

CHAPTER I

INTRODUCTION

A. Background of Study

Speaking in English, especially in this Industrial Revolution era is a very crucial thing to be mastered by students. This skill can bring students to open communication with foreigners either to personal life, academic needs, and in relation to the world's future work. As referenced in the report delivered by The British Council (2013), the ability to communicate in English would affect the individual existences of people and the universe of the calling. This institution even says that the ability to communicate in English is capable of changing a person's life in terms of social, economic, and cultural. Besides, with regards to English subjects in Indonesia, to be specific by Utilizing the 2013 Educational program, it is expressed that understudies are expected to have the option to communicate in English as per social capabilities and objectives designated open as a type of variation of learning talk or genre-based.

But unfortunately, learning to improve speaking skills still faces a number of obstacles. The problem that is considered the most basic is students' vocabulary mastery and inaccurate pronunciation. Motivation and a low level of confidence to speak often prevent students from speaking English. Therefore, a technique is needed that is able to stimulate and challenge students to talk more in communication. (Rahayu, 2015).

In the implementation of learning that is carried out in the classroom, problems are often encountered, including the way of teaching the lecturer who

considers students to be just an object that can only receive lessons from the lecturer. In addition to the large amount of subject matter that must be studied by students, lecturers are also less accustomed to using various learning media. Even though a lecturer must be creative in carrying out the learning process, both in terms of material, methods, and media used must be attractive in order to attract students' interest to be active in learning at school, especially in the classroom. In addition, children's difficulties in language are also a problem that is no less important to pay attention to, because as we know language is the main basis of human communication. If a child has difficulty speaking, then he would have difficulty understanding a concept or expressing his feelings and thoughts.

Language is also the main tool in learning to read. Therefore, language difficulties would cause difficulties in the teaching and learning process, especially in learning to read, because learning to read is part of learning a language. In the process of teaching and learning in the classroom, the lecturer plays a very important role. Students still need guidance and direction to be able to study well. In addition, a variety of learning media can help students restore their enthusiasm for learning.

In addition, various learning media make students interested and challenged to participate in the learning process without making these students bored and bored in participating in the learning-teaching process. Therefore, a variety of learning media in elementary schools is very necessary, especially for elementary school students whose mindset is still concrete and who still likes to play, which is very suitable for applying various learning media. Lecturers should make learning

meaningful and make all students active in participating in the teaching and learning process.

In the process of teaching and learning English, many lecturers try to help their students to be able and competent to master or be skilled in the language. Such as always emphasizing students to be skilled at speaking (conversation) or capable of discussing and so on. It is important that a lecturer should have as many skills and resources as possible in the classroom to give students the basic knowledge that is more inherent and highly stimulant so that they become skilled and competent.

One of the effective sources in a learning process is to use of media (instructional aids). Media is one important factor that supports the success of a learning process in the classroom. Media is a carrier of messages or information between sources and recipients of information. In other words, the use of media is closer to the meaning of the information received compared to just using verbal language. (Norhenriady, 2017, p.1)

One technique that is believed to be able to improve students' speaking skills is picture-cued. This technique is implemented by providing a number of picture cards for students and then students are asked to describe orally what they see on the cards, where this technique is capable. Picture Narrating is considered to be able to provide a stimulant for student interaction and spontaneity in real oral communication. (Brown, 2004).

In learning English, the use of media is highly recommended, especially if the media is close and contextual with the lives of students. Media is a necessary tool for learning for young learners. One of the media that can be used for thi

purpose is an image. Images can be used as a medium for teaching or strengthening some of the learning skills of students. This is because images can translate an idea from an abstract image into a tangible form that is easier to understand. We conclude something or argue not only from hearing or reading but also from what we see around us or from what we remember from seeing it. Image media is not only an aspect of a method/technique but also represents an image of an object, place, or person who is an important part of the student's experience that the teacher must know. (Suryanto, Use the Picture Narrating, p.2).

Using picture media in learning speaking with its language components, namely in a narrative way. A narrative is a type of text that is imaginary. In this case, it can be in the form of fairy tales, folklore, legends, and others. In speaking about storytelling, students can retell orally based on the serial pictures given by the teacher. the importance of the benefits and how to use picture media in learning English, especially speaking can motivate English teachers to teach even better, innovatively, interestingly, and meaningfully. (Rajudin, 2016, p.5).

In the Language Development Unit class of UIN Antasari Banjarmasin, he applies the picture narrative technique to several classes as a learning method to improve English language skills, especially speaking. The application of this technique makes students more active, and able to describe with narration an object they see using English. It is clear that so far by using this method students can be more active in learning in class.

