**THE USE OF PICTURE CARDS IN TEACHING SPEAKING NARRATIVE TEXT IN THE IX-I GRADE STUDENTS OF JUNIOR HIGH SCHOOL YOS SUDARSO SIDOARJO**

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**ABSTRACT**

The researcher choose a picture cards in teaching narrative text. Picture cards can make students more interested in this lesson. The objectives of her study were to describe how picture cards were applied in the classroom to develop speaking ability of the students and describe the progress of speaking ability of the students when story games were used. Method qualitative which are used to improve student’s speaking ability do effectively. The researcher chooses the technique of implementing the picture cards as an alternative aid to teaching speaking narrative text. The statements of the problem are: 1) How is the use of picture cards in teaching speaking narrative text to the class IXth grade students of Junior High School YOS Sudarso Sidoarjo? 2) What are the student’s response of being taught by using picture cards in learning speaking narrative text? In line the purposes of the study are: 1) To describe the use of picture cards in teaching speaking narrative text to the class IXth grade students of Junior High School YOS Sudarso Sidoarjo. 2) To describe the student response of being taught by using picture cards in learning speaking narrative text. Its meeting is do for two times when the expected result has been obtained. The improvements can be seen from the students’ achievement in speaking mastery and motivation in the classroom. At the first meeting, students still have difficulties in practice the new vocabulary in the appropriate order. But on the two meeting hey have already known how to pronoun correctly and in making a sentence in the appropriate order and they dare to even be able to compile stories well. Based on the finding in the implementation of using picture cards to teaching speaking narrative text can facilitate the junior high school students of the ninth grade improve their speaking mastery.

**Key words : *Teaching Speaking, Narrative text, Picture Cards.***

**ABSTRAK**

Peneliti memilih kartu bergambar dalam pengajaran teks naratif. Kartu bergambar dapat membuat siswa lebih tertarik dengan pelajaran ini. Tujuan dari studinya adalah untuk menggambarkan bagaimana kartu bergambar diterapkan di kelas untuk mengembangkan kemampuan berbicara siswa dan menggambarkan kemajuan kemampuan berbicara siswa ketika permainan cerita digunakan. Metode kualitatif yang digunakan untuk meningkatkan kemampuan berbicara siswa dilakukan secara efektif. Peneliti memilih teknik menerapkan kartu gambar sebagai bantuan alternatif untuk mengajar teks naratif berbicara. Pernyataan masalah adalah: 1) Bagaimana penggunaan kartu bergambar dalam mengajar teks naratif berbicara kepada siswa kelas IX SMP YOS Sudarso Sidoarjo? 2) Apa tanggapan siswa terhadap pengajaran dengan menggunakan kartu bergambar dalam belajar berbicara teks naratif? Sejalan dengan tujuan penelitian adalah: 1) Untuk menggambarkan penggunaan kartu bergambar dalam mengajar teks narasi berbicara kepada siswa kelas IX SMP YOS Sudarso Sidoarjo. 2) Untuk mendeskripsikan respon siswa ketika diajar dengan menggunakan kartu bergambar dalam belajar berbicara teks naratif. Pertemuannya dilakukan dua kali ketika hasil yang diharapkan telah diperoleh. Peningkatan dapat dilihat dari prestasi siswa dalam penguasaan berbicara dan motivasi di kelas. Pada pertemuan pertama, siswa masih mengalami kesulitan dalam berlatih kosa kata baru dalam urutan yang sesuai. Tetapi pada dua pertemuan itu, mereka sudah tahu cara melafalkannya dengan benar dan membuat kalimat dalam urutan yang tepat dan mereka bahkan berani menyusun cerita dengan baik. Berdasarkan temuan dalam pelaksanaan penggunaan kartu bergambar untuk mengajar teks narasi berbicara dapat memfasilitasi siswa SMP kelas sembilan meningkatkan penguasaan berbicara mereka.

