**The Students’ Perceptions of the Use of Picture Series in Learning Speaking English at the Third Grade of Senior High School Muhammadiyah Pekalongan, Lampung Timur**

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***Abstrak.*** Penelitian ini bertujuan untuk mengetahui persepsi siswa dalam penggunaan media serial gambar dalam pembelajaran berbicara bahasa Inggris. Penelitian ini menggunakan pendekatan kualitatif yang melibatkan murid SMA kelas tiga. Subjek terdiri dari observasi partisipan. Instrumen penelitian ini adalah tiga topik yang berbeda dan empat prosedur dari media serial gambar, rekaman video dan wawancara terbuka. Untuk mengetahui persepsi siswa, peneliti menganalisis persepsi siswa berdasarkan lima kategori persepsi. Berikut ialah interview persepsi siswa berdasarkan lima kategori dari Mahpul (2014) yang diadopsi dari Robinson (2001a), yaitu tingkat kesulitan, tingkat stres, tingkat kepercayaan diri, minat dan motivasi. Hasil penelitian ini menunjukkan bahwa ada alasan positif (+) dan negatif (-) persepsi siswa tentang penggunaan media serial gambar dalam belajar berbicara bahasa Inggris. Dan hasil menunjukkan sebagian besar siswa berkomentar kurangnya kemampuan untuk menemukan dan mengubah kata-kata bahasa Inggris lainnya yang mengacu pada prosedur ketiga pada media serial gambar. Oleh karena itu, dapat disimpulkan bahwa media serial gambar berdampak positif dan berdampak negatif bagi siswa dalam belajar berbicara bahasa Inggris.

***Abstract.*** The objective of this study is to find out the students’ perceptions of the use of picture series in learning speaking English. This study used qualitative approach involving the third grade of senior high school students. The subject consisted of participant observation. The instrument of this research was three different topics and four procedures of picture series, video recording and Open – Ended interview. To know the students’ perceptions, the researcher analyzed the students’ perceptions by Robinson’s five categories of students’ perceptions. The questions of interview are from Mahpul (2014) adopted from Robinson (2001a) such as level of difficulty, degree of stress, degree of confidence, interest and motivation. The results of this research showed that there were positive (+) and negative (-) reasons of students’ perceptions of the use of picture series in learning speaking English. And also the result showed most of the students commented they were lack of ability to find and change other English words referred to third procedure of picture series. Therefore, it can be concluded that picture series medium makes positive impacts and negative impacts to the students in learning speaking English.

***Keywords:*** *students’ perceptions, picture series, speaking*

**INTRODUCTION**

Talking to speaking, it has several purposes. One of some purposes of speaking is improving communicative competence of someone. It indicates in teaching-learning process of speaking English, it should improve students’ communicative competence and the students could be master of speaking English and also the students can apply their speaking competence in their daily life. It is supported by KTSP Curriculum (2006) on standard competence stated applying to the meaning in short functional text and monologue that inform of narrative text, explanation text, and discussion text in daily life context (narrative text). The good capability of speaking leads the students to communicate fluently to the other people. Therefore, speaking can cause the people are able to express the idea, work out in some aspects and maintain social relationship by communicating with others in society. So, we should be successful in using speaking skill.

In Indonesia, most of senior high school graduates are still getting difficulties when they use English for communication. As Byrne (1984) stated that the senior high school students often have difficulties in speaking although they have studied English for three years when they are in Junior High School. Most of them are weak in oral communication or speaking. According to Nugraha’s research (2010) found some students are not able to communicate orally well because they are lack of vocabulary, grammar, pronunciation, fluency and comprehension not sufficient while speaking in English and also they are needed more practice. So these are the problems of senior high school students. In learning English language, there are four skills needed to be taught. There is one of four skills should be mastered well by students and the skill is speaking skill because it is seen as the most essential skill.