The Language Development Unit is a technical implementation unit led by a head and directly responsible to the Chancellor. His job is to carry out the

management of teaching foreign languages, especially Arabic and English in the UIN environment. In addition, the Language Institute also carries out other activities related to language, both Arabic and English.

UIN Antasari Banjarmasin is a campus with the basic religion of Islam in South Kalimantan. Basically, UIN Antasari teaches basic things that become principles in Islam. Even though UIN Antasari Banjarmasin is a religious campus, it does not cover things that are outside them, including in terms of development and progress of the times. One of them is the use of English as a world reference language. Although basically and textually the use of English is not in Islamic teachings. The Holy Scriptures and Islamic literature are mostly in Arabic, and it is only the commandment to learn Arabic that exists in Islam.

However, Islam is an open religion. Learning English is permissible and considered important as a medium of da'wah, as a means of communicating between countries, and texts and literature in the field of science today are mostly written in English. Learning English would add benefits to a Muslim. This is implied

in a Hadith of the Prophet Muhammad P.U.B.H:

الْمُؤْمِنُ الْقَوِيُّ خَيْرٌ وَأَحَبُّ إِلَى اللَّهِ مِنَ الْمُؤْمِنِ الضَّعِيفِ، وَفِي كُلِّ خَيْرٍ.
 اِخْرِصْ عَلَى مَا يَنْفَعُكَ، وَاسْتَعِنْ بِاللَّهِ وَلَا تَعْجِزْ، وَإِنْ أَصَابَكَ شَيْءٌ، فَلَا تَقُلْ:
 لَوْ أَنِّي فَعَلْتُ كَانَ كَذَا وَكَذَا، وَلَكِنْ قُلْ: قَدَرُ اللَّهِ وَمَا شَاءَ فَعَلَ؛ فَإِنَّ (لَوْ) تَفْتَحُ
 عَمَلَ الشَّيْطَانِ

As well as the verses in Surah Ibrahim, of the Qur'an as follows:

وَمَا أَرْسَلْنَا مِنْ رَسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ ۚ وَهُوَ الْعَزِيزُ الْحَكِيمُ

Based on the hadith and Qur'an, Muhammad PUBH used language in accordance with his people, so that is why nowadays people need to learn languages as a tool to communicate with each other to make it easy to understand and also to gain knowledge.

So in this case UIN Antasari Banjarmasin through the Language Development Unit provides English teaching to students as a benefit to broaden horizons, increase language skills, study foreign texts, as a means of communicating with the outside world, as well as a way of preaching as a Muslim.

Hence, as well as the explanation that has been conveyed above. The author is interested in knowing and studying more deeply about the picture narrative technique applied to the Language Development Unit Class of UIN Antasari Banjarmasin. The author wants to know about how to apply these learning techniques, as well as their effectiveness in improving speaking skills. Thus, the authors compiled a research design in the form of a design proposal entitled, "The Use of Picture Narrating Technique on Teaching Speaking At Language Development Unit Class of UIN Antasari Banjarmasin".

B. Definition of Key Terms

1. Picture narrating technique is the idea that photographs can be used to tell a story. In this case, the researcher focused on how to use picture narrating in an effective way in teaching speaking.
2. Teaching Speaking the main duties and responsibilities of the of the skills in learning a language. In this research, the researcher wants to focus on speaking with the topic narrative, teacher/instructor are to manage to teach more effectively, dynamically, efficiently, and positively, which is characterized by awareness and active linkages between the two subjects, namely the teacher as the initial initiator and director and supervisor, while students as the experience and be actively involved to get self-change in teaching.
3. Technique is a practical method or skill that applied to a particular task. In here, the researcher focus on teaching speaking technique.

C. Research Qouestions

1. How to apply the picture narrating technique in teaching speaking at the Language Development Unit Class of UIN Antasari Banjarmasin?
2. How is the effectiveness of the picture narrating technique in teaching speaking at the Language Development Unit Class of UIN Antasari Banjarmasin?

D. Objectives Study

1. To find out learn in picture narrating technique on teaching speaking at the Language Development Unit Class of UIN Antasari Banjarmasin.
2. To investigate the effectiveness of the picture narrating technique in teaching speaking at the Language Development Unit Class of UIN Antasari Banjarmasin.

E. Significance of Study

The significance of study here hopefully can be a benefit, as follows:

1. For the teachers, this study would provide additional teaching material teachers, so that it can be used for teaching using picture narrating in the class.
2. For the students, this study would be useful as a way to develop their Englishskills, especially in speaking skills.
3. For the other researchers, this study hopefully can give early information and references who want to conduct the study on a similar topic with different disciplines.