

**A COMPARISON ON MOTIVATION IN LEARNING ENGLISH BETWEEN WHO  
TAUGHT BY USING PICTURE STORIES AND WHO TAUGHT  
BY USING CONVENTIONAL TECHNIQUE OF THE SECOND  
YEAR STUDENTS' OF MADRASAH TSANAWIYAH  
DARUL HIKMAH PEKANBARU**



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## ABSTRACT

**M. Ari Saputra (2012) :**“ A Comparison on Motivation in Learning English between Who Taught by Using Picture Stories and Who Taught by Using Conventional Technique of the Second Year Students’ of Madrasah Tsanawiyah Darul Hikmah Pekanbaru”.

The research has three formulations of the problem that how students’ motivation in learning English taught by using conventional technique is, how students’ motivation in learning English taught by using picture stories is, and whether or not there is a significant difference of students’ motivation in learning English between students who are taught by using conventional technique and those taught by using picture stories.

This research is causal-comperative research. There are two variables in this research. They are x variable (using picture stories) as independent variable and y variable (students’ motivation in learning English) as dependent variable. Based on the writer’ preliminary study of the second year students of Madrasah Tsanawiyah Darul Hikmah Pekanbaru, showed that students’ motivation in learning English was low. The writer had tried to solve this problem by implementing the picture stories as media. The pictures were one of the media in teaching and learning process that could be implemented to the students in learning English.

The objective of this research was to find out whether there was a significance difference of using picture stories toward students’ motivation in learning English. The sample of this research was the second year students of Madrasah Tsanawiyah Darul Hikmah Pekanbaru.

The writer used observation and questionnaire to collect the data of this research. The data were analyzed by using T-test.

Having analyzed the data with independent sample T-test, it can be seen that there is a significance difference between using picture stories and conventional technique toward motivation in learning English of the second year students’ of Madrasah Tsanawiyah Pekanbaru. It was provided by finding  $t_0$  (3.510), which is greater than t-table at 5% grade of significance (2.04) and at 1% grade significance (2.76). And  $t_o = 3.510$  is higher than  $t_{tabel}$  from sig. 5% and 1% ( $2.04 < 3.510 > 2.76$ ). It means there is significance difference between students’ motivation by using picture stories and conventional technique.

## ABSTRACT

**M. Ari Saputra (2012) :**“ A Comparison on Motivation in Learning English between Who Taught by Using Picture Stories and Who Taught by Using Conventional Technique of the Second Year Students’ of Madrasah Tsanawiyah Darul Hikmah Pekanbaru”.

Penelitian ini mempunyai tiga rumusan masalah yaitu; bagaimana motivasi siswa dalam belajar bahasa inggris yang di ajar dengan menggunakan teknik konvensional, bagaimana motivasi siswa dalam belajar bahasa inggris yang di ajar dengan menggunakan media cerita bergambar, dan apakah ada perbedaan yang signifikan antara motivasi siswa dalam belajar bahasa inggris yang di ajar dengan menggunakan teknik konvensional dan siswa yang di ajar dengan menggunakan media cerita bergambar.

Metode penelitian ini adalah kausal-comperasi. Ada dua variabel dalam penelitian ini, yaitu; variabel x (the effect of using picture stories) sebagai variabel bebas dan variabel y (students’ motivation in learning English) sebagai variabel terikat. Berdasarkan studi pendahuluan, penulis mendapatkan data bahwa motivasi siswa kelas dua Madrasah Tsanawiyah Darul Hikmah Pekanbaru dalam belajar bahasa inggris tergolong rendah. Penulis tertarik untuk mengatasi masalah ini dengan melakukan penelitian dengan menerapkan picture stories sebagai media. Media ini dapat digunakan untuk meningkatkan motivasi siswa dalam belajar bahasa inggris.

Tujuan penelitian ini adalah untuk mendapatkan data apakah ada perbedaan yang signifikan dari penerapan media ini terhadap motivasi siswa dalam belajar bahasa inggris. Subjek dari penelitian ini adalah siswa kelas dua Madrasah Tsanawiyah Darul Hikmah Pekanbaru.

Teknik pengumpulan data yang digunakan penulis adalah observasi dan kuisioner. Untuk menganalisa data penulis menggunakan T-test.

Setelah data dianalisa dengan menggunakan rumus independent sampel T-test, dapat diketahui nilai t adalah 3.510. nilai tersebut lebih besar nilainya dari t-table pada taraf signifikan 5% (2.04) dann taraf 1% (2.76). dari keterangan tersebut, diketahui bahwa hipotesis null ( $H_0$ ) ditolak, sementara hipotesis alternative ( $H_a$ ) diterima. Dengan demikian, dapat disimpulkan bahwa ada perbedaan yang signifikan dari penerapan picture stories terhadap motivasi siswa dalam belajar bahasa inggris di Madrasah Tsanawiyah Darul Hikmah Pekanbaru.

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## CHAPTER 1

### INTRODUCTION

#### A. The Background of the Problem

Motivation is a key factor in the context of teaching English as foreign language, so teachers need more attention to motivate their students. Penny Ur states that motivation is very strongly related to achievement in language learning<sup>1</sup>. Dimiyati and Mudjiono state that there are three components in motivation, namely; necessity, motivation and goal<sup>2</sup>. Motivation is the [motivational](#) drive to read, an area of interest in the field of education. Studying and implementing the conditions under which students are motivated to read are important in the process of teaching and fostering learning<sup>3</sup>.

Abu states that motivation is the condition of psychology to motivate students to do something for learning<sup>4</sup>. It is necessary to keep motivation in learning English, because to keep students' motivation in activities can make the students more active in learning. The students learning with high motivation can make the students never tired and bored, So the teacher should keep students' motivation and all have relationship with motivation.

In order to accomplish students' needs toward students' motivation, School-based curriculum (KTSP) provides learning English as one of the subjects that must be taught and learned in junior high school. MTs Darul Hikmah Pekanbaru is one of the schools that also uses school-based curriculum (KTSP) as the

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<sup>1</sup> Penny Ur, *A Course in Language Teaching*, (United State of America: Cambridge University, 2003) p. 274

<sup>2</sup> Dimiyati and Mudjiono, *Belajar dan Pembelajaran*, (Jakarta: Rineka Cipta, 2009)p. 80

<sup>3</sup> Wikipedia. (Retrieved, June 7, 2010) [http://en.wikipedia.org/wiki/Reading\\_motivation](http://en.wikipedia.org/wiki/Reading_motivation).

<sup>4</sup> Abu Ahmadi, *SBM :Strategi Belajar Mengajar*, (Bandung: Pustaka Setia, 2005) p. 109

guidance in teaching and learning process. In second year of MTs Darul Hikmah Pekanbaru in semester one, teaching English has been taught since the first year of English teaching period. Teaching English is taught twice in a week with time duration 45 minutes for one hour. According to syllabus 2010-2011 at the second grade, the based competence of teaching English refers to capability of students read a lot the functional written and essay such as descriptive and recount<sup>5</sup>. Based on standard competition, the students can understand the meaning in short transactional and simple short essay with descriptive text for interaction in daily life.

