

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter reports the research findings and discussions of the analysis of boosters and hedges in thesis abstracts. It is intended to answer the problems of the study. The findings are based on the data which were taken from the interview and observation. Then, the discussions are based on the result of the data analysis.

A. Findings

This study analyzed the use of picture narrating techniques in teaching speaking and also found out the effectiveness of using picture narrating while teaching speaking at the Language Development Unit of UIN Antasari Banjarmasin.

Observation and interview were utilized to investigate the research questions. The data of this research were taken from one group in the Language Development Unit of UIN Antasari Banjarmasin by the researcher asked the lecturer to do the interview section and permission to conduct research. After that, the researcher analyzed how to use picture narration and was that technique was effective or not. 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. In this research, there was one group in the Language Development Unit became the subject of this study. The results of the findings are classified based on the research questions of the study.

1. The Use of the Picture Narrating Technique in Teaching Speaking

To answer the first research question about how to apply picture narration while teaching speaking in class, the researcher held the research once and analyzed this by observation. The researcher used an observation sheet and filled out the checklist of the points related to the field facts that were already written there based on the theory in Chapter II.

Before becoming a lecturer in the Language Development Unit, the lecturer graduated from UIN Antasari Banjarmasin with a major in English Education Department. Then, the lecturer applied for a vacancy as a lecturer in the Language Development Unit. Usually, the lecturer used narrative topics in writing. In her class, after all the chapters of the Language Development Unit, the lecturer gave the students a narrating activity for speaking skills called Picture Narrating near her last meetings, to be specific on May 23rd, 2023.

Based on the observation done by the researcher, the lecturer also did the steps of using picture narrating in teaching speaking. Here are the steps that the researcher has seen in the lecturer's class while using the picture narrating technique in teaching speaking:

Table 4.1 The Result of Observation in Teaching Picture Narrating Technique

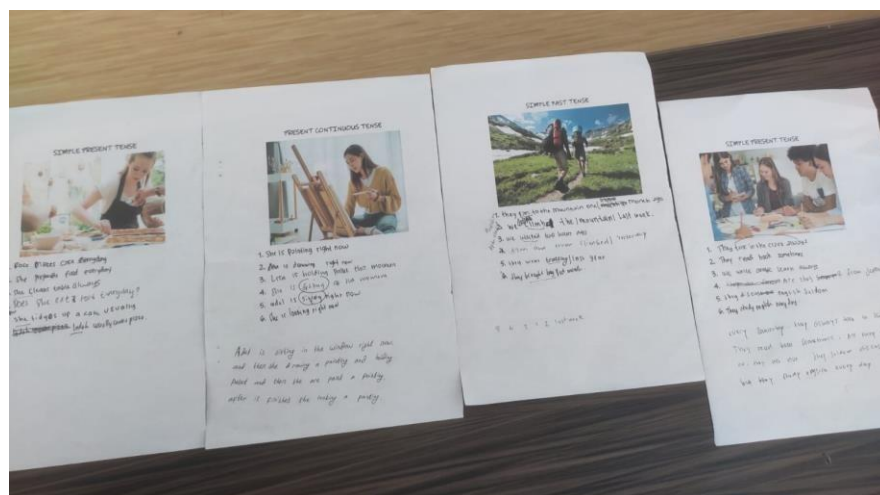
No.	Activity	Check	Note
1.	Preparing Material	X	-
2.	Preparing the Media	X	-
3.	Preparing Lesson Plan	X	-

4. Pre-Teaching Activity	V The lecturer gets her students to participate in the learning process.
5. Whilst-Teaching Activity	V The lecturer explains the technique or steps to her students.
Observing	V The lecturer observed her student's knowledge of the story by using pictures.
Questioning	V The lecturer gives her students some questions about the material or the story behind the pictures.
Experimenting	V The lecturers help the students with their vocabulary, the lecturer explains the definitions of the stories themselves, the lecturer instructs the students to guess the meaning or look up in a dictionary the words that relate to the picture, and the lecturer informs the students about the story.
Associating	V The lecturer introduces the use of pictures and explains how the pictures are used while narrating stories, The lecturer instructs the class to make a story map by using the pictures.
Communicating	V The lecturer asks the students to discuss their results and the lecturer evaluates the students' abilities through this practice to speak narrative material.
11. Post Teaching Activity	V The lecturer gives feedback, motivation, and

reinforcement throughout
the entire class.

