

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion, it can be concluded that:

1. The researcher found that the lecturer used picture narrating in teaching speaking, but skipped preparation before starting the class. The lecturer followed the steps of procedures and post-teaching activities, which are crucial for effective teaching. Despite the lecturer's skipped preparation, the implementation of picture narrating in teaching speaking was effective, despite the need for more preparation. 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.
2. The interview participant found that the picture narrating technique is effective in teaching speaking, improving students' skills, and generating excitement. Storytelling, a technique used by storytellers, provides inspiration for speaking and demonstrates the learning process. Lecturers can use this technique to motivate students and provide a focus on a topic, rather than solely on language acquisition. Integrating picture narrating into language instruction is a significant procedure for creating talking abilities. By outfitting the visual allure of pictures, instructors can establish a dynamic and comprehensive learning climate that sustains successful relational abilities while making the language educational experience charming and noteworthy for understudies.

B. Suggestion

Here are suggestions the researcher delivers for future studies. Hopefully, the suggestions are useful for readers in general, and researchers and other people involved in education specially. The suggestions are as follows:

3. For the lecturer in the Language Development Unit

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.

4. For other researchers

The researcher hopes that this study could give insight to the readers and students of the English Education Department or other departments of UIN Antasari Banjarmasin.

In addition, the researcher suggests to other researchers who are interested in the same or similar field of study to examine using picture narrating techniques in other disciplinarians and different data, for example, an article in writing class, speaking class, or listening class.