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ABSTRACT

The study investigates the reality of students' low participation in speaking activities and the possibility of using pictures to increase their participation in classroom speaking activities if necessary. The reason for this research is the lack of using pictures as the visual aids to teach speaking skill for the students in Vietnam's context. Although several studies have been conducted on these subjects with different approaches, Vietnamese students, especially the primary ones, are not paid much attention as an investigated object. By using methods of questionnaires and tests (pre-tests and post-tests) combined with qualitative analytical analysis, as well as taking 50 students in grade 4 of a primary school in Hanoi as the objects to assess their current situation of learning English with pictures. The research findings indicate that students are more interested in learning English speaking when using pictures. Moreover, the students' learning strategies and students' attitude towards learning English are the two main causes that make them have low motivation in learning. In all, motivation and performance of students after the process of applying pictures in learning English presented an improvement. The results of this study are expected to be beneficial for the teachers in conducting the teaching curriculum as they can apply pictures as effective supporters.

Keywords: pictures, motivate, students, speaking lessons

1. INTRODUCTION

In the last few decades, learning foreign languages is becoming more and more popular and English which is considered one of the most common languages all over the world is becoming a compulsory subject at all educational stages in Vietnam's schools. Teachers are always concerned about how to get high-quality and effective language lessons. Traditionally, the most commonly used approach by teachers is mainly based on the translation of texts, rote learning of vocabulary or spending a lot of time explaining grammar rules while students spend lots of time taking notes and acquiring knowledge in a passive way. Students rarely have the opportunity to practice language skills, especially speaking one.

As we know, learning a foreign language is a process in which learners do not have a natural communication environment like native people. Thus, in order to help students, master a foreign language as a means of communication, the teacher plays an important role in finding out the ways to make their speaking lessons more interesting and productive. Accordingly, nowadays, instead of making use of activities that demand accurate repetition and memorization of sentences and grammar patterns, activities that ask learners to negotiate meaning and to interact meaningfully are required.

It is clear that one of the main goals of learning English is to use it effectively in communication. Speaking skill, more or less, is an important skill that students must acquire in the learning process. Since the application of the new textbooks, speaking skill has had a different position from primary to secondary schools. However, the quality of speaking lessons in language lessons in Vietnam is not yet high due to various reasons for limited communication such as lack of time, inappropriate teaching method or students' psychology, according to Nhat (2018).

Wulandari, R (2012) state that by using pictures as the visual aids to teach speaking skill for the students, students became more self-assured and relaxed in expressing their speaking. Pictures might affect their motivation and the way learners achieve. The support of pictures in teaching English is pervasive owing to their proliferation in instructional materials. They penetrate into every way of our life and are even included in textbooks. Thus, it would be a big mistake if teachers do not find ways to investigate their effects on student learning. However, the question arises as to the contribution of pictures make in assisting learning, which seems

to be taken for granted by those who produce the resources and triggers studies implemented with increasing frequency in recent years about this issue.

2. THEORETICAL BACKGROUND

2.1. Definition of speaking

Bygate (1997) states that speaking is a skill which deserves attention every bit as much as literary skill, in both first and second languages. In order to carry out many of their most basic transactions, the learners often need to be able to speak with confidence. He also explains that there are two basic ways in which something is done can be seen as a skill. They are motor-perceptive skills which involve perceiving, recalling, and articulating in the correct sounds and structures of the language, and interaction skills which involve making decisions about communication, such as: what to say, how to say it, and whether to develop it, in accordance with one's intentions, while maintaining the desired relations with others. (Bygate, 1997: 5-6). According to Byrne (1986), speaking skill is one of two ways of oral communication process, and is the productive skill. The speaker has to encode the message he wishes to convey in appropriate language, while the listener has to decode (or interpret) the message. The message, in normal speech, usually contains a good deal of 'information' that is redundant; however, one should notice that speech is often characterized by incomplete and sometimes ungrammatical utterances, and by frequent false starts and repetition.

2.2. Notions of pictures

In the process of teaching speaking, teachers often use a variety of means to support the teaching process. Especially in the present day when technology, multimedia communications and the internet are all well-developed - or we usually call it Industrial Revolution 4.0. Teachers can now find many tools and methods to support their teaching, such as media. According to Sugeng (2010), media is a form of method to match learning goals. Media makes lessons more enjoyable and can improve students' abilities through visual images in the form of graphics, photography, and electronics.