In conducting speaking, the students tend to face some problems that should be solved by the teacher through teaching. The students get difficulty in developing ideas that they want to speak because of inappropriate media and they get difficulty in recalling imagination about something in the past, they are also reluctant to create new sentences to share and communicate and they get nervous when asked by the teacher to speak up in front of the class. Moreover, in the journal of “Using Pictures in Improving the Speaking Ability of The Grade Eight-A Students of SMP Negeri 1 Anggana” by Puguh Karsono (2014), Most of them do not have any bravery to speak English, even they basically can do that. The students are afraid of making mistakes and being laughed by their friends because of that, they really do not like to practice dialogues in front of the class even a simple one. They are speechless when they are asked to read or to pronounce even a simple sentence or a word of English. Based on the researcher experience when she had been Field Practice Program (PPL) at SMA Muhammadiyah Pekalongan in Lampung Timur from July to August 2018 almost of the students at the third grade are difficult to speak English fluently, comprehensibility and grammatically and also they are afraid of making mistakes and being laughed by their friends because of the students’ crisis self-confidence in Speaking English.

It indicates the students’ have low capability of speaking is due to the one of factors is inappropriate media. It is supported by Mustikawati (2013) has conducted her research in SMPN 1 Manisrenggo in Klaten, that speaking is the most difficult skill to master. The students tended to be passive and merely listened to the teacher. The teacher controlled most of the activities and used minimum media to support the teaching of speaking. There is another one factor is the students are experienced less of self-confidence in English speaking. It is also supported by Hanton, Mellalieu and Hall (2003) revealed how low self-confidence level affects performance and they extract a sentence from one of the participants’ responses to their interview as: “If self-confidence is low, then the feelings start to edge towards the negative which would be very bad for performance.” So the students need more motivation in learning speaking.

On the other hand, there are many Indonesian students felt difficulty to speak English freely and fluently. It is caused by inappropriate media and less of self- confidence, they are afraid of making mistakes and being laughed by their friends because of their lack of speaking, they really do not like to practice dialogues in front of the class even a simple one. Therefore, this research would like to explore students’ speaking and what are the students’ perceptions of the using of picture series in learning speaking English. According to Catling & Ling (2011: 5); “Perception is a complicated series of processes through which we acquire and interpret sensory information”. It means that perception is creating a meaning based on the sensory experience. As Richards & Lockhart (1996: 52) stated, “Learners' belief systems cover a wide range of issues and can influence learners' motivation to learn, their expectations about language learning, their perceptions about what is easy or difficult about a language, as well as the kind of learning strategies they favor”. This research deals with students’ perceptions to the use of picture series in learning speaking English.

Picture is defined as one of the visual aids used by the teacher in teaching learning process. Pictures which are used to teach such as picture, picture series and so on. Wright (1989) states pictures are very important in helping students to retell experiences or understand something since they can represent place, object, people, etc. It is enjoyable for the students because it encourages activity in guessing the messages from the picture based on their imagination. Students can understand the content of the whole series of pictures because the pictures are related. Wright (1989) goes on to say that the use of pictures can stimulate and motivate students in language learning. Therefore, the researcher chooses picture series are arranged as media to help students be confident to express their ideas and feelings fluently and to find out students’ perceptions.

Teaching speaking means teaching how to use the language for communication, for transferring ideas or feeling to other people. River (1978:6) stated that speaking is developed from the first contact with the language that we learn. Moreover, Freeman (2000:127) states that teacher is responsible to establish situations likely to promote communication. So that, the picture series are used by the researcher as media to teach speaking in order to find out the students’ perceptions.

Furthermore, previous research that it conducted Aska (2014) in SMPN 1 Gadingrejo and the title of her script is “The Use of Picture Series in Improving Students’ Speaking Recount Text Skill”. It showed that picture series is effective to be applied in teaching students’ speaking skill was increased significantly in four aspects of micro skill, such as: pronunciation, vocabulary, grammar and fluency. The atmosphere in class became more encouraging to study. The students were more active to participate in class activities. While doing a teaching to the students, there were three picture series used; the first is picture series that was arranged from comic books. The second is picture series that was arranged from capturing animation movie. The third is picture series that was taken from Google image. Therefore, the researcher will use three different topics of picture series in learning speaking English to find out the students’ perceptions of the research.

