

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the conclusions gained from the research questions presented in chapter I. The data gathered through semi-structures interviews was evaluated to answer the two research questions :

1. How does the use of a picture series impact students' experiences in learning speaking skills, as explored through a narrative research approach?
2. What some specific challenges does English students have while learning speaking using a picture series?

#### **A. Findings**

This section summarizes the research findings, focusing on the students' experiences learning to speak using a picture series. The participants were chosen to represent many different kinds level of participation with a picture series during speaking activities in their English lessons. Students narratives, collected from in-depth interviews, provide valuable insights on the impact of picture series on students speaking skills, confidence, and overall learning experience. The findings are organized into individual narratives that highlight how each student participated with and responded to the use of picture series. These personal experiences highlight the opportunities and obstacles that students faced, as well as how these experiences have influenced the teaching and learning process. This study involved five students from the English Education Department Class of 2021 at Antasari

State Islamic University of Banjarmasin. Each participant had previous experiences with picture series in speaking lessons. Each participant is assigned their initial as Student 1, Student 2, Student 3, Student 4, Student 5.

## 1. The Impact of Picture Series on Students' Experiences

Based on the interviews, all of the five respondents agreed that the use of picture series has significant impact on the participants' learning experiences for improving the speaking skills.

### a. The Students' Experiences Using Picture Series

#### 1) Students' First Experience Using Picture series in Speaking Activities

When students were first introduced to picture series as a tool for speaking exercise, they had varied reactions. The responses below show the various experiences students had when first using picture series in their speaking activities.

*Q : "How did your experience using picture series for the first time in speaking activities?"*

*S1 : "At first, I was nervous since I wasn't sure how to use the pictures properly, I found myself forced to describe every aspect, which made me overthink about my words."*

*S2 : "I was delighted because I figured it would make speaking easier. However, when I first tried it, I found it difficult to connect one picture to the next. I kept stopping because I didn't know if my story made sense."*

*S3 : "I really loved it from the beginning, having a visual guide helped me because I often struggle to think of what to say next. It seemed less stressful than simply speaking openly."*

*S4 : "At first, I assumed it would be simple, but soon I found it that not all pictures were clear. Some pictures were confusing, and I had to figure out what was going on, which made it difficult to talk clearly."*

*S5 : "Honestly, I wasn't sure about it at first. I felt like I saw the pictures differently from my classmates, so I was afraid of*

*making mistakes. But after a few attempts, I became more comfortable because at least I had something to focus on while speaking.”*

According to the responses provided above, each of the five participants had a different first impression to using picture series in speaking tasks. S1 and S4 at first was struggling, with S1 concerned about how to use the pictures correctly and S4 recognized that not all pictures were clear, making it difficult to communicate effectively. Similarly, S2 expected the task to be simple but struggled to connect the pictures into an organized story, which made her doubt. On the other hand, S3 had a positive first impression, she enjoyed how the pictures served as a guide and reduced stress when speaking. S5 was unsure at first, feeling uncertain about whether her interpretation of the pictures matched her classmates', but over time, she became more comfortable.

## 2) Students' Experiences in Organizing Thoughts Using Picture Series in Speaking Activities

The following responses illustrate students' perspective on how picture series influenced their ability to organized ideas during speaking activities.

*Q : Do you think picture series help you to organize your ideas while speaking? Why or Why not*

*S1 : “I feel that a picture series can help me communicate more effectively. The pictures offer me an idea of what to say next, in order that I don't feel lost. It's easier to arrange my thoughts when I have something to look at.”*

*S2 : “I think using picture series is enjoyable because it makes speaking activities more like storytelling. It's easier to speak*

*when I have pictures in front of me rather than trying to come up with ideas from scratch.”*

*S3 : “With a picture series, I don’t have to consider a lot about what to say next because the pictures provide hints. I can just follow the steps and build a story around them.”*

She also stated *“Sometimes, when we only get a topic and have to talk without any guidance, I feel lost. But when there are pictures, I can concentrate better and feel more confident.”*

*S4 : “ If the pictures show a simple and clear sequence, I can tell a story easily. I simply follow the flow of the pictures and explain what is happening.”*