There are many types of media used in the teaching process such as diagrams, infographics, pictures, comics, caricatures, movies, sound files (Rohani, 1997) and these means are not new anymore. Especially the use of images in learning is the most used means in English teaching. Pictures are one of the visual aids used to support and help students understand the lessons in speaking (Anggia, 2018). With its intuitive nature, pictures will greatly contribute to both language teaching and learning, especially speaking skills. Evison (1992) says that a picture is a description of what something looks like. The image is representative of something such as a person or scene. They are also common in everyday life. According to Hamalik (1988), pictures are effective visual means, very important and easy to learn. Wright (2006) also added that images can stimulate and provide information mentioned in conversation and discussion as in storytelling. Furthermore, Burn (1975, p.11) says that pictures will help you start a new topic or engage students as they look and talk about them. Wright, A. (1989) show that pictures are not only an aspect of method but also through are a momentous piece of overall experiences we must support our learners to cope with. Lopes, D. (2007) contributes to this by stating that pictures are storage instruments also information transfer.

In short, pictures share language's burden in deputizing the world and our thinking. It is useful because it does not only represent real communication but also provides an opportunity for extended speaking practice.

2.3. Previous studies related to the research

The improvement of speaking skills using pictures method has been proven in many previous studies globally. In the study of Wulandari et al (2014) on picture strips that can improve students' speaking ability, the result was shown that students' positive responses to this teaching method. The study subjects consisted of 20 students in class X4 of the SMA Kartikatama Metro with the use of a test design to evaluate students' speaking performance. Repeated t-test measurement used for quantitative data analysis and hypothesis testing was calculated using SPSS (16.0). The results showed that there was a significant difference in students' speaking ability which was increased after they were taught with strip story picture technique and that 90% of the students gave positive results. In a study with the experimental design and quantitative approach of Sri (2020), 25 students in grade 10 at MA Sejahtera after 6 months of using images had better test results than before. Students are motivated to speak without fear of making mistakes and find it an effective means of teaching speaking (Sri, 2020). Likewise, a study using the CAR design on eight-A students of SMP Negeri 1 Anggana in the 2012/2013 school year also found the level of success in improving students' speaking ability with ranked well and excellent increased to 83.9% in cycle 1 and 100% in cycle 2 (Puguh, 2014). A pre-experimental study with a pre-test and post-test design of 23 students at English Education Study Program at STKIP PGRI Lubuklinggau also showed that using pictures to improve students' speaking skills was significantly effective when the GPA of students was 46.42 and after using images was 60.54 (Episiasi et al., 2015).

In terms of national studies, Hue et al. (2020) conducted a study on the use of images that can improve language skills in general and speaking skills in particular. In a quantitative study of English-majored students' challenges

at Mekong Delta universities, Quyen et al. (2018) found their difficulties in speaking class such as lack of vocabulary and ideas to speak, lack of motivation to speak, lack of interesting classroom activities, need to improve curriculum content and textbooks. Although there is no mention of the influence of pictures in speaking learning, the difficulties in the articles all show that students are lacking resources to motivate speaking activities in the classroom and one possible solution is to use pictures. The equivalent results were found in Phuong's (2018) study on using picture descriptions in speaking lessons can help students who are learning English develop coherent speaking skills. Phuong (2018) did a study on 39 grade-10 students at a high school in the Mekong Delta, Vietnam. Four data collection instruments were used in this study: pre-test, a post-test, a post-questionnaire and interview examining learners 'attitudes about teachers' use of picture descriptions in English speaking lessons. Research results show that using pictures has a positive effect on increasing coherence in learners' English-speaking ability, and learners also have a positive attitude towards applying picture descriptions in speaking classes.

In conclusion, pictures can improve speaking because it helps students understand the lesson (Anggia, 2018). It is also a storytelling tool (Wright, 2006). It helps start a new topic (Burn, 1975), helps students see concrete things; explain problems (Hamalik, 1982; Miarso, 1999), improve students' imagination (Solahudin, 2009) or participate in many classroom activities (Finocchiaro, 1996). Especially the use of image in motivating students to speak is the main finding of many researches (Wright, 1989; Celce-Murcia and Hilles, 1998; Wright, 2004; Bailey, 2005). Based on this theoretical background, it will shed light on the research into using pictures to enhance motivation and students' speaking skills in the context of primary schools in Vietnam. And Huong, D.T., Huy, D.T.N et al (2021) mentioned English is important in case study teaching method for students in universities.