Based on the preliminary research at MTs Darul Hikmah Pekanbaru, The teacher had taught English subject in the classroom. The teacher had taught English the types of genre available in students' textbook. Through the types of genre in their textbook, the students would recognize and understand about English subject. Besides, the teacher taught well by following the procedures. The teacher used other books to support teaching English. Ideally, students in MTs Darul Hikmah Pekanbaru should be motivated in English class, but in fact, the teacher still found that many students felt bored in learning English. Some of the students always came late to join in the English class that indicated that some of the students had low motivation. Some of the students did not make the task what teacher gave. The students were lazy to make the exercise. Some of the students were noisy during English class, they were always kidding with friends, and some

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<sup>5</sup> Syllabus of MTs Darul Hikmah 2010-2011. Unpublished: pp.9

of the students were not active during English class. It can be itemized into the following symptoms:

1. Some of the students felt bored in learning English
2. Some of the students were lazy to attend the activity during learning English
3. Some of the students made noisy during learning English
4. Some of the students were not active in learning English
5. Some of students came late to the class when English class began

The teacher should be creative, and this is important to find a strategy or media. To improve the students' motivation needs media helping them as solution for their problem. There are actually media that can help students' motivation, using picture stories media. According to Breikreuz, the use of picture stories has become a stimulation of the motivating force in the process of teaching English<sup>6</sup>. According to Ligon, Picture stories provide the stimulus for oral language. They create a motivation for reading because of students' interest and involve in the stories<sup>7</sup>. Based on the explanation and the problem above, the writer is interested in conducting a research entitled "The Effect of Using Picture Stories toward Motivation in Learning English of the Second Year Students' of MTS Darul Hikmah Pekanbaru."

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<sup>6</sup> Hartmut Breikreuz, Picture Stories in English Language Teaching, *ELT JOURNAL*, (1972) XXVI (2): 145-149. doi: 10.1093/elt/XXVI.2.145, Jurnal Oxford University Press, p. 145

<sup>7</sup> Fred Ligon and Elizabeth Tannenbaum, *Picture Stories, Language and Literacy Activities for Beginners*, (New York: Longman, 1990) p.IV

## **B. The Problem**

### **1. The Identification of the Problem**

Based on the background and the symptoms above, it is clear that most of the students in MTS Darul Hikmah Pekanbaru are not interested in learning English.

The writer identifies the problem as follows:

- a. Why do some of the students feel bored in learning English?
- b. Why are some of the students lazy to attend the activity during learning English?
- c. Why do some of the students make noisy during learning English?
- d. Why are some of the students not active in learning English?
- e. Why do some of the students come late to the class when English class is begins?
- f. How is the students' motivation in learning English taught by using conventional technique?
- g. How is the students' motivation in learning English taught by using picture stories?
- h. Is there any significant difference of students' motivation taught by using picture stories and conventional technique at the second year students' of Madrasah Tsanawiyah Darul Hikmah Pekanbaru?

### **2. The Limitation of the Problem**

To avoid misunderstanding in this problem, the writer should limit the research problem: the influence of picture stories toward students' motivation in learning English.

### **3. The Formulation of the Problem**

Based on the limitation of the problem stated above, questions are formulated in the following questions:

- a. How is students' motivation in learning English taught by using conventional technique?
- b. How is students' motivation in learning English taught by using picture stories?
- c. Is there any significant difference of students' motivation taught by using picture stories and conventional technique at the second year students' of Madrasah Tsanawiyah Darul Hikmah Pekanbaru?

### **C. The Reason for Choosing the Title**

The reasons why the writer is very interested in carrying out a research on the topic above are based on several considerations:

1. The writer is very interested in carrying out this research to find out the effect of using picture stories toward students' motivation in learning English.
2. This research is relevant to writer's status as an English student of English Education Department of State Islamic University SUSKA Riau.

## **D. The Objective and Significance of the Research**

### **1. The Objectives of the Research**

- a. To find out students' motivation in learning English taught by using conventional technique.
- b. To find out students' motivation in learning English taught by using picture stories.
- c. To find out whether there is significant difference of using by using picture stories and conventional technique at the second year students' of Madrasah Tsanawiyah Darul Hikmah Pekanbaru.

### **2. The Significance of the Research**

Related to the object of the research above, the significances of the research are as follows:

- a. To give information to the teacher and the institutions about the effect of using picture stories toward students' motivation in learning English.
- b. To give some contribution to the students in order to improve students' motivation in learning English.
- c. To enhance the writer's knowledge about how to improve students' motivation in learning English by using picture stories.

## E. The Definition of Term

### 1. Picture story

Picture is sketch, painting, drawing or something which shows a scene especially at work of art<sup>8</sup>. Story is a description of events and people that the writer or speaker has invented in order to entertain people<sup>9</sup>. So, a picture story is sketch or drawing which shows scene with the story that has a relationship.

### 2. Student

Student is a person who is studying at a school, college, university, etc<sup>10</sup>.

### 3. Motivation

Motivation is the factor that determines a person's desire to do something. In second and foreign language learning consist of two types

- a. Instrumental motivation: wanting to learn a language because it will be useful for certain "instrumental" goals.
- b. Integrative motivation: wanting to learn a language in order to communicate with people of another culture who speak it<sup>11</sup>.

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<sup>8</sup> A S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (London: Oxford University Press. 2000), p. 991

<sup>9</sup> *Ibid.* p. 1333

<sup>10</sup> *Ibid.* p.1344

<sup>11</sup> Jack c. Richards. John Platt. Heidi Platt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (British: Longman, 1999), p.238

## CHAPTER II

### LITERATURE REVIEW

#### A. The Theoretical Framework

##### 1. Students' Motivation

Schunk stated motivation is the process whereby goal-directed activity is initiated and sustained<sup>1</sup>. Frith states motivation can be defined as the internal drive directing behavior towards some end<sup>2</sup>. It means that motivation is the students' activity and behavior in learning English

According to Brennen, Motivation has been defined as the level of effort an individual is willing to expend toward the achievement of a certain goal<sup>3</sup>. Motivation comes from within a person; therefore, schools' responsibility is to create the conditions that will enhance students' motivation to pursue academic goals actively over a long period of time.

According to Brophy in Lumsden, motivation to learn is a competence acquired "through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by significant others (especially parents and teachers)<sup>4</sup>. In this state explain about additional factor to improve students motivation in learning English.