*S5 : “Before, when I had to speak without any materials, I felt lost and had idea where to start. But with picture series, I do have a guide to follow. It makes me feel less nervous.”*

However, she also noted that it was often difficult to appropriately interpret the pictures,

*“I sometimes see pictures differently than my friends. I may believe the story is heading in one direction, but others see things differently. It makes me wonder if my way of thinking is correct.”*

According to the responses provided above, all five students have previously used picture series in their speaking exercises. Most of them discovered a picture series as a useful tool for organizing their ideas and telling a story. The use of picture series allowed people to generate ideas faster, lowering nervousness and improving fluency. Several students stated that the picture series made speaking more interesting and enjoyable because the pictures provided a clear path for their stories. Instead of struggling to come up with something to say, the students can use the pictures as prompts, allowing them to keep the speech flowing.

### 3) The Role of Picture Series in Making Speaking Activities More Enjoyable

Using picture series as a learning technique attempts to increase fluency while also providing a more interactive and interesting experiences. To determine if the picture series led to a more enjoyable speaking exercise, students were asked to reflect on their experiences and express their thoughts.

*Q : “Do you think picture series made speaking activities more enjoyable for you? Why or Why not?”*

*S1 : “ Yes, since it made speaking seem like storytelling. Instead of simply answering questions, I am able to express a story that is more entertaining and engaging.”*

*S2 : “ In most cases, sure. It’s more effective to speaking freely. However, if the pictures are very complex it might become boring.”*

*S3 : “ Definitely, speaking exercises used to be difficult for me, but with picture series, I feel like I have something to lean on, making it less terrifying and more enjoyable.”*

*S4 : “ It depends on the pictures, I prefer ones that are simple and easy to understand. But if they’re particularly complex, I feel pressured to explain everything, which makes it less enjoyable.”*

*S5 : “ Yes, because it helps me to stay focused. I can speak more naturally because I don’t have to come up with ideas on the spot.”*

Based on the responses above, all of the participants believed that the picture series made speaking exercises more enjoyable, despite the fact that their experiences varied. According to S1 and S3, picture series turned speaking into a storytelling experience, which made it more interesting and less intimidating. S5 agreed, said that she was able to focus better and speak more naturally when she

used a visual guidance. On the other hand, S2 and S4 disagreed, claimed that while picture series were helpful, their enjoyment depended on how complex the pictures were. S2 was confused by pictures with too many details, and S4 felt like he had to explain every part of complicated pictures, which made the activity less interesting. This shows that although picture series might make students feel more comfortable and structured when speaking, the effectiveness is dependent on how straightforward and uncomplicated the pictures are.

#### b. The Impact of Picture Series on Speaking Skills and Confidence

##### 1) Students' Improvement in Speaking Skills Using Picture Series

*Q : What kind of improvements that you noticed in your speaking abilities since using the picture series?*

*S1 : "Before using picture series, I struggled to organize my thoughts, now I believe I can deliver a narrative more easily. I still make mistake, but I don't stopped in the middle of my statements as much as before." "When I study some sort of image, I realized that I am telling a story rather than answering a question. It reduces the stress involved with speaking."*

Student 1 stated that picture series helped to express the opinions. She realized that using visual tools allowed to express herself more effectively.

*S2 : "On the previous, I used to speak anything that occurred to me, without concern for the structure. But with picture series, I have build my stories methodically, which really helps me."*

Student 2 stated that, although using picture series wasn't able totally cure the anxious, it still made the speaking became less intimidating.

*"I still feel nervous when speaking, but atleast I don't have to think too hard about what to say next because the pictures give me a guide"*

Student 3 discovered that using picture series allowed her to speak more fluently, she assumed that picture series ordered her ideas, allowed it easier to come up with words.

*S3 : "Previously, my sentences were disorganized, and I frequently paused because I was unsure of what to say next. However, I believe my speaking skills has improve because I can better organize my thoughts."*

Student 3 noted that although she still had uneasiness at times, the usage of picture series made her feel more at ease when speaking in English .