Last but not least we summarize related studies in below table:

Table 1: Previous studies

Authors	Year	Content, result
Bulbula et al	2021	revealed that EFL teachers rarely present speaking skill activities, and even when they present, they did not motivate students and did not provide clear instructions. Moreover, they mostly used students' mother tongue (L1) by ignoring the target language, and they were limited only to some common activities and failed to use all or various techniques of presenting speaking skill activities. Therefore, EFL teachers are strongly recommended to follow the four stages of presenting the speaking skill activities.
Rahmawati et al	2021	in seventh grade student s at SMP PENCAWAN MEDAN who can understand 20 students who have experienced a decreasing in speaking during face to face leaning before pandemic than e-learning from the score table during the pandemic, from the table of score during the pandemic, there were 2 students with excellent categories, no students with nice category, 8 students with the sufficient categories and 10 students with the not satisfactory categories. The researchers find some problems, namely in pronunciation, fluently, vocabulary and accuracy. When in e-learning process, students become embarrassed to speak and become lazy to speak English, then there is a decreasing in vocabulary, a decreasing in pronunciation and a decreasing in students' speaking fluency and accuracy.
Kumar	2021	suggests the use of written-visual teaching materials. The data obtained from the interview also supported these results. Therefore, visual teaching materials should be chosen appropriately by language teachers and should be carried into the classroom environment. It is recommended that visual teaching materials be presented with written support, as it facilitates reminding and provides the opportunity to learn with permanent marks
Ngu, D.T et al	2021	Using English as foreign language in many subjects with case method at schools will have lots of benefits
Huong, D.T et al	2021	Teachers need to use English for improving case study method at colleges
Le Huong Hoa, Dinh Tran Ngoc Huy	2021	Difficulties in teaching English for special purposes
Hang, N.T., Tinh, D.T., Huy, D.T.N., & Nhung, P.T.H	2021	Educate English to train labor force for EVFTA
DTN Huy, PTB Thao, DT Hien, LT Hue, 2021; PN Tram, DTN Huy, 2021;	2021	Ho Chi Minh and Lenin ideologies impact on education

(source: author synthesis)

Then study shows that educating young generation is a vital role (DVT Thuy et al, 2021; DT Tinh et al, 2021; DTN Huy et al, 2021; Do Thu Huong et al, 2021; Thi Hang Nguyen et al, 2021) and prearing skills for students for job (NT Hoang et al, 2021; NT Hoa et al, 2021; NT Hai et al, 2021; NT Hang et al, 2021; ND Trung et al, 2021; Trung Hieu Le et al, 2021) and based on Ho Chi Minh ideologies (PTH Trang et al, 2021; V Van Chung et al, 2021). WHereas, TDT Vu, DTN Huy, NTH Trang, NN Thach. (2021) mentioned impacts of Western culture on education, also confirmed by (TDV Thi et al, 2021).

3. METHODOLOGY

3.1. Research design and questions

Action research will be conducted with the uses of two instruments: questionnaire and tests (pre-tests, post-tests). The combination of each instrument used in this research would help to gain reliable data and a close investigation into the problems that the students face. All the comments, recommendations and conclusions provided in the study will be based on the data analysis. The study will explore the following questions:

- (1) What is the impact of using pictures on students' motivation to speak English in the classroom?
- (2) To what extent do pictures help to increase students' motivation to speak English in the classroom?

3.2. Research participants

The study covered 50 4th-grade students in class 4A where the researchers are working. All the participants have a minimum level of exposure to English and also have learned English for 4 years. All of the participants have not learned English outside the classroom.

4. FINDINGS

4.1. Research question 1: What is the impact of using pictures on students' motivation to speak English in the classroom?

Table 1: The descriptive statistics of factors illustrating motivation of students on learning English with pictures

		Mean	Std. Deviation	Variance
Pre-survey	You feel more excited when your English-speaking lessons included pictures (EXC1)	3.36	1.005	1.011
	It is easier to remember the vocabulary if learning through pictures (EAS1)	3.18	.962	.926
	You feel more confident to speak English if teacher gave you a hint as pictures (CON1)	3.60	.926	.857
	You feel easier to learn pronunciation through pictures (PRO1)	2.42	1.126	1.269
	You remember the pictures after the lessons (REM1)	2.58	1.263	1.596
Post-survey	You feel more excited when your English-speaking lessons included pictures (EXC2)	3.58	1.071	1.147
	It is easier to remember the vocabulary if learning through pictures (EAS2)	3.86	1.050	1.102
	You feel more confident to speak English if the teacher gave you a hint as pictures (CON2)	3.86	.904	.817
	You feel easier to learn pronunciation through pictures (PRO2)	3.28	1.144	1.308
	You remember the pictures after the lessons (REM2)	3.48	1.282	1.642

To measure the motivation of students in learning English with pictures, the study investigated the feelings of students based on their excitement when learning English with pictures, their ease to remember vocabulary with support of pictures, the confidence of students when learning with the support of pictures, the ease to learn pronunciation with support of pictures, and the reverberation of the pictures after classes. Among the indicated factors, it was indicated that confidence level was rated as the factor with those students got the highest score both before and after applying pictures in lessons (Mean of 3.60 and 3.86 respectively).