In line with the background of the study, the questions to be answered in this study are to find out the students’ perceptions after being taught by using different topics of picture series. Picture series can influence the students’ perceptions after three picture series are used in teaching speaking, and to find out among those three picture series the most effective to the students’ perceptions. Although researcher investigates the using of picture series in improving students’ speaking competence have been numerous, few researches have been conducted it in quantitative data. This research would like to explore the students’ perceptions of the use of picture series in learning speaking English. It is one aim of the current research to do this.

**METHODS**

This research is a qualitative research which employed video recording of teaching-learning process with picture series and students’ interview. There is participant observation in the class used picture series as media in learning speaking English.

This research was conducted at the third grade students of SMA Muhammadiyah Pekalongan, Lampung Timur There was XII IPA class as subject of the research which consisted 17 students. This research used picture series as media in learning speaking English and narrative text as a material in teaching-learning process. The teaching-learning process was recorded by using handycam. Moreover, the researcher used Open-Ended interview to find out students’ perceptions. To analyze the data, the researcher used transcript of students’ perceptions interview based on interview video recording and in-vivo binary code system and also five categories of students’ perceptions adopted from Robinson (2001a).

**RESEARCH FINDING AND DISCUSSION**

After conducting a research, the researcher gathered the research finding and discussion of students’ perceptions of using picture series based on five categories that adopted from Robinson (2001a). The following describes the explanation of the research finding and discussion.

A thematic analysis of the data led to these students’ perceptions being grouped into five categories, the five categories of perceptions to emerge from the data included: difficulty, stress, confidence, interest, motivation of the picture series in learning speaking English. The responses for each category included the students’ contradictory opinions for each category which for coding purposes were symbolized as (+) and (–). The former (+) refers to students agreement about an issue regarding the picture series, while the latter (–) indicates their disagreement about the picture series. For example, when a student said that the picture series in learning speaking English were easy to perform, the response was coded + (i.e., agreement). On the other hand, when a learner perceived the picture series as difficult, her or his comment was coded – (i.e., disagreement). An overview of these results showing the number and percentage of students from the total students group of agreeing or disagreeing about a particular issue of students’ perceptions is shown in table 1 on the next page.

**Table 1. Students’ agreement and disagreement of the using of picture series procedures**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No | Category | Procedure 1 (*Jumbled Sentences*) | | Procedure 2 (*Relevant Sentences*) | | Procedure 3 (*Change Some Words*) | | Procedure 4 (*Picture Guided Story*) | |
|  |  | Percentage | | Percentage | | Percentage | | Percentage | |
|  |  | + | - | + | - | + | - | + | - |
| 1. | Difficulty | 100 | 0 | 100 | 0 | 0 | 100 | 100 | 0 |
| 2. | Relaxed/Stress | 14 | 86 | 86 | 14 | 0 | 100 | 29 | 71 |
| 3. | Confidence | 14 | 86 | 43 | 57 | 0 | 100 | 29 | 71 |
| 4. | Interest | 100 | 0 | 14 | 86 | 0 | 100 | 100 | 0 |
| 5. | Motivation | 57 | 43 | 57 | 43 | 29 | 71 | 100 | 0 |

As can be seen from Table 1 of students’ agreement and disagreement above, in general, the different the third procedure (change some words) were perceived as more difficult and stressful than the jumbled sentences, relevant sentences and picture guided story. In contrast, the participants’ degree of confidence, interest, and motivation did not necessarily decrease when the procedures were more difficult. Moreover, the students reported that all four procedures of picture series provided students’ motivation and that they enjoyed the learning speaking English of the procedures. As such there is little evidence to indicate a strong relationship between the students’ perceptions regarding confidence, interest, and motivation of the procedures reasons in learning speaking English of picture series’ procedures difficulty. However, the findings do suggest that there is a close relationship between the students’ feelings of difficulty and their degree of stress, and the difficulty of procedures.