Based on Table 4.1 above, there was a topic that the lecturer used in her class. She took the material from the Language Development Unit Green Book and this book has still been used for years.

The topic taught by the teacher was about grammar. At first, the lecturer reviewed the grammar topic which was about simple present, simple present continuous, and simple present tense. After that, the lecturer divided the students into 5 groups with 4 members in each group. Then the lecturer hands out the pictures to the students and asks them to make a sentence based on the grammar that is already written as the title of the pictures. Thus, the teacher asked the students to use a dictionary to find another vocabulary. Last, after making a sentence, the lecturer asked representatives from the group to come forward and present the results of their work in addition to improving their students' speaking skills.



Picture 4.1 The hands-out pictures of the picture narrating

Some steps, or procedures used by the lecturer while teaching speaking using picture narrating. The lecturer did pre-teaching activities, teaching activities, and post-teaching activities in her class. In Table 4.1, the researcher also saw that the lecturer did not use preparation before she started the class. When the lecturer came to the class, all the way she did was greet the students and start reviewing the materials of the Language Development Unit. In the next section, while teaching picture narrating, the researcher sees that the lecturer follows some procedure that is also written in the observation sheet guide. To be specific, the lecturer did a Whilst-Teaching Activity. But it is quite different from the lecturer's answer in the interview section about the steps of teaching speaking using picture narrating, kind of similar but the answer the lecturer said in the interview was briefs of the steps of picture narrating in speaking. In which the lecturer said:

“First, explain to the students that they would 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.”



Picture 4.2 The lecturer gave the students a brief explanation about speaking using pictures narrating

This means, that the early activities she did before getting into the teaching activity in her class. The researcher found that the lecturer did associating, experimenting, and communicating. For example, the lecturer gives her students some questions about the material or the story behind the pictures. This one the lecturer did before the students focused on their group assignment and to make sure the students quite understood the task, this one is called questioning.

Another example is the researcher saw in associating, in which the lecturer introduces the use of pictures and explains how the pictures are used while narrating stories. As stated in her Interview, the first of all before giving the group assignment, the lecturer gave the students a short explanation.

In implementing picture narrating in the classroom, the lecturer also did a post activity which is giving feedback from the students' presentation. Such as giving feedback like "That was amazing", "Good Job", etc. Not only that but it also sometimes the lecturer corrects the students' speaking or grammar if something is wrong. Also for the score result of their work, the lecturer gives the score for the students between 70-80.

She did that after all the groups already presented their assignment in front of the class. The lecturer found out that there were no difficulties that she ever faced while teaching speaking using picture narrating. The researcher also saw that while the lecturer using the media, it looked like the lecturer was already familiar with or ever used the same media in her class either in the writing class or speaking class.

By using media like pictures in teaching speaking, the student's responses were excited because the lecturer used pictures that relate to their era or something viral.

2. The Effectiveness of Using Picture Narrating Techniques in Teaching Speaking

The effectiveness of this research means the implementation of using picture narrating would affect the good tools that can develop students' speaking skills. The researcher still used the same data which are observation and interview to investigate the research problem.

During the Language Development Unit Class, the researcher saw that this media is one of the tools that is effective and can be used to improve the students' speaking skills. Pursue the lecturer, also said that using picture narrating:

"It's good because there are some students who learn visually and also It's quite effective because most of them can speak well."