To compare the improvement of students in excitement, ease in learning vocabulary, pronunciation, confidence in learning, and memorization of learning content, it was better to conduct the paired sample t-test.

Paired Samples Correlations showed the bivariate Pearson correlation coefficient (with a two-tailed test of significance) for each pair of variables entered.

Table 2: The paired samples correlations between the factors illustrating the motivation of students in learning English with picture

Paired Samples Correlations		N	Correlation	Sig.
Pair 1	EXC1 & EXC2	50	.921	.000
Pair 2	EAS1 & EAS2	50	.894	.000
Pair 3	CON1 & CON2	50	.883	.000
Pair 4	PRO1 & PRO2	50	.699	.000
Pair 5	REM1 & REM2	50	.909	.000

Taking the pair of the excitement of students in learning English speaking lessons included pictures into consideration, for example, it was seen that the $r = 0.921$. It meant that the excitement level of students before and after taking part in the new curriculum was positively and strongly correlated. From the result above, it could be seen the similar outcome that the factors of pre-survey and post-survey all positively and strongly correlated ($r > 0.883$ or more). It is evident to conclude that there was a significant difference in the score of students' motivation level before and after the application of learning English with pictures.

It could be concluded that there was improvement in the students' excitement, ease in learning, and confidence in learning English speaking with pictures (mean value of variables after tests are all higher than the mean value of variables before tests). The result also could be clearly illustrated in the following graph:

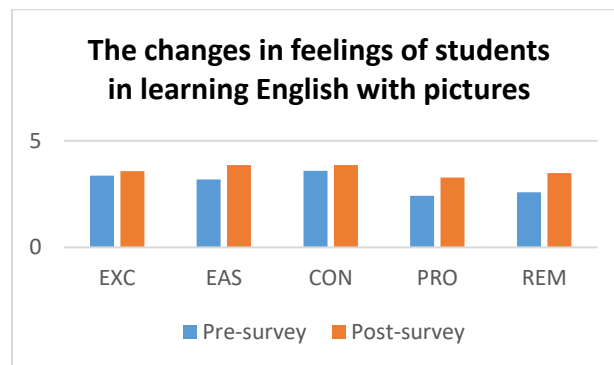


Fig.1: The changes in feelings of students in learning English with pictures

4.2. Research question 2

The test results determined the impacts of pictures in promoting students' motivation in learning English speaking.

Table 3: The descriptive statistics of criteria assessment of students on learning English with pictures

	Mean	Std. Deviation	Variance
Fluency of students before the test (FLU1)	2.58	1.108	1.228
Lexical resource of students before the test (LEX1)	3.28	1.246	1.553
Grammatical level of students before the test (GRA1)	3.30	1.282	1.643
Pronunciation of students before the test (PRO1)	3.28	1.278	1.634
Fluency of students after the test (FLU2)	3.18	1.173	1.375
Lexical resource of students after the test (LEX2)	3.62	1.141	1.302
Grammatical level of students after the test (GRA2)	3.72	1.196	1.430
Pronunciation of students after the test (PRO2)	3.62	1.227	1.506

After the short time of applying learning English speaking with supports of pictures, students were performed by teachers to assess their performance based on 4 criteria: fluency, lexical resource, grammatical, and pronunciation. The test was designed based on 2 units that students studied through 3 months. After conducting and assessing the marks, the performance of students before and after the applying of the new curriculum was

presented. Among the criteria, it was indicated that grammatical level was rated as the factor with that students got the highest score both before and after applying pictures in lessons (Mean of 3.30 and 3.62 respectively). To compare the results of students' learning, it was better to conduct the paired sample t-test. The variables included:

- FLU1 & FLU2: fluency level of students before and after the test
- LEX1 & LEX2: lexical resource level of students before and after the test
- GRA1 & GRA2: grammatical level of students before and after the test
- NUN1 & NUN2: pronunciation level of students before and after the test

Table 4: The paired samples correlations between the factors illustrating the performance of students in learning English with picture

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 6	FLU1 & FLU2	50	.907	.000
Pair 7	LEX1 & LEX2	50	.665	.000
Pair 8	GRA1 & GRA2	50	.921	.000
Pair 9	NUN1 & NUN2	50	.928	.000

Taking the pair of fluency levels in learning English speaking lessons into consideration, for example, it was seen that the $r = 0.907$. It meant that the fluency level of students before and after taking part in the new curriculum was positively and strongly correlated. From the result above, it could be seen the similar outcome that all the criteria to assess the performance of students before and after the test all positively and strongly correlated ($r > 0.665$ or more).