In this way the findings of the current study partly agree with Robinson’s (2001a, 2001b, 2003, 2005, 2007a) argument that task complexity (cognitive factors) should be the sole basis for sequencing pedagogical tasks. It does seem that the students’ perceptions of procedures difficulty level also need to be taken into consideration. The comments and level of agreement amongst the students for issues emerging in each of the categories are examined in more detail in the following on the next page.

1. **Level of Difficulty**

As can be seen in Table students’ agreement and disagreement above, the results indicate that some procedures such as 1,2 and 4 (jumbled sentences, relevant sentences and picture guided story) were perceived as being easy by the majority of the SMA Muhammadiyah students (100%, 100% and 100% variety percentages of procedures). Otherwise, the complex procedure (third procedure) was mostly regarded as difficult (100% difficult). When the students were asked what aspects of the procedure they found easy or difficult to perform, they gave varied responses as shown in the table 2 below.

**Table 2. Students’ perceptions about the level of difficulty of four procedures**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Perceptions | Percentage | | | |
|  | **Reasons for feeling procedures were easy** | Procedure 1 | Procedure 2 | Procedure 3 | Procedure 4 |
| 1. | Familiarity with the topic/story | 14.3 | 28.5 | - | 14.3 |
| 2. | Interest in picture series | 14.3 | 28.5 | - | 42.9 |
| 3. | Amount of Information provided into story | 14.3 | 14.3 | - | 14.3 |
| 4. | Provided with picture series and story | 57.1 | 28.5 | - | 28.5 |
| **Reasons for feeling procedures were difficult** | | | | | |
| 1. | Problems with language | - | - | 14.3 | - |
| 2. | Lack of ability to find and change other English words | - | - | 85.7 | - |
|  | **Total** | 100 | 99.8 | 100 | 100 |

A number of the students found different aspects of the procedures helped simplify them. Further many of the comments from the students suggest that they found it easier to perform some procedures than found it difficult to perform a procedure. For instance, some said that provided with picture series and story made the procedure easier (Procedure 1 – 57.1%, procedure 2 – 28.5% and procedure 4 – 28.5%). There were others who found the procedures simple because they were interested in the picture series (28.5% and 42.9% for procedure 2 and 4). However, the students had problems in performing speaking English by the four procedures not only because of the levels of difficulty, but also because of the other factors within the five categories of students’ perceptions (i.e., confidence, stress and motivation). And for example one of the problems; the students are afraid of their friends are laughing while performing in front of the class. That’s what makes not being confident and stress. So, they need motivation.

These findings do provide some evidence to suggest that, on occasions, the level of difficulty of procedures does correspond to the degree of task difficulty, so that the more difficult procedures are, the more difficult students will perceive them to be. In this way these findings are consistent with those of Robinson (2001a) and Gilabert (2005) of their research of Task-based Learning Research and the Cognition Hypothesis: The Case of Task Complexity who found that the participants’ perceptions of task difficulty have a close relationship with the manipulation of task difficulty (a cognitive factor) and in this way does provide further support for the difficulty level of procedures.

1. **Degree of Stress**

As can be seen in Table of students’ agreement and disagreement above, the majority of the students said that they felt relaxed while doing the second procedure (Procedure 2 – 86%). Then they did feel stressed while performing the first procedure (Procedure 1 – 14%), the third procedure (Procedure 3 – 100%) in this case the students felt stressful and also the fourth procedure – 71%). Some also commented on their increasing stress when they had many elements to compare, and did so more frequently, as would be expected, with procedures 3 and 4. As such these findings do provide some evidences for the existence of a relationship between students’ degree of stress in applying the procedures difficulty as manipulated according to the number of elements. However, in a similar way to the degree of difficulty, the students gave a variety of reasons for why they felt more or less stressed by the procedures as outlined in Table 3 on the next page.