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<sup>1</sup> Dale H. Schunk, Paul R. Pintrich, Judith L. Meece, *Motivation in Education*, (New Jersey: Pearson Merrill Prentice Hall, 2008), pp.4

<sup>2</sup> Constance, Frith. 1997, *Motivation To Learn*, Educational Communications and Technology University of Saskatchewan. P.2 (Retrieved, February 18 2011)  
<http://www.usask.ca/education/coursework/802papers/Frith/Motivation.HTM>

<sup>3</sup> Annick M. Brennen, *Enhancing Students' Motivation*, Articles & Resources on Educational Administration & Supervision. p.1 (Retrieved, February 16 2011)  
<http://www.soencouragement.org/enhancing-students-motivation.htm>

<sup>4</sup> Linda S. Lumsden. 1994, Student Motivation to Learn, *ERIC Clearinghouse on Educational Management. Under contract No. OERI RR93002006*. p.1 (Retrieved, February 16 2011)  
<http://punya.educ.msu.edu/courses/coursevault/summer09/readings/motivation-lumsden.pdf>



The students called motivated if they always have to participate or active when in learning English process. Based on Lumsden state, student's motivation naturally has to do with students' desire to participate in the learning process. But it also concerns with the reasons or goals that underlie their involvement or noninvolvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ<sup>5</sup>.

According to Brown, motivation is probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task<sup>6</sup>. Abu stated that motivation is the condition of psychology to motivate students to do something for learning<sup>7</sup>. The psychology of students has affect to improve the students' motivation in learning English

Based on some definitions above, motivation seems to be the condition of psychology students for learning English. So from motivation we can learn not only by someone but also by experience. Motivation naturally has to do with students' desire to participate in the learning process. And motivation is important in learning and teaching process.

According to Gardner and Lambert in Brown state two different types of motivation, that identified as "instrumental" and "integrative" motivation. The instrumental side of the dichotomy referred to acquiring a language as a means for attaining instrumental goals: furthering a career, reading technical material, translation. The integrative side described learners who wished to integrate

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<sup>5</sup> *Ibid* p.2

<sup>6</sup> H Douglas, Brown, *Principles of Language Learning and Teaching fourth edition*, (New York: Pearson Education Company. 2000), p. 160

<sup>7</sup> Abu Ahmadi. Op.Cit. p. 109

themselves into the culture of the second language group and become involved in social interchange in that group.

There are two kinds of motivation: intrinsic motivation and extrinsic motivation. According to Deci in Brown, intrinsically motivated activities are ones for which there is no apparent reward except the activity itself<sup>8</sup>.

According to Schunk stated that intrinsic motivation refers to motivation to engage in an activity for its own sake. People who are intrinsically motivated work on tasks because they find enjoyable. In contrast, extrinsic motivation is motivation to engage in an activity as a means to an end. Individuals who are extrinsically motivated work on task because they believe that participation will result in desirable outcomes<sup>9</sup>. It means that intrinsic motivation from the students self and extrinsic from the students out self.

Penny stated that intrinsic motivation is in its turn associated with what has been termed 'cognitive drive' the urge to learn for its own sake, which is very typical of young children and tends to deteriorate with age. Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in task<sup>10</sup>.

From this statement, it can be concluded that intrinsic motivation comes from the learner him self. Because the learner has the basic physical to achieve self-actualization and conquer that challenging situation. And extrinsic motivation comes from learner from outside.

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<sup>8</sup>H Douglas, Brown *Op.Cit.* p. 164

<sup>9</sup> Dale H. Schunk, Paul R. Pintrich, Judith L. Meece. *Op.Cit.* pp. 236

<sup>10</sup> Penny Ur. *A Course in Language Teaching*, (United State of America: Cambridge University, 2003). p. 276-277

## 2. The Characteristics of Students' Motivation in Learning English

According to Naiman in Penny; "The most successful learners are not necessarily those to whom a language comes very easily; they are those who display certain typical characteristic, most of them are clearly associated with motivation"<sup>11</sup>. The characteristics of students' motivation, some of them are:

- a. **Positive task orientation.** The learners do the task for the success in his or her study
- b. **Ego-involvement.** The learners are active in learning that it is important to be successful in learning English
- c. **Need for achievement.** The learner has a need to achieve and succeed in learning English
- d. **High aspiration.** The learners have high aspiration and ambition in learning English
- e. **Goal orientation.** The learners know the goals of learning activities
- f. **Perseverance.** The learners consistently make a high level of effort in learning
- g. **Tolerance of ambiguity.** The learner is not disturbed or frustrated by situation when learning English, in the confidence, understanding will come later

There are five aspects of learner's motivation

- a. The learner wants to be successful in language learning
- b. The learner wants to be successful in present and past

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<sup>11</sup> *Ibid.* p.275

- c. The learner has behavior to be motivated learner
- d. The learner needs the language for their career
- e. The learner has self motivated (intrinsic) and wants to reward (extrensic)

According to Harris, Make learning visual can improve students motivation, Even before young people were reared in a video environment, it was recognized that memory is often connected to visual image. We can provide better learning by attaching image to the idea we want to convey. Using drawings, diagrams, pictures, chart, graphs, bulleted lists, and even three-dimensional objects can bring to class to help students anchor the idea to an image<sup>12</sup>. It can conclude, making learning visual can improve the students' motivation because the students will interesting to participant in learning English.

### 3. The Nature of Picture Stories

Picture is sketch, painting, drawing or something to show a scene especially at work of art<sup>13</sup>. Story is a description of events and people that the writer or speaker has invented in order to entertain people<sup>14</sup>. A picture story is sketch or drawing where shows scene with the story and both of them have a relationship.

Breitkreuz states picture stories are neither simple drawings in the margin of readers nor more illustrations of a text. Normarlly they can image logical or continous actions, situation, thoughts, or scenes in the form of sketches or drawings. The use of media in learning process can improve motivation and

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<sup>12</sup> Robert Harris, 2010, *Some Ideas for Motivating Students*, VirtualSalt. (Retrived, February 17 2011) <http://www.virtualsalt.com/motivate.htm>

<sup>13</sup> A S Hornby, *Op.Cit.* p. 991

<sup>14</sup> *Ibid.* p. 1333

stimulus in learning activity, and give influences the students' psychology<sup>15</sup>. A picture story is the reality that happens, or a situation that happens of the way that someone or something looks in the picture<sup>16</sup>. On the other hand, the use of picture story in teaching and learning activities will make the students easy to comprehend the lesson. In addition, the use of media will improve students' motivation in learning English.

According to Kate Singleton, The picture stories are Designed to help ESOL instructors to address topics and well-being of their students. Being useful for beginner and low-literacy students. Words are kept to a minimum in the stories to give just enough information to convey an idea without becoming too distracting for students with very low literacy<sup>17</sup>. The using of picture stories can help the students to improve the students motivation in learning English.

Designed to be safe, impersonal prompts to allow students to discuss difficult topics, ask questions, and obtain information. It is adaptable for the use at different levels. The using of picture stories is suitable for different level of the students. So, the using this media can help the students to improve motivation in learning English.