Table 5: The paired samples t-test results

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 12	FLU1 FLU2	.600	.495	.070	.741	.459	8.573	49	.000
Pair 7	LEX1 LEX2	.340	.982	.139	.619	.061	2.449	49	.018
Pair 8	GRA1 GRA2	.420	.499	.071	.562	.278	5.957	49	.000
Pair 9	NUN1 NUN2	.340	.479	.068	.476	.204	5.024	49	.000

There was enough evidence to show that there was a significant difference in the score of students' fluency level before and after the application of learning English with pictures. In all, it was concluded that there was a significant average difference between the fluency level of students in learning English speaking lessons before and after the application of the new curriculum. It was also presented that the fluency level of students after taking English speaking classes with the picture was higher than the level before applying the method of the picture (3.18 and 2.58 for after and before, respectively). The result also could be clearly illustrated in the following graph:

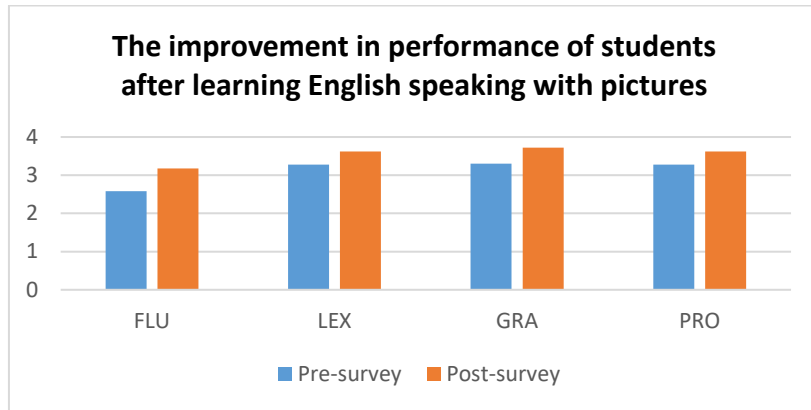


Fig.2: The improvement in the performance of students after learning English speaking with pictures

4.3. Discussions

The survey questionnaire and the tests, are then found to maximize the objectivity of the research results. In which assigned participants are encouraged to present their feelings and reviews about the new learning curriculum with the application of pictures. All the questions in the survey and tests are easy to understand for grade 4 students and suggestive for them to illustrate their thoughts. Also, the content of the lessons is not changed much, which basically based on the normal lessons, which only supported by pictures as supplements for activities. It will easier for the students to be familiar to learn, receive the information and teaching method. From the results of the questionnaire and the two tests, it is concluded that the factors that have a significant impact on students' motivation in learning English speaking are teacher role, students' needs of learning English, and the students' learning strategies. Another factor as the attitude to learning English is rated as the factors that have least impact on students' learning. This result is agreed with the previous papers of Byrne (1976), Ellis (1994), Kong (2009), O'Malley and Charnot (1990), and Brundley (1984). Also, the post-test and pre-test result also indicate the positive impacts of pictures on students' learning motivation, which is indicated by both motivation level and learning result. This result has followed the ideas of many other papers such as Hasan (2016), Suleman (1988), Hamalik (1982), and Soladadin (2009).

5. CONCLUSION

While many researchers have found that pictures are highly useful in the development of speaker skills, motivating students in various ways, and motivating students to adopt positive approaches to using images, in Vietnam, there has been limited research into English teaching and learning in primary schools. In this way, the study aims to fill this void in the hope of exploring the use of EFL student success images and also to gain a deep understanding of the motivation of students to use images. By applying a new curriculum in teaching English speaking in five weeks, the research conducts the survey and two tests to investigate the difference in students' attitude, motivation, and results after learning English with pictures. The findings of the study reflect the real situation in the elementary school, indicates the factors that make students be motivated in learning English, and how pictures can help increase these students' motivation. The results of the survey and both tests show that teacher roles, students' needs for learning English, and students' learning strategies have a direct effect on the interest of the student in learning English speaking. The other factor is the attitude towards English learning is the less motivating factor for learning by students. Furthermore, the results of the post-test and pre-test also show the positive effects of pictures on enhancing the motivation level of students. Also, the improvement in the student's performance is presented in all assessed criteria: fluency, lexical resource, grammatical, and pronunciation. In all, this result is reasonable in the Vietnamese context, it is also explained and agreed by many previous studies.

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