**Table 3. Students’ perceptions about the stress procedures**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Perceptions | Percentage | | | |
|  | **Reasons for being stress in performing and doing procedures** | Procedure 1 | Procedure 2 | Procedure 3 | Procedure 4 |
| 1. | Familiarity with the topic/story | 14.3 | 14.3 | - | 14.3 |
| 2. | Did as a team work with friend | - | 57.1 | - | - |
| 3. | Interest in the story and picture series | - | - | - | 14.3 |
| **Reasons for NOT being stress in performing and doing procedures** | | | | | |
| 1. | Problems with language and pronunciation | 14.3 | 28.5 | 14.3 | - |
| 2. | Lack of ability to find and change other English words | - | - | 71.4 | - |
| 3. | Lack of practice of performing the story in front of class | 28.5 | - | - | 28.5 |
| 4. | Lack of speaking English | - | - | 14.3 | 28.5 |
| 5. | Afraid of friends’ laughing and being center of friends’ attention | 42.9 | - | - | 14.3 |
|  | **Total** | 100 | 99.9 | 100 | 99.9 |

As indicated above, it would be expected based on Robinson’s five categories, there are few students (Procedure 2 – 57.1%) said that did as a team work with friend decreased stress levels. In fact, the majority of the students regarded the first procedure and their commented we felt frustrated to perform a story with picture series which find and change other words by using our own words so the third procedure (Procedure 3 – 71.4%) as the most stressful of the procedure. However, a few students did suggest that they felt relaxed to the familiarity with the topic and story in first procedure, second procedure and fourth procedure and they also felt interested in the story and picture series (Procedure 4). Hence, the percentage each of them is 14.3%.

Different from reasons for being stress in performing and doing procedures above, in the reasons for NOT being stress in performing and doing procedures are five elements of stressful degree. Few students felt the most stressful of the third procedure (Procedure 3) that has been explained in previous. Then, there also few students commented afraid of friends’ laughing and being an attention center of their friends while they are performing in front of the class with jumbled sentences/paragraphs and picture series media (Procedure 1 – 42.9% and Procedure 4 – 14.3%).

There are several students commented problems with language (Procedure 1 – 14.3% and Procedure 2 – 28.5% respectively). And also several students were lack of practice of performing of the story in front of class in first procedure and fourth procedure each of them is 28.5%. Another problem is shown few students commented lack of speaking English (Procedure 2 – 14.3%, Procedure 3 – 14.5% and Procedure 4 – 28.5% respectively).

These results suggest that the students’ degree of stress is not only related to increasing task complexity (cognitive factors), especially as manipulated by increasing and decreasing the number of elements, but also due to change and use of their own words then retell the story with picture series in front of the class that could make the students very frustrated.

1. **Degree of Confidence**

The majority of the students said that they felt less of confident and unsuccessful in performing some procedures of picture series. They indicated that they thought they did the picture series procedures performance unwell. As what theory proposed by MacyIntyre (1998) in Riasti (2011) stated that the existence of learning anxiety disturbs one’s self esteem and self-confidence. Hence, there are the students’ less of confident feelings while learning speaking English by picture series in the class. Those students’ less of confident feelings theory appeared to the procedures’ percentages of degree of students’ confidence such as; the jumbled sentences/paragraphs (Procedure 1 – 86%), the change of some words (Procedure 3 – 100%) and the picture guided story (Procedure 4 – 71%) but slightly well for second procedure (the relevant sentences/paragraphs – 57%). Several students did indicate that their confidence was affected by factors related to do performing a story with picture series in front of the class. Hence, many percentages of students in students’ agreement and disagreement table that expressed lack of confidence. The reasons underlying students’ confidence or lack of confidence, in performing four versions picture series procedures are presented in Table 4 below.