*"I certainly got nervous, however at least I don't feel lost anymore. When I look at the pictures, I feel like I always have something to discuss."*

Student 4 recognized that, while picture series might assist him generate thoughts, the picture series didn't considerably increase his speaking confidence as he was hoping for.

*S4 : "I still get apprehensive, especially when I have to speak in front of the class. Even with the pictures, I worry about making mistakes or forgetting what to say."*

However, Student 4 admitted that using picture series helped him to stay focused and avoid long glances.

*“When I had to talk without guidance, I would stopped way considerably due to I could not know what has to express. Currently that I could apply the pictures as a guide to keep going speaking.”*

Student 5 stated that the picture series had helped enhance her speaking fluency, but she continued to struggle with confidence and accuracy.

*S5 : “I feel more comfortable speaking with a visual sequence, although I still make mistakes in vocabulary and pronunciation. I frequently get so caught up in describing the scenery that I forget to apply the correct tenses.”*

She stated that employing picture series helps her stays in the direction, especially while describing longer stories. “When I just speak freely, I could miss my point of ideas. But with a picture series, I can follow the order and anticipate what to say next.”

## 2) The Impact of Using Picture Series in Reducing Students' Hesitations

One of the challenges that students commonly face is hesitating or stopping during speaking activities because they are uncertain about what to say next. This finding looks into whether using picture series helped students decrease into on these speaking gaps.

*Q : “Did using picture series help you speak with fewer pauses or hesitations? Why or Why not*

*S1 : “ Yes, it helped me reduce pauses because I had a clear sequence to follow. Before using picture series, I would often stop to think about what to say next, but now I just follow the pictures, making my speech flow better.”*

*S2 : “ Somewhat. I still pause occasionally because I struggle with grammar and vocabulary. The pictures help me know what to say, but creating proper phrases is still difficult.”*



*S3 : “ Yes, definitely. I used to hesitate frequently because I couldn’t think of the next thought, but with picture series, I never run out of things to say since the pictures are used as prompts.”*

*S4 : “Not really, the pictures help me organize my thoughts, but I still stopped because I’m scared, especially while speaking in front of the class.*

*S5 : “Yes, a little. The pictures keep me focused, so I don’t stop as much as I used to. However, I still pause when I’m not sure how to convey things in English.”*

Based on the participants’ responses, S1 and S3 reported that while using picture series, they often paused while trying to think of what to say next, but their use of pictures helped them speak more smoothly because the pictures guided their ideas. S5 also reported that having pictures to focus on made it easier to continue talked without stopping as much. Most of the participants felt that using picture series helped them pause less while speaking because the pictures gave them a clear sequence to follow. However, not all of the participants saw a significant improvement. S2 noted that although picture series helped them sequence their ideas, they still had trouble with vocabulary and grammar, which sometimes cause them to hesitate. In a similar way, S4 admitted that while the pictures helped organize their thoughts, he still hesitated since he were often felt anxious while speaking in front of the class. Overall, these responses show that pictures series can help reduce pauses and improve the natural flow of speech. Even with pictures, students may hesitate because other factors such as confidence and language accuracy influenced their performance.

### 3) Speaking in Class With and Without Picture Series

Students expressed different views about how picture series affected their classroom speaking experiences. While some felt that their confidence, grammar, and vocabulary issues still affected their skills to speak, others discovered that the pictures helped them organize their thoughts and speak more effectively. Their comparisons between speaking with and without picture series are highlighted in the responses follow :

*Q : “ How do you feel when speaking in class using picture series compared to speaking without them?*

*S1 : “ Having a guide to follow makes me feel more confident. I wouldn't know what to say If there weren't a picture series.”*

*S2 : “ I still worry about making mistakes, but I'm more comfortable with picture series. I'm much more concerned now that I have to depend just on memory without them.”*

*S3 : “ It is much easier to talk about picture series. I am less worried since I am not responsible for anything. Without them, I regularly lost.”*

*S4 : “ It depends on the pictures. If they are clear, I feel more confident. But if they are too complicate, I get confused and struggle just as much as when speaking without them.”*

*S5 : “That's right. With picture series, I feel more focused because I can follow the sequence. Without them, sometimes I don't know where to start, which makes speaking harder for me.”*