Based on the University of Ilionics Extension<sup>18</sup>, The purpose of the picture stories are:

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<sup>15</sup> Hartmut Breitzkreuz. *Op.Cit.* p. 145

<sup>16</sup> Cambridge Advanced Learner's Dictionary, Every picture tells a story, Cambridge University. (Retrieved, April 26 2011) <http://dictionary.cambridge.org/dictionary/british/every-picture-tells-a-story>

<sup>17</sup> Kate Singleton, *Picture Stories for Adult ESL Health Literacy*, Fairfax County (Virginia) Public Schools. p. 1 (Retrieved, April 16 2010) [http://www.cal.org/caela/esl\\_resources/Health/healthindex.html](http://www.cal.org/caela/esl_resources/Health/healthindex.html)

<sup>18</sup> Beyond, Rhetoric and Rainbows, 1996, *Strategies for Empowering Students*, University of Ilionics Extension. pp.1 (Retrieved, February 18 2011) <http://urbanext.illinois.edu/ce/strat108.html>

- a. To encourage students to use their critical thinking skills
- b. To enhance students' creative skills
- c. To enhance students' comprehension skills

How can the stories be used in class?

The Language Experience Approach (LEA) is an effective way to use the picture stories with beginners.

The advantages of picture stories:

- a. Using the students' own language, experiences and observations to create a product, their own story.
- b. Promoting speaking, listening, reading and writing, while letting students decide on the content.
- c. Life skills are discussed, and the students negotiate to come up with a story on which all can agree.

Procedure of picture stories:

- a. The teacher can ask the students what is happening in each frame of the story. She can ask questions to elicit specific details or observations, and if students don't have a clear idea of what to say, various scenarios can be discussed until the class chooses one they like.
- b. Once the whole story has been elicited orally, the teacher tells the students that she will write it down as they retell it. While the students retell it, the

teacher writes, trying to stay close to the students' own language. She can smooth it out for clarity's sake occasionally, but the story should be the students' product, based on their ideas.

- c. The teacher can ask questions again to make sure important information or vocabulary is included.
- d. After the story has been written, the class can practice reading it chorally and individually.
- e. Students can then copy it down (it's best to leave this step until the end; if students are writing as the teacher who is eliciting the story, they do not participate in the creation of the story.).
- f. If reading is a skill focus of the class, various follow-up activities like sentence or word sequencing, or cloze activities can be done in a later class. If oral skill development is the focus, retelling without reading could be practiced.

#### **4. Picture Stories for Students' Motivation**

Media are the instruments that can be used by the teacher during teaching and learning process. Sri Anita states teaching media is every people, material, instrument or event that can make possible condition of the students to get knowledge, competence and attitude<sup>19</sup>. Media are important in teaching and learning process. Furthermore it is primarily needed very much in teaching and learning activities. It is as an integral part in getting success of teaching and

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<sup>19</sup> Sri Anita, *Media Pembelajaran*, (Surakarta: Sebelas Maret University Press. 2010), p.2

learning process. Based on statement stated above, teacher or lecturer text book, surroundings is teaching media.

There are many Media that can be used by the teacher to increase students' activity in teaching and learning process. The graphic media are including types of media, such as picture, photo, poster sound, motion picture, etc. the teacher can choose one of them or all of them based on the students' need. That is right, among them (media) is very useful and affective in teaching such as picture or picture story.

According to Hamalik, the use of media in learning process can improve motivation and stimulation in learning activity, and give influences to the students' psychology<sup>20</sup>. Fred Ligon states Picture stories provide the stimulus for oral language. They create a motivation for reading because of students' interest and involve in the stories<sup>21</sup>. According to Hartmut Breitzkreuz, the use of picture stories has become a stimulation of the motivating force in the process of teaching English<sup>22</sup>. Based on the statement above, the using of picture stories enhance the students motivation in learning English.

## **B. The Relevant Research**

In 2008, Fauziah conducted a research entitled “ The Influence of Picture Stories in Increasing Students' Writing Ability at the Second Year of MTS YPUI Teratak. She tried out whether there was significant influence of picture stories

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<sup>20</sup> Hamalik, *Manfaat Media Pendidikan*, (Retrieved, April 26 2011) (<http://Ayitstudio85.blogspot.com>)

<sup>21</sup> Fred Ligon and Elizabeth Tannenbaum, *Op.Cit.* pp.IV

<sup>22</sup> Hartmut Breitzkreuz, *Op.Cit.* p.145



toward students' writing ability or not at the second year of MTS YPUI Teratak. From the research, she found that there was significant influence of picture stories toward students' writing ability at the second year of MTS YPUI Teratak.

In 2008, M. Husni Tamrin conducted a research which entitled "The Contribution of The Use of Modified English Lessons to Students' English Learning Motivation at the First Year of MTs DARUL FALAH Salo. She tried out whether there was significant contribution of modified english lessons to the English students' learning motivation or not at the first year of MTs DARUL FALAH Salo. From the research, she found that there was significant contribution of modified English lessons to the English students' learning motivation or at the first year of MTs DARUL FALAH Salo.

### **C. The Operational Concept**

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is experimental research which focuses on gaining the effect of using picture stories toward students' motivation. Therefore, in analyzing the problem in this research, there are two variables that will be used. The first is picture stories which refer to the teacher's media in learning English. The second is students' motivation. Picture stories are an independent variable and students' motivation in learning English is a dependent variable. To operate the investigation on the variable, the researcher will work based on the following indicators:

1. The procedure of picture stories media are as follows:

- a. The teacher asks some questions about the picture story (what is happening in the picture story).
  - b. The students answer the questions.
  - c. The teacher asks again about the information and vocabulary of picture stories.
  - d. The teacher gives a comment to the students answer.
  - e. The teacher explains the lesson by using picture story.
  - f. The teacher asks the students to retell the story.
2. The indicators of students' motivation in learning English are as follows:
- a. The students do the task assignment
  - b. The students are active in learning English
  - c. The students have a need to achieve and succeed in learning English
  - d. The students have high aspiration and ambition in learning English
  - e. The students are very aware of the goals of learning activities
  - f. The students consistently invest a high level of effort in learning
  - g. The students are not disturbed or frustrated in learning activity

## **D. The Assumption and the Hypotheses**

### **1. The Assumption**

In this research, the researcher assumes that the better we use picture stories media the higher motivation in learning English will be,

## **2. The Hypothesis**

- a. Ha: There is significant effect of using picture stories toward students' motivation in learning English at the second year students of MTs Darul Hikmah Pekanbaru.
- b. Ho: There is no significant effect of using picture stories toward students' motivation in learning English at the second year students of MTs Darul Hikmah Pekanbaru.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. The Research Design**

The type of this research is Causal-Comperative research. According to Gay, Causal-Comperative research is to determine the cause, or reason, for preexisting defferencess in groups of individuals<sup>1</sup>. In other words, it is observed that groups are different on some variables and the researcher attempts to identify the main factor that has led to this difference. In this research, researcher uses the basic causal-comparative design, it means that selecting two groups differing on some independent variables and comparing them on some dependent variables. Comparison of two groups, one group composed of using picture stories and one group composed of using conventional technique.