**Table 4. Students’ perceptions about their confidence with procedures**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Perceptions | Percentage | | | |
|  | **Reasons for confident in performing and doing procedures** | Procedure 1 | Procedure 2 | Procedure 3 | Procedure 4 |
| 1. | Familiarity with the topic/story | - | 14.3 | - | - |
| 2. | Did as a team work with friend | - | 28.5 | - | - |
| 3. | Provided with picture series and story | - | 14.3 | - | 28.5 |
| **Reasons for NOT being confident** | | | | | |
| 1. | Problems with language | 14.3 | 28.5 | - | 14.3 |
| 2. | Complex words | - | 14.3 | 85.7 | 14.3 |
| 3. | Lack of practice of speaking English and pronunciation | 28.5 | - | - | - |
| 4. | Afraid of friends’ laughing and making mistakes while performing the story | 28.5 | - | - | 14.3 |
| 5. | Lack of material mastery | 28.5 | - | 14.3 | 28.5 |
|  | **Total** | 99.8 | 99.9 | 100 | 99.9 |

As can be seen in table 4 above the students’ confidence seemed to be related to their self-confident about complex words in the story guided by picture series of procedure 3 and this was most strongly is less-confident of students shown in relation to third procedure (Procedure 3 – 85.7%), followed by Procedure 2 (14.3%) then Procedure 4 (14.3%).

The other problems of less-confident of students one of four problems is problem with language that is indicated 14.3% for Procedure 1, 28.5% for Procedure 2 and 14.3% for Procedure 4. After the complex words that explained above, few students also commented lack of speaking English and pronunciation it is around 28.5% for procedure 1. Then few students commented afraid of friends’ laughing and making mistakes while performing the story (Procedure 1 – 28.5% and Procedure 4 – 14.3%).

Another one of the reasons for NOT being confident reported that several students said lack of material mastery (Procedure 1 – 28.5%, Procedure 3 – 14.3% and Procedure 4 – 28.5%). Contrary to reasons for NOT being confident, there were several students’ reasons for confident in performing and doing procedures such as; familiarity with the topic/story (Procedure 2 – 14.3%), did as a team work with friend (Procedure 2 – 28.5%) and provided with picture series and story (Procedure 2 – 14.3% and Procedure 4 – 28.5%)

Based on the students’ reasons above, most of students were not confident in performing the third procedure. It caused by problems with language, complex words, lack of practice speaking English and pronunciation, afraid of friends’ laughing and being wrong in performance and lack of material mastery. As a study conducted by Souriyavongsa et.al.(2013) entitled “Factors Cause Students Low English Language Learning” revealed that the English teachers were not well trained, they could not perform well and influenced the interest of the students. Majority of students lacked of confidence to use the language because they were afraid of making mistakes and also the classroom was too crowded. And there are few students’ reasons for confident in performing and doing procedures such as familiarity with the topic/story, did as a team work with friend and provided with picture series and story.

1. **Students’ Interest**

Some students reported that the four procedures were interesting. The two procedures described most in this way was Procedure 1 and Procedure 4 each of procedure is 100%, Contradictory to Procedure 1 and 4, in the second procedure and third procedure were not interesting. It is reported that the second procedure (86%) and the third procedure (100%). The students’ reasons/responses for interest in doing procedures can be seen in Table 5 below.

**Table 5. Students’ interest in the four levels of procedures**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Perceptions | Percentage | | | |
|  | **Responses for interest in doing procedures** | Procedure 1 | Procedure 2 | Procedure 3 | Procedure 4 |
| 1. | Familiarity with the topic/story | 14.3 | 14.3 | - | - |
| 2. | Interest in story and picture series | 42.8 | 42.9 | - | 42.9 |
| 3. | Source of motivation in learning English | 14.3 | 28.5 | - | 28.5 |
| 4. | A new medium to learn speaking English | 14.3 | - | - | 28.5 |
| 5. | A medium to get knowledge | 14.3 | - | - | - |
| **Responses for NO interest in procedures** | | | | | |
| 1. | Problems with language and pronunciation | - | 14.3 | 14.3 | - |
| 2. | Lack of ability to find and change other English words | - | - | 85.7 | - |
|  | **Total** | 100 | 100 | 100 | 99.9 |

As can be seen from Table 5, the students gave responses/reasons for the interest in doing procedures such as familiarity with the topic/story, interest in story and picture series, as a new medium to learn speaking English, and they did so for all procedures. They also described the procedures contributed to improving their motivation for learning English and helped them to develop their knowledge of the topic. These are the percentages of students’ comments for interest in doing procedures such as familiarity with the topic/story (Procedure 1 – 14.3% and Procedure 2 – 14.3% respectively).

