

APPENDICES

Appendix I: Translation of Quran

No.	Name of the Surah	Indonesian	English
1.	Surah Ibrahim ayat 4	Kami tidak mengutus seorang rasulpun, melainkan dengan Bahasa kaumnya, supaya ia dapat memberi penjelasan dengan terang kepada mereka. Maka allah meyesatkan siapa yang dia kehendaki. Dan dialah Tuhan Yang Maha Kuasa lagi Maha Bijaksana.	We did not send any messenger, but in the language of his people, so that he could explain clearly to them. So Allah misleads whom he wills. And He is God, Almighty, All-Wise.

Appendix II: Observation Sheet

PROCEDURE	STEPS OF THE STORY TELLING	DESCRIBING PICTURE TECHNIQUE	NOTE
PRE-TEACHING ACTIVITY	<ul style="list-style-type: none"> • The Teacher should be to mentally and physically get the students ready to participate in the learning process 		
WHILST TEACHING ACTIVITY	<ul style="list-style-type: none"> • The Teacher will employ the technique during this time 		
OBSERVING	<ul style="list-style-type: none"> • The Teacher can excite and expand the pupils' background knowledge of the story by displaying pictures that are linked to it 		
QUESTIONING	<ul style="list-style-type: none"> • The Teacher ask questions about the material they don't understand based on what they've seen 		
EXPERIMENTING	<ul style="list-style-type: none"> • The Teacher can help the students increase their vocabulary after explaining what they don't understand about the material • Thee Teacher can write the challenging words on the board and then instruct the pupils to guess the meaning or look it up in a dictionary before teaching them how to pronounce those words • The Teacher explains the definition of the 		

	<p>story itself after the text's challenging vocabulary</p> <ul style="list-style-type: none"> • The Teacher proceeds to inform the students about the story that will be utilized when they are sharing stories later 		
ASSOCIATING	<ul style="list-style-type: none"> • The Teacher should be to introduce the use of pictures to the students • The Teacher must explain how pictures are used while narrating stories • The teacher instructs the class to construct a story map using the images 		
COMMUNICATING	<ul style="list-style-type: none"> • The Teacher can move on to the next phase, known as communicating, after the students have finished creating their story maps and have discussed their results • The Teacher can evaluate the students abilities through this practice, particularly their ability to speak narrative material 		
POST TEACHING ACTIVITY	<ul style="list-style-type: none"> • The Teacher can provide spoken, written, gesture, or gift feedback, motivation, and reinforcement throughout the entire class 		

Appendix III: Interview Sheet

1. Q: How do you measure student achievement?

A: I give them an assignment that relates to the material and then see the result.

2. Q: How did you prepare for your lecture?

A: I prepare some media, such as books, audio, pictures, speakers, songs, videos, worksheets, etc. for the students.

3. Q: How do you try to keep the class conducive when learning activities take place?

A: I ask their attention.

4. Q: Do you always use media in the learning process?

A: Most of the time, I use media for teaching.

5. Q: What do you do when there are students who are not orderly during learning activities?

A: I'll ask them what they are doing or if most of them aren't conducive, I'll warn them by giving a hand code to be silent.

6. Q: What are your tips for developing the learning materials presented in class?

A: I look for additional material on the website and then share it in a WhatsApp group.

7. Q: What learning resources do you use in teaching?

A: Website, YouTube, UPB book.

8. Q: How do you arrange the learning materials to be used?

A: I divided the material in the book by separating the skills for each meeting. Example: 1st meeting of chapter 1: I'll only discuss vocabulary, chapter 2: grammar and speaking, and so on.

9. Q: Do you always provide evaluation questions for students at the end of each lesson?

A: Yes, I give them grammar quizzes for the evaluation at the end of class.

10. Q: How long have you been teaching at UPB?

A: For 2 semesters.

11. Q: What do you think about teaching speaking by using picture narrating?

A: It's good because there are some students who learn by visual

12. Q: In your opinion, as a lecturer. Do you think that technique is effective for teaching speaking or not? Why?

A: It's quite effective because most of them can speak well

13. Q: What did you do before teaching speaking using picture narrating?

A: I explain to them what will they do

14. Q: Are there any sources or references to improve students' speaking ability by using picture narrating?

A: I don't have any references

15. Q: As a lecturer, are there any difficulties in teaching speaking using picture narrating?

A: No

16. Q: How do you rate or give the score for your students while speaking by using picture narrating?

A: 70-80

17. Q: Would you mind telling me about the steps of teaching speaking using picture narrating?

A: First, explain to the students that they will speak in 2 minutes about the pictures that I'll share. Then, I share the pictures. Then, they identify the pictures. The next activity is the speaking activity itself.

18. Q: Besides teaching speaking, what and when are these abilities suited for?

A: This activity suits at the end of the semester because the students already understand the material so they can speak without any hesitation

19. Q: While teaching speaking using picture narrating, how did your students respond? Were they excited, or else?

A: Yes, if the pictures relate to their era and something viral. Ex: Mr. Jokowi's picture

20. Q: As a lecturer, do you agree to suggest this technique for teaching English? Why?

A: Yes. Because it's the other technique to teach speaking.