#### **B. The Time and the Location of the Research**

This research was conducted at MTS Darul Hikmah on Pekanbaru at H.R Subrantas Street no. 12, Pekanbaru. The time of conducting research activities was for one month, started from July 11 until August 10, 2011.

#### **C. The Subject and the Object of the Research**

The subject of the research was the second year students of MTS Darul Hikmah Pekanbaru in academic 2010/2011. The object of the research was the use of picture stories toward students' motivation in learning English.

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<sup>1</sup> Gay, L.R, Peter Airasian, *Educational Research Competencies for Analysis and Application*. (New Jersey: Prentice Hall, 1997), p. 349

## D. The Population and the Sample of the Research

### 1. Population

The population in this research was the second year students of MTS Darul Hikmah Pekanbaru. They consisted of eight classes, four male classes that consist of 126 students and four female classes with 123 students. The specification of the population can be seen on the table below:<sup>2</sup>

**Table III. 1**  
**The Population of the Second year Students of MTs Darul Hikmah**

No	Classes	Population		Total
		Male	Female	
1	VIII A1		32	
2	VIII A2		31	
3	VIII A3		30	
4	VIII A4		30	
5	VIII B1	32		
6	VIII B2	33		
7	VIII B3	30		
8	VIII B4	31		
	Total	<b>126</b>	<b>123</b>	<b>249</b>

### 2. Sample

This research, the researcher using cluster sampling<sup>3</sup>. It means that cluster sampling randomly selects group, not individuals, all the members of selected group have similar characteristics. According Suharsimi, if the population is more than 100 respondents, we can take 25% or more than it. Therefore, the writer took

<sup>2</sup>Data Source from MTs Darul Hikmah Pekanbaru.

<sup>3</sup> Gay, L.R, Peter Airasian, *op.cit.* p. 129

30% from the population to be the sample.<sup>4</sup> Here, the writer took the second year students of Madrasah Tsanawiyah Darul Hikmah as a sample. The sample of this research was two classes. Both groups were selected without random assignment. It was class VIII A4 for experimental class and VIII A3 for control class.

### **E. The Technique of Collecting Data**

To obtain the data needed in this research, the writer used technique as follows:

#### 1. Observation

Observation was used to get data about the implementation of picture stories to increase students' motivation in learning English.

#### 2. Questionnaire

The data were gotten from writer's question. The questionnaire is statement list which gives to respondent based on the reseacher wants. The goal of using questionnaire is to find information clearly about a problem from respondent<sup>5</sup>. And the respondents know about information needed . In this research the writer used scale to get the score. The writer used Likert's scale, According to Sukardi; Likert's scale is used to match someone's attitude like motivation<sup>6</sup>. According to Riduwan Likert's scale is used for surveying attitude, opinion, and perception of someone or group about social symptoms<sup>7</sup>. In this

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<sup>4</sup>Suharsimi Arikunto. *Prosedur Penelitian: Suatu Pendekatan Praktis*. (Jakarta: Rhineka Cipta, 2006), p. 134.

<sup>5</sup> Riduwan, *Skala Pengukuran Variabel-Variabel Penelitian*, (Bandung:Alfabeta,2010)p. 25

<sup>6</sup> Sukardi, *Metodologi Penelitian Pendidikan*, (Jakarta: Bumi Aksara, 2008), p. 146

<sup>7</sup> Riduwan, *Op.Cit.* p. 12

research, social symptoms were appointed specifically by the reseacher. And we call as a research variable.

According to Creswell to collect data on an instrument or a checklist needs some systems for scoring the data. Scoring data means that the researcher assigns a numeric score (or value) to each response category for each questions on the instruments used to collect data<sup>8</sup>. Every answer related to statement is expressed with the word is as follows:

- a. Strongly agree
- b. Agree
- c. Undecided
- d. Disagree
- e. Strongly disagree

The analysis this instrument is, as follow: if the answer is strongly agree, it has 5 points, ‘agree has 4 points, undecided has 3 points, disagree has 2 points, strongly disagree has 1 point.

After getting the ordinal data from questionnaire, the writer changed ordinal into interval data by using formula, as follows<sup>9</sup>:

$$T_i = 50 + 10 \frac{X_i - \bar{x}}{SD}$$

$X_i$  = ordinal data

$\bar{x}$  = mean

SD =Standard deviation

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<sup>8</sup> Jhon. W. Cresswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education, 2008), p. 183

<sup>9</sup> Hartono, *Analisis Item Instrumen*, (Zanafa Publishing, Pekanbaru, 2010). p. 126.

## F. The Technique of Data Analysis

The data were analyzed by using causal-comperative research, the writer used T test. Hartono says that T test is one of the statistic tests used to know the different significance of two samples of mean in two variables.<sup>10</sup>

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

- Where:
- $t_o$  : The value of t-obtained
  - $M_x$  : Mean score of experiment class
  - $M_y$  : Mean score of control class
  - $SD_x$  : Standard deviation of experiment class
  - $SD_y$  : Standard deviation of control class
  - N : Number of Student

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<sup>10</sup> -----, *Statistik untuk Penelitian*, (Yogyakarta: Pustaka Pelajar, 2009), p. 178



**CHAPTER IV  
DATA PRESENTATION AND ANALYSIS**

**A. Data Presentation**

This research was to find out the use of picture stories toward students' motivation in learning English at MTS Darul Hikmah Pekanbaru, observation and questionnaire were used to obtain the required data. The observation was used to gather information about the effect of using picture stories in classroom activities and questionnaire was used to gather the information about students' motivation in learning English.

**1. The Use of Picture Stories in the classroom**

**TABLE IV.1  
SUMMARY OF ITEM OBSERVATION IN TEACHING LEARNING  
ENGLISH**

No	Items	Yes		No	
		F	P	F	P
1	The researcher asks some questions about the picture story (what is happening in the picture story)	8	16.6%	0	0%
2	The students answer the questions	6	12.5%	2	4.1%
3	The teacher asks again about the information and vocabulary of picture stories	6	12.5%	2	4.1%

<b>4</b>	The researcher gives a comment to the students answer	<b>6</b>	<b>12.5%</b>	<b>2</b>	<b>4.1%</b>
<b>5</b>	The researcher explains the lesson by using picture story	<b>8</b>	<b>16.6%</b>	<b>0</b>	<b>0%</b>
<b>6</b>	The researcher asks the students to retell the story.	<b>5</b>	<b>10.4%</b>	<b>3</b>	<b>6.2%</b>
Total		<b>39</b>	<b>81.25%</b>	<b>9</b>	<b>18.75%</b>

From the table above shows that there were 39 activities done well during the classes and 11 activities were not well done.

The percentage result of information is further computed as follows:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{39}{48} \times 100\%$$

$$P = 81.25\%$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{9}{48} \times 100\%$$

$$P = 18.75\%$$

The table above also shows that there were some categories that were implemented, they are as follows:

1. The teacher asks some questions about the picture story (what is happening in the picture story) (16.6%).
2. The students answer the questions (12.5%).