According to the responses above, all five respondents agreed that using picture series made speaking in class easier, although their experiences differed. Because the picture series acted as a guide, S1 and S3 felt much more secured and didn't feel lost when speaking. Picture series were helpful to S2 as well, but she was still worried about making mistakes, especially when relying just on

memory. S4 noted a mixed experience, stated that although simple pictures gave him more confidence, too complicated pictures confused him and made the speaking assignment as challenging as it would have been without them. S5 highlighted that picture series gave him a planned sequence that helped him keep focused, whereas without them, she frequently struggled to know where to start. According to these answers, picture series often help in decreasing hesitancy through their structure, however their effectiveness varies according on the respondents' confidence and how clear the pictures.

c. The Impact of Using Picture Series in Speaking Grades

*Q : “ Do you think using picture series has affected your academic scores in speaking test results? Yes/No, Why?*

*S1 : “ Yes, I think my grades improved because using picture series made me understand the sequence of events better. I could organize my ideas more clearly when speaking. Which helped me answer speaking test questions more fluently.”*

*S2 : “Not really, I felt more confident in speaking, but when it came to the test, I still struggled with grammar and pronunciation. Moreover, even though I spoke more, my grades didn't significantly improved.”*

*S3 : “Yes, a little. I found it easier to discuss issues and speak without hesitating too much. However, I believe my grammar mistakes had an impact on my grade.*

*S4 : “No, my grades stayed the same. I enjoyed using picture series and felt less nervous about speaking, however I can't claim that it improved my exam scores because I still lacked vocabulary and grammar correctness.”*

*S5 : “Not really. I liked using picture series, but my test performance was still affected by my vocabulary limitations. I could explain things more smoothly, but my score didn't change much.”*

From all of the participants' replies, the influence of picture series on their speaking test outcomes were different. S1 students stated that their grades increased because picture series helped her arranged the concepts more clearly, making it simpler to answer an exam questions correctly. Similarly, S3 students said that applying picture series reduced her hesitation while speaking, however, she agreed that grammar mistakes still had an impact on her grades. On the other hand, S2 and S5 didn't see any significant improvement in their result. S2 stated that, while she felt more comfortable when speaking, her grammar and pronunciation made it difficult for her to achieve higher grades. Similarly, S5 discovered that, while picture series allowed her to explain ideas more effectively, linguistic limitations still had an impact on her exam results. Meanwhile, S4 confirmed that his grades hadn't changes. His enjoyed utilizing picture series and were less concern about the speaking, but his exam scores stayed same because of challenges with vocabulary and grammatical correctness.

According to the responses above, the researcher discovered that students had positive and meaningful experiences when employing picture series in their speaking activities. All participants had previously used picture series and recognized its benefits in directing their stories, organizing their thoughts, and improving their overall speaking fluency. The picture series provided a clear structure could help students to generate ideas more quickly and removing hesitation

when speaking. The students also stated that the picture series made their speaking experiences more interesting and enjoyable. Instead of feeling overwhelmed by the pressure to speak spontaneously, some students may use the pictures as prompts to shape their stories, making the process less stressful and more enjoyable. For students who frequently used picture series, this method helped to reduce speaking anxiety and improve their ability to communicate concepts coherently.

As stated by (Fadillah, 2001), that anxiety plays a significant role in determining success or failure in learning and teaching a foreign language. Anxiety significantly affects foreign language students' classroom performance. In terms of speaking skills and confidence, respondents noticed that picture series increased students' capacity to explain situations rationally and clearly. They were able to better organize the speech by following the picture series, resulting in fewer pauses and less confusion. Several students indicated that using picture series helped them feel more confident when speaking since it provided a sense of direction and support throughout their story. This method also helped students develop their verbal skills, since they had to recount situations in real-time using the pictures provided. Furthermore, picture series were seen as a useful tool for idea development, particularly among students who frequently struggled to find the correct words or structure to express their opinions. The visual parts helped them connect their ideas, resulting in simpler narrative.