From the researcher's perspective, this means that the students can develop their speaking skills through the visual media and make them more creative also pushes the students' confidence while presenting their work in front of the classroom. One of the group members did the presentation based on the lecturer giving them time to present their work.



Picture 4.3 The moment when the students did a presentation by using picture narrating.

Since the lecturer's class is the class with the elementary level of English, the lecturer seems to be easy to imply this technique in her classroom. By using pictures as media in teaching speaking, the researcher also finds when did observation that pictures are exceptionally valuable for teaching English in light of the fact that numerous translations can be made in an image. For the picture, the lecturer sometimes uses pictures that relate to the student's era and something viral for example Mr. Jokowi's picture.

The lecturer also said:

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

Involving pictures as the premise of talking examples likewise gives the students something to discuss, something to zero in on other than their vulnerability with the new dialect. Pictures can animate articulation and foster comprehension.

B. Discussion

This section reviews those findings by displaying some theories connected to each following problem. Thus, the discussion is classified based on the research questions of the study.

3. The Use of the Picture Narrating Technique in Teaching Speaking

According to the theory above, teaching speaking by using picture narrating is quite fun. Because of the speaking itself, students can have the opportunity to practice their speaking skills based on existing rules. For

example, using picture narrating in teaching speaking. The students should know about narrative first and then apply the form of narrative in speaking.

In line with Gerot & Well (p.204), they mention that the forms of narrative are Orientation, Evaluation, Complication, Resolution, and Reorientation. The lecturer certainly already explained the structure of the narrative text in front of the class which is in the teaching activity.

Depending on the findings above, the researcher found that the lecturer started the classroom by just reviewing the material before continuing to the picture narrating for speaking. When the lecturer started over the narrating section, the researcher did not see any preparation as written in the findings such as preparing the material, preparing the media, and preparing the lesson plan.

So, it can be concluded that the lecturer skipped over any sort of preparation before she began the class, as the researcher saw. The preparations that the researcher finds are based on the theory in Chapter II (preparing the material, preparing the media, and preparing the lesson plan), aside from the lecturer applying all of the steps of procedures and post-teaching activity in teaching speaking by using picture narrating.

Manuk (2020, p. 52) stated that in preparation for using pictures to tell a story the teacher has to put together the whole thing that might be needed for the teaching, including the lesson plan, the story, and the teaching aids. If the teacher does not put it together properly, the learning process not run properly.

Manuk's (2020) viewpoint features the all encompassing nature of instructing readiness. It underscores the interconnectedness of lesson planning, storytelling, and the utilization of teaching aids. The outcome of the learning process depends on the lecturer's capacity to wind around these components flawlessly, guaranteeing a cohesive and significant instructive experience for the students. This insightful works with understanding as well as cultivates a positive and drawing in learning atmosphere.

As far as the researcher sees, the preparations are quite important for the lecturer before starting the class. The researcher skipped the preparing material. In this step, the lecturer's pictures would assist learners in demonstrating their stories using this kind of approach. The learners are going to produce a story map with the teacher's given image as the basis. Then the lecturer develops an appropriate story for the class.

Using picture narrating as a technique for showing talking is a creative and viable methodology that draws in understudies as well as upgrades their language abilities in a significant manner. Pictures have the ability to animate innovativeness, flash creative mind, and urge understudies to uninhibitedly articulate their thoughts more.

However, in preparing the media, by applying an electronic device or another gadget, the lecturer can demonstrate the pictures by presenting them in front of the class. Students would be inspired to compose the narrative text orally based on the lecturer's pictures. The media should be

well-prepared to ensure that the process of teaching and learning proceeds properly. Also by introducing pictures and requesting the students to describe or depict it, the lecturer can transform language learning into a tomfoolery and intuitive experience, encouraging an uplifting perspective toward communicating in the objective language.

In teaching, a lesson plan is an important part. The topic of study that must be selected, the medium necessary to prepare, followed by the teacher must come up with a lesson plan. The lecturer prepares a lesson plan as a road map to ensure that the class moves forward methodically.