3. The teacher asks again about the information and vocabulary of picture stories (12.5%).
4. The teacher gives a comment to the students' answer (12.5%).
5. The teacher explains the lesson by using picture story (16.6%).
6. The teacher asks the students to retell the story (10.4%).

## **2. The Students' Motivation in Learning English**

The data of students' motivation in learning English taught by using picture stories were gotten from pre-questionnaire and post-questionnaire of experimental class taken from the sample of this class (30 students). The writer taught directly, and the English teacher observed the writer for eight meetings in the experimental class. The data can be seen from the table below:

**TABLE IV.2****The Data of Experimental Class**

NO	RESPONDENT	CONTROL CLASS	
		Questionnaire 1	Questionnaire 2
1	RESPONDENT 1	49	68
2	RESPONDENT 2	55	71
3	RESPONDENT 3	51	72
4	RESPONDENT 4	60	71
5	RESPONDENT 5	62	71
6	RESPONDENT 6	61	72
7	RESPONDENT 7	62	72
8	RESPONDENT 8	58	72
9	RESPONDENT 9	54	68
10	RESPONDENT 10	53	62
11	RESPONDENT 11	53	70
12	RESPONDENT 12	53	70
13	RESPONDENT 13	56	70
14	RESPONDENT 14	66	67
15	RESPONDENT 15	70	80
16	RESPONDENT 16	56	63
17	RESPONDENT 17	50	70
18	RESPONDENT 18	53	65
19	RESPONDENT 19	52	68
20	RESPONDENT 20	65	73
21	RESPONDENT 21	52	75
22	RESPONDENT 22	43	62
23	RESPONDENT 23	48	71
24	RESPONDENT 24	55	69
25	RESPONDENT 25	49	68
26	RESPONDENT 26	67	67
27	RESPONDENT 27	55	67
28	RESPONDENT 28	41	67
29	RESPONDENT 29	55	62
30	RESPONDENT 30	52	72
TOTAL		1656	2075

The data before treatment is 1656, and after eight meeting by using picture stories is 2075.

The data of students' motivation in learning English taught by using conventional technique were also taken from pre-questionnaire and post-questionnaire of control class taken from the sample of this class (30 students).

The data can be seen from the table below:

**TABLE IV.3**  
**The Data of Control Class**

NO	RESPONDENT	CONTROL CLASS	
		Questionnaire 1	Questionnaire 2
1	RESPONDENT 1	56	62
2	RESPONDENT 2	66	67
3	RESPONDENT 3	59	60
4	RESPONDENT 4	67	69
5	RESPONDENT 5	60	63
6	RESPONDENT 6	49	61
7	RESPONDENT 7	56	62
8	RESPONDENT 8	57	58
9	RESPONDENT 9	62	54
10	RESPONDENT 10	52	53
11	RESPONDENT 11	52	54
12	RESPONDENT 12	55	59
13	RESPONDENT 13	50	56
14	RESPONDENT 14	61	66
15	RESPONDENT 15	56	68
16	RESPONDENT 16	50	57
17	RESPONDENT 17	48	51
18	RESPONDENT 18	53	53
19	RESPONDENT 19	55	56
20	RESPONDENT 20	58	65
21	RESPONDENT 21	51	52
22	RESPONDENT 22	55	56
23	RESPONDENT 23	58	66
24	RESPONDENT 24	50	56
25	RESPONDENT 25	47	49
26	RESPONDENT 26	47	67
27	RESPONDENT 27	50	57
28	RESPONDENT 28	51	61
29	RESPONDENT 29	52	55
30	RESPONDENT 30	57	58
TOTAL		1640	1771

The total's are 1640, and after eight meeting and using conventional technigue 1771.

## B. Data Analysis

### 1. The Use of Picture Stories in the Classroom

From the table IV.1 the percentage of the using picture stories for each category can be seen as follows:

- a. The teacher asks some questions about the picture story (what is happening in the picture story) (16.6%).
- b. The students answer the questions (12.5%).
- c. The teacher asks again about the information and vocabulary of picture stories (12.5%).
- d. The teacher gives a comment to the students' answer (12.5%).
- e. The teacher explains the lesson by using picture story (16.6%).
- f. The teacher asks the students to retell the story (10.4%).

Further, the result of observation percentage above is inserted to the table of observation percentage to know the difference between the activities that were well done and the activities that were not well implemented. The following table is the recapitulation of the using picture stories.

**TABLE IV.4**

#### Summary of the percentage of the using of Picture Stories

No	Result of Observation	F	P
1	Yes	39	81.5%
2	No	9	18.5%
Total		48	100%

The implementation of the observation percentage above of the use of picture stories in teaching and learning English falls to good, for the obtained percentage is 81.5%. Therefore, it can be said that the use of picture stories was applied by the teacher.

## **2. Students' Motivation in Learning English**

From the formulation of the problem, there were three answers about formulation of the problem; those must be found by the writer. The first formulation of the problem is how is students' motivation in learning English before taught by using conventional technique? And the second formulation of the problem is 'how is students' motivation in learning english taught by using picture stories?'. To find out and investigate, it is necessary to analyze and measure the data gained from the pre and post questionnaire of experimental class, of which pre questionnaire was given before treatment, and post questionnaire was given after treatment. The table below is the students' motivation before using the picture stories.

The data of students' motivation in learning English taught by using picture stories were gotten from pre-questionnaire and post-questionnaire of experimental class taken from the sample of this class (30 students). The writer taught directly, and the English teacher observed the writer for eight meetings in the experimental class. The data can be seen from the table below:

**TABLE IV.5****The Data of Experimental Class**

NO	RESPONDENT	EXPERIMENTAL CLASS	
		Pre-Questionnaire	Post-Questionnaire
1	RESPONDENT 1	49	68
2	RESPONDENT 2	55	71
3	RESPONDENT 3	51	72
4	RESPONDENT 4	60	71
5	RESPONDENT 5	62	71
6	RESPONDENT 6	61	72
7	RESPONDENT 7	62	72
8	RESPONDENT 8	58	72
9	RESPONDENT 9	54	68
10	RESPONDENT 10	53	62
11	RESPONDENT 11	53	70
12	RESPONDENT 12	53	70
13	RESPONDENT 13	56	70
14	RESPONDENT 14	66	67
15	RESPONDENT 15	70	80
16	RESPONDENT 16	56	63
17	RESPONDENT 17	50	70
18	RESPONDENT 18	53	65
19	RESPONDENT 19	52	68
20	RESPONDENT 20	65	73
21	RESPONDENT 21	52	75
22	RESPONDENT 22	43	62
23	RESPONDENT 23	48	71
24	RESPONDENT 24	55	69
25	RESPONDENT 25	49	68
26	RESPONDENT 26	67	67
27	RESPONDENT 27	55	67
28	RESPONDENT 28	41	67
29	RESPONDENT 29	55	62
30	RESPONDENT 30	52	72
TOTAL		1656	2075

The data before treatment is 1656, and after eight meeting by using picture stories is 2075.