Appendix IV: Additional Pictures

SIMPLE PRESENT TENSE



Rose makes cake everyday
She prepares food everyday
She cleans table always
Does she eat food everyday?
She tidies up a car usually
~~She tidies up a car usually~~

PRESENT CONTINUOUS TENSE



1. She is painting right now
2. Ann is drawing right now
3. Lisa is holding bottles that moment
4. She is (sitting) at the moment
5. Adel is (sitting) right now
6. He is looking right now

Adel is sitting in the window right now
and then she drawing a picture and holding
pencil and then she are paint a picture.
after it finishes she holding a picture.

SIMPLE PAST TENSE



They go to the mountain and ~~climb~~ ^{hike} ~~climb~~ ^{hike} last week.
we ~~climb~~ ^{hike} the mountain last week.
we visited her house last week.
I was ~~climb~~ ^{hike} yesterday
I was ~~climb~~ ^{hike} yesterday
I was ~~climb~~ ^{hike} yesterday

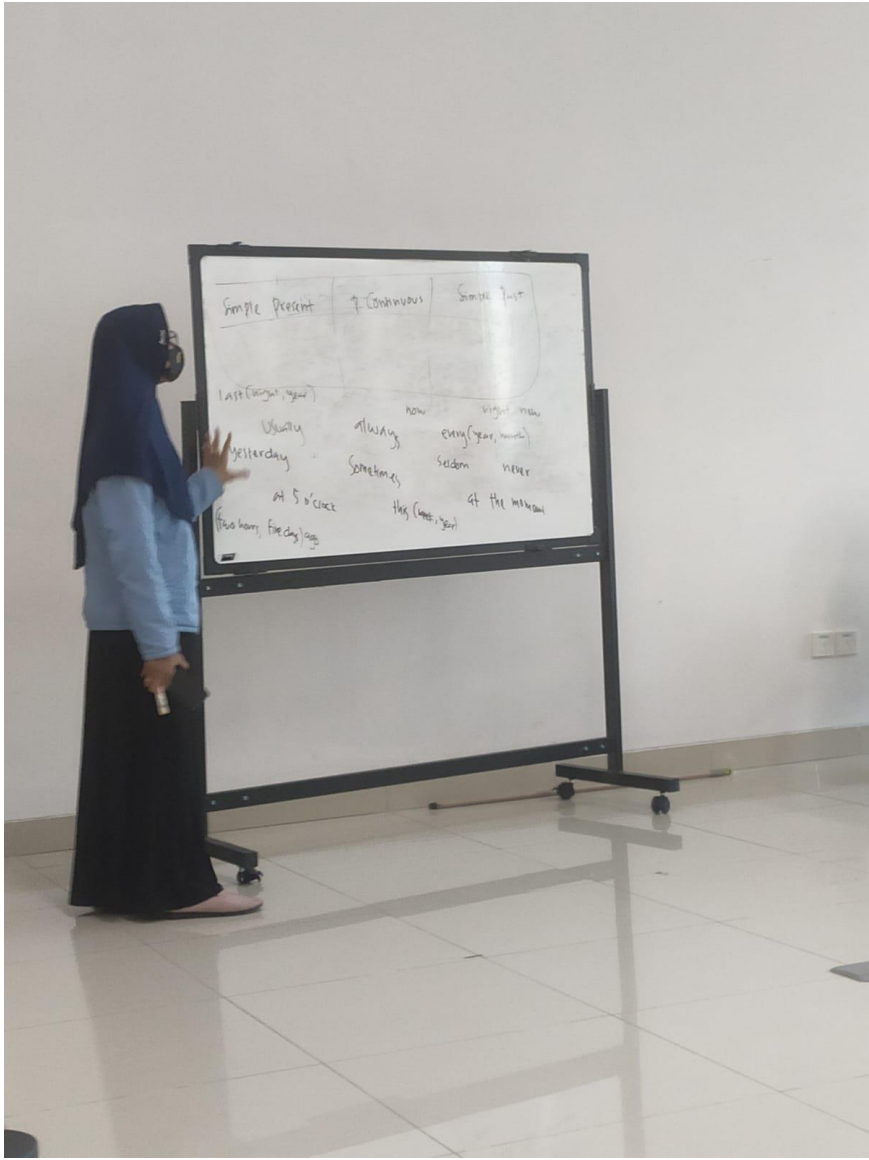
9 6 7 1 2 last week

SIMPLE PRESENT TENSE



1. They live in the city always
2. They read book sometimes
3. we write some learn always
4. ~~we write some learn always~~ we write some learn always
5. they discuss ~~learn~~ ^{learn} from learn
6. They study English every day

every Saturday, they always live in the
They read some books, and they
we may not. They learn
but they study English every day







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 - a.
 - b.
9. Academic Achievement :
 - a.
 - b.
10. Non Academic Achievement :
 - a.
 - b.
11. List of Science Works :
 - a.
 - b.

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Reza Khaspul Anwar