The next reason is interested in story and picture series (Procedure 1,2 and 4 each of procedure is 42.9%) as the highest percentage of responses for interest in doing procedures. And the others of students’ comments, they are source of motivation in learning English (Procedure 1 – 14.3%, Procedure 2 – 28.5% and Procedure 4 – 28.5%), a new medium to learn speaking English (Procedure 1 – 14.3% and Procedure 4 – 28.5%), and a medium to get knowledge (Procedure 1 – 14.3%).

Different from the responses/reasons for interest in doing procedures, there are the responses/reasons for NO interest in procedures such as lack of ability to find and change other English words (Procedure 3 – 85.7%) and problems with language and pronunciation (Procedure 2 – 14.3% and Procedure 3 – 14.3%). Almost all of students commented not interested in third procedure because they were lack of ability to find and change other English words.

Based on the students’ comments above, most of students were interested in picture series procedures. It indicated good responses for interest in doing procedures. This is supported by Wright (1989) stated specifically, pictures contribute to; interest and motivation, a sense of the context of the language and a specific reference point or stimulus. Meanwhile, many students’ comments were responses for NO interest in procedures because of problems with language and pronunciation and also the others.

1. **Students’ Motivation**

Almost all of the students’ said they were motivated to perform and do the four procedures. The fourth procedure (Procedure 4) generated the highest percentage of students’ perceptions of the using of picture series regarding motivation (100%), followed by Procedure 1 – 57% and Procedure 2 – 57% respectively. This is supported by Wright (1989) stated specifically, pictures contribute to; interest and motivation, a sense of the context of the language and a specific reference point or stimulus. Then, the students also gave variety of reasons for motivation in performing procedures and the students’ reasons for NO motivation in performing procedures. So these students’ reasons as can be seen in Table 6 on the next page.

**Table 6. Students’ perceptions about procedures and their motivation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Perceptions | Percentage | | | |
|  | **Reasons for motivation in performing procedures** | Procedure 1 | Procedure 2 | Procedure 3 | Procedure 4 |
| 1. | Familiarity with the topic/story | 14.3 | - | - | 14.3 |
| 2. | Interest in the story and picture series | 14.3 | 28.5 | - | 28.5 |
| 3. | Motivation of learning English | 28.5 | 28.5 | 14.2 | 28.5 |
| 4. | Getting knowledge of the topic | 14.3 | - | - | - |
| 5. | A new medium to learn speaking English | - | - | - | 28.5 |
| **Reasons for NO motivation in performing procedures** | | | | | |
| 1. | Problems with language and pronunciation | 14.3 | 42.9 | 42.9 | - |
| 2. | Lack of ability to find and change other English words | 14.3 | - | 42.9 | - |
|  | **Total** | 100 | 99.9 | 100 | 99.8 |

As the students’ reasons reported above, most of students commented problems with language and pronunciation (Procedure 1 – 14.3%, Procedure 2 – 42.9% and procedure 3 – 42.9% respectively). Several students’ also commented that they were lack of ability to find and change other English words (Procedure 1 – 14.3% and Procedure 3 – 42.9%).