The data of students' motivation in learning English taught by using conventional technique were also taken from pre-questionnaire and post-questionnaire of control class taken from the sample of this class (30 students).

The data can be seen from the table below:

**TABLE IV.6**  
**The Data of Control Class**

NO	RESPONDENT	CONTROL CLASS	
		Pre-Questionnaire	Post-Questionnaire
1	RESPONDENT 1	56	62
2	RESPONDENT 2	66	67
3	RESPONDENT 3	59	60
4	RESPONDENT 4	67	69
5	RESPONDENT 5	60	63
6	RESPONDENT 6	49	61
7	RESPONDENT 7	56	62
8	RESPONDENT 8	57	58
9	RESPONDENT 9	62	54
10	RESPONDENT 10	52	53
11	RESPONDENT 11	52	54
12	RESPONDENT 12	55	59
13	RESPONDENT 13	50	56
14	RESPONDENT 14	61	66
15	RESPONDENT 15	56	68
16	RESPONDENT 16	50	57
17	RESPONDENT 17	48	51
18	RESPONDENT 18	53	53
19	RESPONDENT 19	55	56
20	RESPONDENT 20	58	65
21	RESPONDENT 21	51	52
22	RESPONDENT 22	55	56
23	RESPONDENT 23	58	66
24	RESPONDENT 24	50	56
25	RESPONDENT 25	47	49
26	RESPONDENT 26	47	67
27	RESPONDENT 27	50	57
28	RESPONDENT 28	51	61
29	RESPONDENT 29	52	55
30	RESPONDENT 30	57	58
<b>TOTAL</b>		<b>1640</b>	<b>1771</b>

The total is 1640, and after eight meeting and using conventional technique is 1771.

And To find out the third formulation of the problem, significant difference of students' motivation in learning English between students who are taught by using conventional technique and those taught by using picture stories. It is necessary to refer to the table below.

**TABLE IV.7**  
**The Data of Control Class and Experimental Class**

No	RESPONDENT	CONTROL CLASS	EXPERIMENT CLASS
		Post-Questionnaire	Post-Questionnaire
1	Respondent 1	62	68
2	Respondent 2	67	71
3	Respondent 3	60	72
4	Respondent 4	69	71
5	Respondent 5	63	71
6	Respondent 6	61	72
7	Respondent 7	62	72
8	Respondent 8	58	72
9	Respondent 9	54	68
10	Respondent 10	53	62
11	Respondent 11	54	70
12	Respondent 12	59	70
13	Respondent 13	56	70
14	Respondent 14	66	67
15	Respondent 15	68	80
16	Respondent 16	57	63
17	Respondent 17	51	70
18	Respondent 18	53	65
19	Respondent 19	56	68
20	Respondent 20	65	73
21	Respondent 21	52	75
22	Respondent 22	56	62
23	Respondent 23	66	71
24	Respondent 24	56	69
25	Respondent 25	49	68
26	Respondent 26	67	67
27	Respondent 27	57	67
28	Respondent 28	61	67
29	Respondent 29	55	62
30	Respondent 30	58	72
TOTAL		1771	2075

To analyze the data between of picture stories and conventional technique, the writer got ordinal data and to analysis the data should be changed to interval data.

**TABLE IV.8**

**The Recapitulation Data of Experimental Class**

No	RESPONDENT	EXPERIMENT CLASS			
		Pre-Questionnaire		Post-Questionnaire	
		Ordinal	Interval	Ordinal	Interval
1	Respondent 1	49	40.50	68	46.94
2	Respondent 2	55	49.70	71	54.84
3	Respondent 3	51	43.57	72	57.47
4	Respondent 4	60	57.37	71	54.84
5	Respondent 5	62	60.49	71	54.84
6	Respondent 6	61	58.91	72	57.47
7	Respondent 7	62	60.49	72	57.47
8	Respondent 8	58	59.30	72	57.47
9	Respondent 9	54	48.17	68	46.94
10	Respondent 10	53	46.64	62	31.15
11	Respondent 11	53	46.64	70	52.21
12	Respondent 12	53	46.64	70	52.21
13	Respondent 13	56	51.24	70	52.21
14	Respondent 14	66	66.57	67	44.31
15	Respondent 15	70	72.71	80	78.52
16	Respondent 16	56	51.24	63	33.78
17	Respondent 17	50	42.03	70	52.21
18	Respondent 18	53	46.64	65	39.05
19	Respondent 19	52	45.10	68	46.94
20	Respondent 20	65	65.64	73	60.10
21	Respondent 21	52	45.10	75	65.36
22	Respondent 22	43	46.64	62	31.15
23	Respondent 23	48	39.01	71	54.89
24	Respondent 24	55	49.70	69	49.57
25	Respondent 25	49	40.50	68	46.94
26	Respondent 26	67	68.11	67	44.31
27	Respondent 27	55	49.70	67	44.31
28	Respondent 28	41	28.23	67	44.31
29	Respondent 29	55	49.70	62	31.15
30	Respondent 30	52	45.10	72	57.47

**TABLE IV.9****The Recapitulation Data of Control Class**

No	RESPONDENT	CONTROL CLASS			
		Pre-Questionnaire		Post-Questionnaire	
		Ordinal	Interval	Ordinal	Interval
1	Respondent 1	56	52.66	62	55.60
2	Respondent 2	66	72.58	67	65.03
3	Respondent 3	59	58.64	60	51.83
4	Respondent 4	67	74.58	69	68.81
5	Respondent 5	60	60.63	63	57.49
6	Respondent 6	49	38.72	61	53.71
7	Respondent 7	56	52.66	62	55.60
8	Respondent 8	57	54.66	58	48.05
9	Respondent 9	62	64.62	54	40.50
10	Respondent 10	52	44.70	53	38.62
11	Respondent 11	52	44.70	54	40.50
12	Respondent 12	55	50.67	59	49.94
13	Respondent 13	50	40.71	56	44.28
14	Respondent 14	61	62.62	66	63.15
15	Respondent 15	56	52.66	68	66.92
16	Respondent 16	50	40.71	57	46.16
17	Respondent 17	48	36.73	51	34.84
18	Respondent 18	53	46.69	53	38.62
19	Respondent 19	55	50.67	56	44.28
20	Respondent 20	58	56.65	65	61.26
21	Respondent 21	51	42.70	52	36.73
22	Respondent 22	55	50.67	56	44.28
23	Respondent 23	58	56.65	66	63.15
24	Respondent 24	50	40.71	56	44.28
25	Respondent 25	47	34.74	49	31.07
26	Respondent 26	47	34.74	67	65.03
27	Respondent 27	50	40.71	57	46.16
28	Respondent 28	51	42.70	61	53.71
29	Respondent 29	52	44.70	55	42.39
30	Respondent 30	57	54.66	58	48.05

To analyze the data between of picture stories and conventional technique, the writer got interval data in post-questinnaire both of them to analyze is there any significant difference of students' motivation in learning.