Alongside preparation, the teacher did the pre-teaching activity too. In this section, the lecturer gets her students to participate in the learning process. Depending on what the researcher saw while doing observation, the lecturer did some activities before starting to review the material and narrating pictures. Manuk (2020, p. 52) also stated that in the pre-teaching activity, The teacher does the brainstorming by asking the students numerous questions associated with the subject.

As mentioned in the theory above, in the pre-teaching activity the teacher can begin by way of greeting the students and asking about their situation as she enters the classroom to catch their attention. It is essential to have a relationship with them. Then, the teacher checks the students' attendance. After that, the teacher introduces the subject and explains the purpose and the primary competence that has to be reached.

Same with the pre-teaching, the lecturer also did whilst teaching activities. Engaging in speaking activities while teaching is not only a valuable educational approach but also an essential tool for fostering effective communication skills. These activities play a pivotal role in language acquisition and provide students with a platform to apply theoretical knowledge in real-life scenarios.

Based on the observation, The lecturer explains the technique or steps to her students and gives them an example. The lecturer would divide groups of 4 people in each group. From that, the students had 10 minutes to discuss about the picture or make a narration based on the pictures. The students were able to use their mobile phones or online dictionaries. After that, each group should be presented with their assignment in front of the class. The most important component due to the fact, that the lecturer would explain the technique in this part. This is the core activity at some point in the process of teaching and learning.

As pointed out in the theory above in Chapter II, there is the post-teaching activity in which the lecturer also proceeds in the teaching-learning by using picture narrating where the lecturer gives feedback, motivation, and reinforcement throughout the entire class.

The post-teaching activity fills in as a stage for open correspondence among teachers and understudies. It makes a space where questions can be raised, explanations looked for, and thoughts traded. This discourse is fundamental for tending to any waiting vulnerabilities,

supporting key ideas, and guaranteeing that understudies leave the illustration with an unmistakable comprehension of the material.

Manuk (2020, p. 52) mentioned that in a post-teaching activity, the lecturer and the students conclude the lesson and the lecturer asks the students approximately their difficulties in today's lesson. The same goes with Fantika & Ratmanida (2016, p. 30) stated that post-teaching activity is essential to permit the students to know that their effort during teaching and learning is appreciated. besides, the lecturer also can tell material for the subsequent meeting with the intention to prepare themselves. After that, the lecturer finally ends the lesson by greeting them.

The post-teaching activity holds critical significance as it gives an important open door to teachers to cultivate a culture of appreciation and useful input. This second, where speakers draw in understudies to examine and assess their work or execution, fills in as a pivotal scaffold for guidance and reflection.

Based on what the researcher saw, the post-teaching activity is the moment where the lecturer or lecturer can deliver an appreciation to the students throughout by giving feedback on their work or performance. Along with the lecturer collectively with the students concludes today's lesson.

Considering that the lecturer applied all the steps in using picture narrating to tell stories and skipped over any sort of preparation before she began the class, the researcher saw that the implementation of using picture

narrating in teaching speaking still implied very well even though the lecturer goes through several steps of procedures.

4. The Effectiveness of Using Picture Narrating Techniques in Teaching Speaking

The viability of utilizing picture narrating methods as an educational methodology in upgrading understudies' talking abilities. By inspecting the effect of visual guides and narrating techniques on language securing, this exploration tries to contribute important bits of knowledge to the field of language instruction, revealing insight into the expected advantages and limits of integrating picture-based accounts into the educating of talking capability.

From the find out the participant in the interview, with a lecturer of the Language Development Unit of UIN Antasari Banjarmasin, that the use of picture narrating in teaching speaking is quite effective. Szpotowicz (2012) said that improving speaking competencies prerequisite related to practical meaningful interaction. Pictures motivate students to use vocabulary to create a brief story. The researcher knows that pictures are aids that can assist the lecturers in the teaching-learning technique.