Some students discovered that learning used picture series enhanced their enthusiasm to speak English since it made the work less scary and more disciplined. Nevertheless, findings indicate that picture series benefit students' speaking progress by structuring the process, making it more engaging, and enhancing confidence. Overall, while some students said that the picture series improved their fluency and confidence, the majority didn't perceive a clear benefit on their test scores. The primary obstacles to grade improvement were grammatical correctness, pronunciation, and vocabulary limitations. Moreover, while the majority of students found this strategy effective, while others were still struggling. Particularly with maintaining an ordered structure and connecting pictures. These challenges will be further explored in the next section.

## **2. Challenges and Difficulties in Using Picture Series**

While the use of picture series in speaking exercises provided various advantages, students also encountered some challenges. The study observed many difficulties that happened when learning to communicate using a picture series. These issues varied amongst participants based on their experience with the method, speaking skills, and capacity to create a coherent story. One important finding of this study is some student experience nervousness when speaking, even with the help of a picture series. For example, one of the participants said that, while they enjoys using picture series, they find it difficult when the pictures are too

complex, leaving him anxiety about organizing his response. Similarly, the other student also stated that, while picture series make speaking assignments more enjoyable, but occasionally fails to combine the picture into a cohesive story, which increases the anxiety and self-doubt when speaking. As mentioned by (Fadillah, 2001), anxiety influenced students' achievement, it is thought that because students' purpose in studying English was to pass the English examinations, they tended to feel worried when they had to take the test, and therefore their anxiety influenced the performance.

a. Difficulties in Using Picture Series in Speaking Activities

*Q : "Have you ever faced any difficulties when using picture series in speaking activities? Yes/no, Why?"*

*S1 : Yes, I've had issues using picture series in speaking tasks. The most difficult task for me is putting my ideas into a logical sequence. Sometimes I struggle to make a clean transition from one of picture to the next, which makes my stories sound unconnected."*

Student 1 said that, while picture series helped to structure thoughts, the picture series was frequently too open-ended, making it difficult to determine an organized story. She discovered that when the pictures didn't have clear connections, she struggled to construct a coherent story.

*S2 : " Yes, sometimes I have difficulty finding the correct words to convey what I see in the pictures, even when I comprehend the sequence, I'm not always sure how to convey it in English."*

Student 2 had difficulties rationally connecting the pictures. She mentioned that, while the exercise was entertaining, there were

situations when she couldn't make a clear connection between one picture and the next, which caused confused stories.

*S3 : “ Yes, time management is one of my most tough challenges. I spend too much time discussing the first few pictures before rushing through the rest of them.”*

Student 3 emphasized the difficulty of a limited time while employing picture series in speaking exercises. She felt overwhelmed at times since she had to quickly comprehend the pictures while still structuring her words.

*S4 : “ Yes, I got overwhelmed when the pictures are very explicit. I'm not sure which aspect I should address first, and I sometimes overlook important details.”*

Student 4 discovered that complicated or unclear pictures were a significant challenge. When the pictures featured too many aspects or unclear settings, he struggled to pick which details to put in his description.

*S5 : “ Yes, I struggle to pronounce certain words correctly. Even if I know what I want to say, I occasionally mispronounce things, which makes me feel humiliated and unconfident.”*

Student 5 admits to having a trouble pronouncing certain words correctly. Even when she knew what she were about to say, she regularly mispronounced words, that causes her being embarrassed and a lack of confidence in speaking.



b. Challenging Aspects of Using Picture Series

*Q: "Are there any aspects of using picture series make speaking practice more challenging? Yes/no, what?"*

*S1 : "Yes, I believe the most difficult aspect is when the picture have a lot of elements and I'm unsure which ones to focus on. Also, my limited language skills make it difficult for me to express the pictures in depth."*

Student 1 noted that the most difficult aspect of using picture series was determining which details to focus on because the pictures contained so many features. Furthermore, the limited language skills made it difficult to describe the visuals in detail, which hinders the ability to communicate effectively.

*S2 : "The most difficult component for me is describing emotions or characteristics that appear in the pictures. I am worried since I am not very confident in my grammar, thus I halt a lot when speaking."*

Student 2 stated that the most difficult aspect of using picture series was describing emotions or specific details in the pictures. She also expressed concern about the grammatical abilities that lowering the confidence. As a result, she frequently paused while speaking, unable to articulate the points correctly.

