researchers modified the questionnaire to suit the students' situation. Therefore, the researchers only quoted motivational quotes from AMTB, translated into Indonesian. The questions were "close". In other words, the respondent has made a choice. It's better to get straight to the point and make a checklist of the answers given, and analysing data used paired, independent sample t-test and two-way ANOVA.

## Results and Discussion

### Descriptive Statistic

Based on the experimental group's pre-test outcomes, it can be show in the table 1 below:

Table 1  
*Descriptive Statistic for Experimental and Control Group*  
**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Nilai Pre-test experimental	30	42,10	53,80	48,9333	3,03943
Nilai Post-test Experimental	30	46,30	55,30	50,4800	2,71425
Nilai Pre-test Control	30	37,80	50,70	45,4700	3,26604
Nilai Post-test Control	30	40,10	52,00	47,0500	3,15264
Valid N (listwise)	30				

highest rating is 58.80 for 1 student and the lowest score is 42.10 for 1 student, the average score is 48.9, standard deviation is 3.03. Then, according to the experimental group's post-test findings, 1 student had the highest post-test score of 55.30, and the experimental group's worst grade was 46.30 for 1 student, the average score is 50.47, the standard deviation of which is 3.71. The highest score in the control group's pre-test scores was 50.70 for 1 student and the lowest score was 37.80 for 1 student, the average score was 45, 47, standard deviation was 3.26. Following this, the control group's highest post-test score was 52.00 for 1 student who passed and the lowest score was 40.10 for 1 student, the average score was 45.47, the difference was 3.15.

### The Analysis of Frequency

On the basis of the table, it is evident that, before treatment, in the experimental group there were 30 students (100%) at the average level. Then, based on the post-test results, it was shown that 30 students (100%) had an average level. At the same time, analysis of pre-test frequency in the control group showed that 3% (1 student) was at the low level and 97% (29 students) were at the average level.

Table 2  
*Frequency Analysis for Experimental Group*

Score	Category	Pre-test		Post-tests	
		Frequency	Percentage	Frequency	Percentage
81-100	Excellent	0	0	0	0
61-80	Good	0	0	0	0
41-61	Average	30	100 %	30	100 %
21-40	Low	0	0	0	0
00-20	Poor	0	0	0	0
TOTAL		30	100%	30	

Then, based on the post-test results, it was shown that 30 students (100%) had an average level.

Table 3  
*Frequency Analysis for Control Group*

Score	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
81-100	Excellent	0	0	0	0
61-80	Good	0	0	0	0
41-61	Average	29	97%	30	100 %
21-40	Low	1	3%	0	0
00-20	Poor	0	0	0	0
TOTAL		30	100%	30	100%

### Students` Speaking Motivations

Considering the motivational information in the table 4 above,

Table 4  
*Students` Motivation*

Average	Experiment Group	Control Group
	95.7	89.1
Highest score	144	99
Lowest score	79	82
Score	2870	2673

It is evident that the average motivation of students in the experimental class is higher than the control class, specifically  $95.7 > 89.1$ . The maximum and minimum scores achieved in the control and experimental classes are different, the experimental group receives the maximum score of 144, while the control group receives the lowest score of 79, then in the control group ,99 is the greatest possible score, while 82 is the lowest. With the halving technique, students in experimental group who are highly motivated are students with scores from 144 to 90, while students with scores from 89 to 79 were classified as low motivated students. While in the control group, highly motivated students were those with scores between 99 and 90, while students with scores between 99 and 90. 82-89 were classified as low motivated students. Therefore, in the experimental group of the oral motivation category, seven students fell into the low motivation category, while 23 fell into the high motivation category, making the ratio 77% in favour of the former and 23% in favour of the latter. Based on the table 5,

Table 5  
*Student Speaking Motivation Category*

Experiment Group			
Interval	Category	Frequency	Percentage
144-90	High	23	77
89-79	low	7	23
Control Group			
Interval	Category	Frequency	Percentage
99-90	High	12	40
89-82	low	18	60

12 students are classified as having strong motivation on the motivation scale for the control group, whereas 18 students are classified as having poor motivation. Hence, a ratio of 40% is high category then 60% is low category. The average score on the learning motivation scale of those enrolled in the experimental class out performed controlling class in grade.

### Normality Test

The pre-test normalcy test results of the two groups show that the significant coefficient (two-tailed signal) of the Kolmogorov-Smirnov test of the pre-test control group is 0.200 and that of the experimental group is 0.200.

Table 6  
*The Result of Normality of Pretest and Posttest*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test Experiment	,104	30	,200*	,959	30	,288
Post-Test Experiment	,097	30	,200*	,947	30	,140
Pre-Test Control	,128	30	,200*	,955	30	,224
Post-Test Control	,115	30	,200*	,961	30	,326

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The pre-test data in both groups are normally distributed since the significant coefficients are bigger than 0.05.

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Standardized Residual for Speaking Achievement	,069	60	,200*	,979	60	,390

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The post-test normality test results of the two groups show that the significant coefficient (2-tailed significance) of the Kolmogorov-Smirnov test of the post-test control group and the experimental group is 0.200 as long as the coefficient has the significance is equal to 0.200. Greater than 0.05 indicates that both groups' post-test data have a normal distribution.