As written in Chapter II above, the lecturers use pictures effectively due to the fact the media are very beneficial for the teaching. Many interpretations can be made in a picture. it is able to be an extremely good

tool and might illustrate what lecturers want to teach. it is also used to feature interest in the topic for the students.

As the researcher found, this technique is being used to improve the students' speaking skills, the lecturer also said that the students were excited in the class. The learners would get something from this strategy in some ways. The inspiration for speaking can come from pictures. It is quite easy to identify the activity of telling stories as an activity that storytellers do. A technique for demonstrating the learning process, that lecturers could try is telling stories.

In addition, the lecturer mentioned that she suggested this technique for teaching speaking to improve the students' speaking skills. Boers (2018) stated that the picture-narrating method stimulates the enhancement of grammar, vocabulary, and oral fluency. Lavallo & Briesmaster (2017) also showed that pictures have an effective influence on students' motivation and communication abilities. Pursue to Zahran & Qoura (2022, p. 41) also stated that utilizing picture narrating methodology assisted understudies with working on their talking abilities.

The discoveries of these investigations recommend that the lecturer ought to effectively consider and coordinate visual components in their educating methodologies. Whether through pictures, outlines, or sight and sound introductions, these visual guides can act as important instruments to make a more vivid and intuitive opportunity for growth.

The capability of pictures and visual stories emphatically impact understudies' inspiration and correspondence capacities. Embracing these discoveries in instructive practices can make ready for a more powerful and successful learning climate, where understudies are enlivened as well as enabled to upgrade their talking abilities through connecting with and outwardly invigorating systems.

This means that using pictures and doing presentations in front of the class, can provide motivation for the students itself. The use of pictures as the basis for speaking classes also gives the students a topic to talk about and a focus other than their own acquisition of language concerns. Not only that but it also increases their creative thinking in making stories and developing vocabulary.

Picture narrating lines up with the informative language showing reasoning, underscoring the significance of language as a device for correspondence as opposed to a bunch of secluded rules. It urges the students to convey meaning instead of zeroing in exclusively on syntactic precision. This approach is particularly significant for language students who expect to involve the language in useful, true situations.

Picture narrating normally fits telling the story. This approach improves talking capability as well as develops accountabilities. Understudies figure out how to structure their considerations legitimately, keep up with soundness, and draw in their crowd by making a convincing story around the visual brief.

Pictures were indicated as motivational visual aids that assist students to be engaged in significant speaking responsibilities (Macwan, 2015). The utilization of visuals additionally obliges assorted learning styles. Visual students benefit from the rich symbolism, while hear-able students can participate in conversations and articulate their thoughts verbally. This comprehensive methodology takes care of the singular necessities of understudies, making a more all-encompassing language opportunity for growth.

The use of pictures as a tool in teaching speaking turned into very beneficial for the students. The students who have been taught through the use of pictures got motivated to speak English. the students also had outstanding self-confidence in expressing their concepts in learning English. Zahran & Qoura (2022) also mentioned that the speaking activity which was designed based on the picture narrating method is beneficial. They also suggested oral tests or final exams if the lecturer wants to know the improvement of the students' speaking skills (p.46).

So, it can be shortened that using picture narrating is not only a way to improve speaking skills but also one of the ways that can be used for an exam, especially a spoken examination. The picture narrating into spoken tests is a moderate and viable technique that surveys language abilities in a more complete way. By mixing phonetic capability with decisive reasoning, imagination, and flexibility, this approach plans understudies

for the intricacies of true correspondence, making it an important device in the evaluation tool stash.

From this, it can be concluded that picture narrating is an important device, its viability might rely upon variables like the selection of pictures, the degree of language capability of the students, and the joining of follow-up exercises to support learning. In short, the researcher suggests that the lecturer should have another technique to develop the students' speaking skills besides using picture narrating. Not only that but also the lecturer can use picture narrating techniques to improve the students' writing skills.