*S3 : "I think that combining the pictures into an organized and logical plot is difficult. Sometimes I think my story doesn't make sense because I'm not used to organizing my thoughts quickly."*

Student 3 explained that creating a well-structured and coherent stories from the picture series was difficult. She frequently struggled

to maintain stories coherence because she were not weren't used to arranging her ideas easily.

*S4 : "The most difficult part for me is organizing my thoughts in English. I also struggle with using precise words, especially when describing activities or emotions."*

Student 4 pointed out that organizing their thoughts in English was the most challenging component of speaking. They also have difficulty picking accurate terminology, particularly when attempting to express actions or feelings properly.

*S5 : "The most difficult aspect for me is having to use new words that I have never said before. I often struggle to respond to follow-up inquiries because I am not always prepared."*

Student 5 explained that learning and applying new vocabulary was one of the most difficult aspects of speaking. She also had trouble answering follow-up questions because she were not always prepared to respond spontaneously.

#### c. Ways to Overcome Challenges in Speaking

*Q : "How do you generally deal with these difficulties?"*

*S1 : "To overcome this, I try to practice more by describing pictures step by step, I also try to expand my vocabulary so that I can explain things better. However, I still feel nervous speaking in front of the class, so I need to boost my confidence."*

Student 1 indicated that she attempted to address these difficulties by practicing visual descriptions in a systematic manner. She also worked on improving her language skills so she could express herself more effectively. Despite these efforts, student 1 remained anxious of speaking in front of her classmates and felt the need to increase the

confidence. This finding aligns with (Fadillah, 2001), who suggested that a positive relationship with classmates is regarded as one factor that helps to reduce anxiety. The students' positive characteristics most likely aided them in getting along with their classmates, which appears to have contributed to a positive environment in students' English classes.

*S2 : “ I attempt to prepare by putting down important words before speaking. I also practice speaking in front of a mirror to gain confidence. However, I still struggle with expressing material quickly and without preparation.”*

Student 2 stated that she prepared for speaking activities by writing down crucial words before speaking and rehearsing in front of a mirror to build her confidence. However, she continued to struggle with speaking effectively and creating replies on spontaneously without before planning.

*S3 : “I try to talk more often so that can I better manage my time. I also tell myself to concentrate on the key aspects rather than every little detail in the pictures.”*

Student 3 said that by speaking more frequently, she hoped to improve their time management skills. She also made a concerted effort to focus on the essential features of the pictures rather than stressing about small details.

*S4 : “I try to divide the picture into sections and describe it step by step.” She also added “I frequently take notes on key topics to help me keep aware while speaking.”*

Student 4 indicated that he addressed the speaking difficulties by breaking down the picture into small sections and describing it one at a time. Furthermore, he frequently noted down important ideas to help him stay on track during his speech.

*S5 : “ To improve my pronunciation, I listen to native speakers and repeat the words. I often practice conversing with my friends to become used to different types of questions.”*

Student 5 reported that she improved the pronunciation by listening to native speakers and imitating them. She also had regular conversations with classmates to get settled with various inquiry types.

## **B. Discussions**

In this chapter, after analyzing the answer of all of the participants from semi-structured interview. The researcher discusses the finding which was conducted on English Education Department Students of The Academic Year 2021 of Antasari State Islamic University Banjarmasin who experienced learning speaking using a picture series. As for the results that the researcher got, as follow :

### **1. The Impact of Picture Series on Students’ Speaking Experiences**

The findings of this study indicate that students had varying experiences while employing picture series in their speaking exercises. The majority of participants, including S1 and S3, indicated that picture series helped them arrange their ideas more effectively, reducing nervousness and making narration simpler. They discovered that having

visual help helped individuals to talk more naturally, without continuously thinking about what to say next. As stated by (Fadillah, 2015a) anxiety is a crucial factor deciding whether students succeed or fail in foreign language programs. Students' anxiety negatively affects their language learning outcomes. This aligns with the findings that some students experience more structured when using picture series, which helped them avoid the hesitation. However, not all students had the same experience. S4 stated that picture series were only useful if the pictures were clear and understandable. S5 also mentioned that different students may interpret pictures differently, resulting in confusion.

