

## CHAPTER 1. INTRODUCTION

This study examines how picture-based instruction can improve students' motivation and awareness in learning English at the secondary school level. It looks at how pictures help make lessons more engaging, understandable, and enjoyable. This chapter presents the background, research questions, research aim, Contribution, and Clarification of Key Terms, and gives an overview of the topics discussed in the following chapters.

### 1.1. Research Background

In today's globalized world, communicating in English has become increasingly important, offering improved access to higher education, employment, and international opportunities. However, learning English as a second language remains challenging for many students, particularly in Indonesian secondary school environments such as SMP Negeri 1 Baturaden (Kurniati et al., 2020). In response to these challenges, educators continually seek effective teaching strategies to enhance students' English language learning experiences and outcomes.

One instructional approach that has gained attention is the use of picture-based instruction. Visual aids such as photographs, illustrations, and infographics can support students in understanding and retaining language content by providing contextualized and meaningful input (Mayer, 2021). Prior studies have shown that visuals can improve vocabulary acquisition, reading comprehension, and speaking skills, while also helping engage students and sustain their interest in learning (Zulfadly et al., 2020).

Despite these benefits, limited empirical research has explored how picture-based instruction affects students' motivation to learn English, particularly in Indonesian secondary school settings. Motivation is key to language learning success, influencing students' willingness to participate, persevere, and achieve. Therefore, investigating whether picture-based instruction can enhance students' intrinsic and extrinsic motivation is both relevant and timely.

This study aims to address this gap by examining the effects of picture-based instruction on students' motivation and awareness in learning English at SMP Negeri 1 Baturaden. Using a quasi-experimental design, the research compares an experimental group receiving picture-based instruction with a control group taught through non-picture-based methods. The goal is to determine whether integrating pictures into English instruction increases student motivation and awareness.

This study's significance lies in its potential to inform teaching practices in similar educational contexts. By highlighting the impact of visual materials on student motivation and learning, this research offers practical insights for English teachers, curriculum developers, and policymakers seeking to improve language instruction.

The motivation for conducting this study also stems from the researcher's teaching experience as an intern and guest teacher at the secondary level. Early classroom observations indicated increased student engagement and comprehension when using visual aids during English lessons. This personal experience reinforced the potential of picture-based instruction as a valuable pedagogical tool.

The following chapters of this thesis will review the relevant literature on picture-based instruction and language learning, explain the research methodology, present

and analyze the findings, and discuss the implications for English language teaching at SMP Negeri 1 Baturaden and beyond.

### **1.2. Research Questions:**

1. To what extent does picture-based instruction enhance students' motivation for English language learning at SMP Negeri 1 Baturaden?
2. How significant is the difference in motivation and awareness levels between students receiving picture-based instruction and those receiving non-picture-based instruction in English language learning?
3. How do elements of picture-based instructions contribute most to student motivation among English learners at SMP Negeri 1 Baturaden?

### **1.3. Aims of Research**

The primary aim of this research is to investigate the impact of picture-based instruction on students' motivation for learning English at SMP Negeri 1 Baturaden.

The study will specifically focus on:

1. Assessing the Effectiveness: Evaluating how effectively picture-based instruction enhances students' engagement and motivation in learning English compared to non-picture-based methods.
2. Comparative Analysis: Analyzing differences in motivation levels between students exposed to picture-based instruction and those who follow non-picture-based methods.
3. Identifying Contributing Factors: Exploring which specific elements of picture-based instruction most significantly boost student motivation.

#### **1.4. Research Contribution:**

This study is expected to contribute significantly to both theoretical and practical aspects of English language education:

1. Theoretical Contributions:

By empirically examining the role of picture-based instruction in formal educational settings, this research will address existing gaps in the literature regarding visual aids in language learning. The findings may contribute to the development of more effective educational frameworks that integrate visual stimuli into language teaching methodologies.

2. Practical Contributions:

The study aims to provide actionable insights for teachers at SMP Negeri 1 Baturaden and similar institutions, helping them implement picture-based strategies effectively to enhance student motivation. By demonstrating the benefits of using pictures in instruction, the research could lead to improved student engagement, comprehension, and overall performance in English language learning. The results may inform school policies regarding curriculum design and instructional strategies, advocating for the inclusion of picture-based learning as a standard practice in language education.

#### **1.5. Clarification of Key Terms**

1. Picture-Based Instruction: An instructional approach that utilizes images, illustrations, and other visual materials to support teaching and enhance students' understanding of language concepts.

2. Student Motivation: The level of enthusiasm, interest, and commitment that students exhibit towards learning English. This encompasses intrinsic motivation (driven by personal interest) and extrinsic motivation (influenced by external rewards or recognition).
3. Engagement: The degree to which students are actively involved in their learning process, which can be measured through participation, attention, and interaction during lessons.
4. Non-Picture-Based Instruction (Control Group): Instructional methods that do not utilize pictures-based aids as a deliberate part of teaching. This term refers to the control group's teaching approach throughout the study, which may include lectures, textbook use, and other conventional methods but excludes picture-based materials.

#### **1.6. Limitations**

This study had a few limitations. The non-randomized design meant there might still be unmeasured differences between the groups, which could affect the outcomes. To address this, ANCOVA was used to control for any baseline differences. The findings may be specific to SMP Negeri 1 Baturaden and may not be generalizable to other schools or student populations. The study was limited to one week of intervention, and the longer-term effects of picture-based instruction may require further research.