**TABLE IV.10**

**The Recapitulation Data of Experimental Class and Control Class**

No	RESPONDENT	EXPERIMENT CLASS	CONTROL CLASS
		Post-Questionnaire	Post-Questionnaire
1	Respondent 1	46.94	55.60
2	Respondent 2	54.84	65.03
3	Respondent 3	57.47	51.83
4	Respondent 4	54.84	68.81
5	Respondent 5	54.84	57.49
6	Respondent 6	57.47	53.71
7	Respondent 7	57.47	55.60
8	Respondent 8	57.47	48.05
9	Respondent 9	46.94	40.50
10	Respondent 10	31.15	38.62
11	Respondent 11	52.21	40.50
12	Respondent 12	52.21	49.94
13	Respondent 13	52.21	44.28
14	Respondent 14	44.31	63.15
15	Respondent 15	78.52	66.92
16	Respondent 16	33.78	46.16
17	Respondent 17	52.21	34.84
18	Respondent 18	39.05	38.62
19	Respondent 19	46.94	44.28
20	Respondent 20	60.10	61.26
21	Respondent 21	65.36	36.73
22	Respondent 22	31.15	44.28
23	Respondent 23	54.89	63.15
24	Respondent 24	49.57	44.28
25	Respondent 25	46.94	31.07
26	Respondent 26	44.31	65.03
27	Respondent 27	44.31	46.16
28	Respondent 28	44.31	53.71
29	Respondent 29	31.15	42.39
30	Respondent 30	57.47	48.05

From the calculation above, it is clear that the students' motivation in experimental class is higher than the motivation of control class. To answer the contribution of the using picture stories toward students' motivation, we need to compare the obtained mean of each group as follows:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Based on the table above between using picture stories and using conventional technique toward students' motivation can analysis with using SPSS 16.00.

**TABLE IV.11**  
**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 picture stories	9.1283	30	7.05472	1.28801
conventional technique	6.4230	30	7.07035	1.29086

The table above is descriptive statistic table, which shows mean, standard deviation and N for each table. Mean of picture stories is 9.1283. Mean of conventional technique is 6.4230. Standard deviation of picture stories is 7.05472 and conventional technique is 7.07035. standard error mean for picture stories is 1.22801 and for conventional technique is 1.29086. It means that the variance of picture stories is higher than conventional technique score. While, N=30 shows the total of sample which is analyzed in every variable.

**TABLE IV.11**  
**Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 picture stories & conventional technique	30	.035	.854

Table above shows the variable of correlation between two samples is 0.035 and the significance is 0.854. the interpretation is the significanse 0.854 is higher than significance 0.05. it means that there is no correlation between picture stories and conventional technique.

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**TABLE IV.11****Paired Differences**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Picture stories - conventional technique	2.70533	9.81146	1.79132	-.95833	6.36899	3.510	29	.142

Table above shows the comparison by using T-test. From the table we can see that mean of picture stories and conventional technique is 2.7, standard deviation is 9.811, and standard error mean is 1.791. the lower Interval of the Difference is -0.95, the upper Interval of the Difference is 6.36. Ttest = 3.510, df = 29, and sig. = 0.142. the interpretation is according the comparison between  $t_{\text{observed}}$  and  $t_{\text{tabel}}$ . By using  $t_{\text{tabel}}$  for df = 29, we can get score 2.04 from sig. 5% and 2.76 from sig. 1%. And  $t_o = 3.510$  is higher than  $t_{\text{tabel}}$  from sig. 5% and 1% ( $2.04 < 3.510 > 2.76$ ). It means there is a significance difference between students' motivation by using picture stories and conventional technique.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the preliminary research at MTs Darul Hikmah Pekanbaru, The teacher has taught English subject in the classroom. The teacher has taught the types of genre available in students' textbook. The students recognize and understand about English subject. Besides, the teacher teaches well by following the procedures. The teacher uses other books to support teaching English. Ideally, students in MTs Darul Hikmah Pekanbaru should be motivated in English class, but in fact, the teacher still found that many students feel bored in learning English.

The research has three formulations of the problem that how students' motivation in learning English taught by using conventional technique is, how students' motivation in learning English taught by using picture series is, and whether or not there is a significant difference of students' motivation in learning English between students who are taught by using conventional technique and those taught by using picture stories.

The research was carried out at Madrasah Tsanawiyah Darul Hikmah Pekanbaru. It was conducted from July 11, to August 10, 2011. The subject of the research was the second year students of Madrasah Tsanawiyah Darul Hikmah Pekanbaru. The population of this research was 249 students from eight classes and

the sample was only two classes of the total classes that consisted of 60 students, because this research was assigned by using basic causal-comparative design in Causal-Comperative research. The writer used observation and questionnaire to collect the data of this research. The data were analyzed by using T-test.

After analyzing the previous data, the writer makes the conclusion of this research as follows:

1. The students' motivation in learning English taught by conventional strategy at the second year of Madrasah Tsanawiyah Darul Hikmah Pekanbaru with mean score is 59.
2. The students' motivation in learning English taught by using picture stories at the second year of Madrasah Tsanawiyah Darul Hikmah Pekanbaru is categorized into 'Good' with mean score is 69.1.
3. The writer used observation and questionnaire to collect the data of this research. The data were analyzed by using T-test. Having analyzed the data with independent sample T-test, it can be seen that there is a significance different between using picture stories and using conventioanl technique toward motivation in learning English of the second year students' of Madrasah Tsanawiyah Pekanbaru. It was proved by finding  $t_0$  (3.510), which is greater than t-table at 5% grade of significance (2.04) and at 1% grade significance (2.76). And  $t_o = 3.510$  is higher than  $t_{tabel}$  from sig. 5% and 1% ( $2.04 < 3.510 > 2.76$ ). It means there is a significance difference between students' motivation by using picture stories and conventional technique.

## **B. Suggestion**

After finding the result of the effect of using picture stories toward students' motivation in learning English, there are some writer's suggestions for the students, teacher and school.

### 1. Suggestion for students

In mastering the lesson in learning English, one thing that should be done by the students is that the students have to be interested and motivated in learning English itself. In this case, picture stories are a media that can be used by the students in learning English and can improve the students' motivation. the use of picture stories has become a stimulation of the motivating force in the process of teaching English.

### 2. Suggestion for teacher

In effort to increase students' motivation in learning English, teacher must be smart to select the strategy or media to be used by students to improve students' motivation in learning English. Based on the research findings, there is a significant effect of using picture stories to improve students' motivation in learning English. It means that, picture stories can be applied to increase students' motivation. Thus, teacher can apply this media to increase students' motivation in learning English.

### 3. Suggestion for school

School is an institution that has a purpose to make students enjoyable in teaching and learning process. School has to observe the students' subject

in teaching and learning process, especially in teaching and learning English. School should find the students' interest and motivation in teaching and learning reading. So, school should help English teacher find the strategy or media and observe the teacher's activity in teaching English.

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