## **2. The Impact of Picture Series on Speaking Skills and Confidence**

Another significant conclusion from this study was that employing picture series made some students feel less nervous by providing a clear structure for their speech. Student 2 noted that employing picture series transformed speaking activities into storytelling, making her feel more interested and less overwhelmed. Student 3 also claimed that the picture series helped him overcome his anxiety about running out of things to say. As stated by (Fadillah, 2015b), good relationship with classmates are assumed to be one factor that can reduce anxiety, students who feel comfortable in the classroom environment are more likely to participate actively in language learning. This shows that students who studied with picture series in a supportive classroom environment were more comfortable speaking. S4 and S5 were anxious even after applying the

picture series. They showed that, while the pictures helped them organized their speech, they were still concerned about making mistakes, especially when speaking in front of others. As stated by (Fadillah, 2015a), there was a significant difference between experiment class anxiety and control class anxiety for communication apprehension and fear of negative evaluation, but not for test anxiety. This supports the concept that planned activities like picture series can help reduce communication anxiety, however test anxiety could continue aside from higher speaking confidence.

### **3. The Impact of Using Picture Series in Speaking Grades**

One of the most significant findings of this study is that improved speaking confidence doesn't necessarily translate into higher exam scores. While some students, such as S1, claimed that the picture series improved her fluency and test performance, others, such as S2 and S5, reported that while feeling more confident, their test result didn't increased considerably. S4 even admitted that his scores stayed similar despite feeling more easier speaking in class. This correlates with (Fadillah, 2015a) study, which found that while some students improved their fluency using organized learning approaches, their anxiety and language difficulties continued to lower their test scores. His research also revealed that higher levels of anxiety were connected to English test scores. This implies that even if students are comfortable speaking in class, factors such as grammatical accuracy, pronunciation, and vocabulary accuracy may still influence test performance.

#### **4. Challenges and Difficulties in Using Picture Series**

While the use of picture series in speaking exercises had some benefits, students also experienced some problems, the findings demonstrated that the problems differed among individuals based on their speaking skills, previous experience with picture series, and anxiety levels. One of the most difficult tasks was to arrange ideas in the correct sequence. S1 struggled with going too easily from one picture to the next, which makes her story look disconnected. Similarly, S2 reported having difficulty finding the right words to describe each picture, despite understanding the sequence of pictures. While pictures help in structuring ideas, they don't always improve students' ability to connect ideas effectively in spoken language. It also indicated that, although picture series might help students, teachers may need to provide extra guidance, such as directed narrative activities. Another important problem was time management. S3 noted that she took too long to explain the first few pictures and needed to move quickly through the rest of the material. Time limitations in speaking assignments can result in different speech delivery, with students perhaps saying less than expected or unable to finish what they said within the time limit provided. To solve this, teachers may need to arrange timed practice sessions in which students learn how to balance fluency and coherence under exam settings. Additionally, some students struggled with interpreting the pictures correctly. S5 noted that she sometimes understood the pictures differently than her classmates, which

was make her self-doubt. This aligns with (Fadillah, 2015b) study who discovered that students with high anxiety frequently reconsider what they believe, which can have a negative impact on their speaking performance. His study also emphasized that reducing external pressure and allowing for multiple interpretations can help students' hesitation and confidence in using picture-based prompts. Furthermore, several students continued to struggle with speaking anxiety, even while employing picture series. S4 recognized that although having instructional pictures, he still felt anxious speaking in front of the class. As stated by (Fadillah, 2015a) there was a significant difference between experiment class anxiety and control class anxiety for nervousness about communication and fear of negative assessment, but not for test anxiety. This implies that, while picture series may help decrease communication anxiety, they don't always remove test anxiety or the fear of making mistakes in front of an audience. Finally, pronunciation and grammatical correctness remained barriers. S5 stated that even when she knew what she was going to say, she occasionally mispronounced words, which made her feel embarrassed. Similarly, S2 reported that she was concerned about using incorrect grammar, which caused her stopped more during speaking activities.