### Homogeneity Test

The significance value of the homogeneity test is 0.508 and is greater than 0.05.

Table 7  
*The Result of Homogeneity Test*  
**Test of Homogeneity of Variances**

Speaking Achievement			
Levene Statistic	df1	df2	Sig.
,443	1	58	,508

Therefore, this indicates that the data have similar differences.



### Paired Sample T-Test

The obtained T value (-13.950) is lower than the table t value (1.697).

Table 8  
*The Result of Paired Sample T-Test*

		Paired Samples Test							
		Paired Differences							
				Std.	95% Confidence				Sig.
			Std.	Error	Interval of the				(2-
		Mean	Deviation	Mean	Difference		t	df	tailed)
Pair	Pre-Test				Lower	Upper			
1	Experiment - Post-Test Experiment	-1,54667	,60727	,11087	-1,77343	-1,31991	-13,950	29	,000

Additionally, the significant value (0.000) is less than (0.05). He showed that using a picture series strategy can significantly improve students' speaking ability compared to students who do not use it.

### Independent Sample T-test

The calculated t-value (4.516) was more than the table's t-value (1.697).

Table 9  
*The Result of Independent Sample T-Test*

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post-test experiment - post-test control	Equal variances assumed	.443	.508	4.516	58	.000	3.43000	.75952	1.90965	4.95035
	Equal variances not assumed			4.516	56.747	.000	3.43000	.75952	1.90893	4.95107

In addition, the significant value (0.000) was lower than a (0.05). It said that the alternative hypothesis (Ha1) had been adopted and the null hypothesis (Ho1) had been rejected. In other words, pupils who were taught using the image sequence technique had a considerable advantage over those who were not in their speaking proficiency.

### Two Way ANOVA

Since the significant value achieved was 0.003 0.05, In terms of the students' speaking ability, it can be claimed that there is a difference between the experimental group and the control group.



Table 10  
*The Result of Two Way Anova*  
**Tests of Between-Subjects Effects**

Dependent Variable: Speaking Achievement

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	235.756 <sup>a</sup>	3	78.585	9.943	.000
Intercept	115477.843	1	115477.843	14610.823	.000
Class	77.891	1	77.891	9.855	.003
Motivation	56.910	1	56.910	7.201	.010
Class * Motivation	6.887	1	6.887	.871	.355
Error	442.601	56	7.904		
Total	143359.870	60			
Corrected Total	678.356	59			

a. R Squared = .348 (Adjusted R Squared = .313)

The significant value obtained is 0.010 < 0.05, therefore, it is evident that there is a significant difference in speaking achievement between highly motivated (motivated) students and motivated students poor (unmotivated) (Ha2) and there is no significant difference. on oral expression performance between highly motivated (motivated) and low motivated (unmotivated) students (Ha2) was rejected

A significant value of 0.355 > 0.05 was obtained, allowing us to conclude that there is no interaction between learning strategies and student motivation regarding success in speaking. In other words, the absence of the effect of the interaction between image sequence and motivation on oral success (Ho3) was accepted and the influence of the interaction between image sequence and motivation on success oral (Ha3) was rejected.

## Discussion

On the basis of the research's findings, certain explanations may be derived. First off, the method of employing a string of images has greatly enhanced pupils' capacity to learn speaking abilities. This may be due to the fact that the clever use of a collection of images may motivate pupils to actively engage in class. This is consistent with the assertion made by Tri (2017) that pictures can encourage the use of language in productive abilities, such as speaking and writing. According to Nila's theory, one of the reasons employing a succession of visuals in the learning process is successful is that doing so encourages pupils to recall the specifics of the narrative. Second, it was found that the results following treatment were significantly different between the experimental group and the control group, with the experimental group's scores rising both before and after the intervention. The findings of this questionnaire study showed that the researchers' interpretation of each internal point and the serial picture dynamics were both good and high (Ningrum, 2021). This may be connected to research showing that image series technique-taught students were more engaged and driven to talk than control group students. (Savitri, 2018) In her study, it was discovered that pupils struggled to start speaking, struggled to think of ideas, and struggled to come up with what to say. In comparison to students who did not get therapy, students who used the image series method after treatment shown greater interest and enthusiasm. Third, there was no

relationship between students' motivation and their learning techniques with regard to their success in speaking. (Purwanti et al., 2019) In their study, they found no correlation between learning results in the experimental class and the control class and motivation. The CIRC model with animated video and the CIRC model with incentive alone both have a general impact on learning outcomes, according to the F-test results. The results of the t-statistic test, which assessed the significance of each individual parameter, indicated that there was no interaction since the significance threshold was larger than 0.05.

### Conclusion

A few inferences may be made from the study's findings and analysis. First, among grade 11 students at SMK Negeri 6 Palembang, Students who trained to use the picture sequence approach and those who studied the presenting strategy had significantly different speaking abilities. As a result, the null hypothesis (Ho1) is rejected, while the alternative hypothesis (Ha1) is accepted. Second, motivated and uninspired students perform significantly differently in speaking tasks. Therefore, the null hypothesis (Ho2) is disproved and the alternative hypothesis (Ha2) is accepted. Third, the impacts of picture series and motivation on speaking achievement did not interact. As a result, the null hypothesis (Ho3) is accepted and the alternative hypothesis (Ha3) is refuted.

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