On the other hand, there are reasons for motivation in performing procedures of students such as familiarity with the topic/story (Procedure 1 – 14.3% and Procedure 4 – 14.3%), interest in the story and picture series (Proceduren1 – 14.3%, Procedure 2 – 28.5% and Procedure 4 – 28.5%), motivation of learning English (Procedure 1 - 28.5%, Procedure 2 – 28.5%, Procedure 3 – 14.3% and Procedure 4 – 28.5% respectively), getting knowledge of the topic (Procedure 1 – 14.3%), and a new medium to learn speaking English (Procedure 4 – 28.5%).

Here are few students commented of motivation of learning English (Procedure 1 - 28.5%, Procedure 2 – 28.5%, Procedure 3 – 14.3% and Procedure 4 – 28.5% respectively). Based on the description of students’ reasons above, most of students were motivated in picture series procedures. It indicated reasons for motivation in performing procedures. Meanwhile, many students’ comments were reasons for NO motivation in performing procedures.

There were some evidences above indicating that the students’ perceptions of the using of picture series as a media in learning speaking English and the students’ perceptions were regarded into five categories. For instance, a number of the participants found the complex procedure in third procedure more difficult and stressful. However, other factors contributed to the students’ perceptions of the procedures. For example, familiarity (of topic and story), a new medium to learn speaking English in the class, their confidence, interest, motivation, also had an impact. In this way the students’ perceptions did not completely align with the four levels of procedures difficulty. Even so, the four procedures did enable the students to be actively, be motivated and more confident involved in English speaking class. The students’ perceptions do highlight the importance of all the factors included in Robinson’s Triadic Componential Framework of Task-Based Learning Research and the Cognition Hypothesis: The Case of Task Complexity.

**Inter-rater’s Perceptions**

During the implementation of the picture series in learning speaking English, there are also the inter-rater’s perceptions of the teaching-learning process that the researcher implemented the picture series as a medium in learning speaking English. Therefore, Mrs. Atmaliyati,S.S. as an inter-rater of students’ perceptions in learning speaking English and also she is an English teacher in SMA Muhammadiyah Pekalongan. She gave her perceptions of four procedures of picture series.

And based on the inter-rater’s perceptions indicate that the students are interested in learning speaking English by using picture series medium. Which means as in the students’ interest category most students were commented interest in story and picture series in learning speaking English. This is supported by Wright (1989) stated specifically, pictures contribute to; interest and motivation, a sense of the context of the language and a specific reference point or stimulus. Similar with the students’ motivation category most students were commented interest in story and picture series and the medium is motivated to learn speaking English. However, most students were commented lack of ability to find and change other English words and afraid of making mistakes while speaking in front of class.

**CONCLUSIONS**

There are some students’ perceptions of the using of picture series as a medium in learning speaking English. It is proved by some students’ reasons of the picture series procedures implemented in learning speaking English. This result was supported by Robinson’s five categories of students’ perceptions covering difficulty level, stress level, students’ confident, students’ interest and students’ motivation. The students were commented in positive and negative reasons. And in the table of students’ perceptions of the using of picture series was indicated several students were lack of ability to find and change other English words (Procedure 3 – 100%). Nevertheless, several students’ are interested in jumble sentences/paragraphs (Procedure 1) and picture guided story (Procedure 4), they are motivated in picture guided story and the picture series media can help the students in learning speaking English with the percentage of each procedure is 100%. So it can be concluded that, these media attract students’ interest in teaching and learning process of speaking English and also the media is motivated the students. However, with regard to the media, the students also find it difficult to understand the English words of the story on each procedure.

However, this study also has some recommendations for teachers, students and future researchers. The teacher should consider the students’ needs and interest before designing the media and materials. It is important for the teacher to use various topics and media that are appropriate in consideration of the students’ needs because it would spark interest, confident and motivation in learning amongst students during the teaching and learning process. It is useful for them to use picture series medium as one of the appropriate medium in teaching English. For students, through picture series media, students can be more confident and interest in learning speaking English. It also motivates the students. For the other researchers, further research can be conducted amongst both from teacher and students to further improve the process of teaching and learning. It is hoped that this research will not only be used for students or teachers but also for the management of faculty of Education and Teacher Training especially for English Education Study Program.

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