**Kata kunci: *Mengajar Berbicara, Teks Naratif, Kartu Gambar.***

**Introduction**

Language is used for communication media with other people. By usinglanguage, it can create an understanding of the agent who is talking. Language learning is learning how to use language to convey something. Learning English now has become a necessity because English has become a world language.Basically there are 4 skills needed in the English learning program, namely listening, speaking, reading and writing all that is very important when we learn English as a foreign language, Speaking is one of the most important skills. But in fact, speaking gets less attention than other skills due to certain factors, such as: students are afraid of speaking English because they do not want to make mistakes, because they feel embarrassed. Students do not have a lot of vocabulary they know and students do not understand how to say it. The result is that students master passive English.

In this case the class IX-1 of SMP YOS Sudarso Sidoarjo was still having difficulties in understanding and composing narrative texts in written language and telling them in spoken language. Students do not have enough ideas or difficulties to explore ideas to compose stories in narrative text, they also appear to have no motivation and are interested in being able to compile a narrative text.

**Review Of Related Literature**

According to Brown (2004: 140), in his book “Principles and Classroom Practices”, speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. In the other page of his book, Brown say that there are five basic types of speaking.They are:

1. Imitative. 2. Intensive. 3. Responsive.

4. Interactive. 5. Extensive.

Communication is important role in human’s life. Because they can express their idea or felling to other people with speaking. Language is needed as a mean of communication. Communication can be divided into two ways, written and oral. Written communication needs writing skill while oral one needs speaking skill.

Brown and Yule (1983:4) satate “Speaking as to express the needs request, information, service, etc”. The speakers says words to the listener not only to express what in his or her mind but also to express what he or she needs whether information service. Most people might spend of their everyday life in communicating with others.

**Research Method**

This research is a qualitative research menthod. According to Latief A.M (2010:6) qualitative research was focused in condition, explains the phenomeno and the result. Here, the researcher used descriptive qualitative resecher because the researcher acting as the teacher and he also reporting the condition which happening naturally in Junior High School Yos Sudarso Sidoarjo. This study was conducted to determine the increase in speaking ability of the nine grade students through the use of picture cards in teaching speaking narrative text. This research did not require the size of the population or sample. Here are more emphasized problems in the (quality) of data instead of the number (quanty) of data.

**Findings and Discussion**

**FINDINGS**

This observation is based on the instrument. The instruments are observation cheklist, questionnair and documentation. The reseacher explained the finding by using picture card in teaching speaking narrative text. The participants of this reseacher were the student at SMP Yos Sudarso Sidoarjo. The students were the ninth grade and the class that reseacher chose was IX-1.

**The Implementation of Picture cards**

As explained previously, this research was done in two meetings. Even though the technique was conducted in the stage of independent construction of the text, the two other stages were still passed in those activities. In order to make it clearly, the teaching learning process in every meeting are presented.

**The first meeting**

This meeting was held on January 13, 2019. The students were enable to know generic structure in narrative text, and to enable them to be involved in transactional conversation, by asking their friend questions related to the narrative text. Before the class was started, the teacher checked the medias that the teachers brought.

To begin the lesson, the teacher started by saying greeting to the students, and she checked the students’ attendance to create conducive admosphere. Then, the teacher explained to students about the generic structure and significant lexicogram features of the text (Feez1998: 4). By doing so, the students would get the knowledge of Narrative text. The teacher also explained the students what should they do to implement the technique; and gave further explanation about the topic. Those activities were included in the stage of building knowledge of the picture. Teacher stimulated the students about the topic that be able be taught by asking the question related with the topic of the day. Then, teacher started to explain about the topic by holding a short discussion to build the students’ and a little motivation for students so students were more motivated, inspired and eager to learn. Teacher asked the students about the meaning of fairy tales and some kinds of tales they know , three till four students raised their hand and tried to answer the question of the teacher. And the teacher ordered the students to answer it one by one of students, whereas the teacher can hear their voice clearly. The pre teaching activity above still was not effective to create the students enthusiasm to study. However, the teacher’s question was understood by students.

Then, picture cards were given to the students was to introduce the kinds of fairy tales or one example of a type of narrative text . The main purpose of this material was to introduce the students of the speaking narrative text in using picture cards, which had been provided. The researcher provided some simple questions which would be given to them as a stimulus before play using picture cards. Introduction covered explanation about what the role to use the picture cards and he game what like.

To begin the game, the teacher asked some questions to the students, in which the question of according to the image contained in the picture card . It was done as a stimulus for the students, whether they could guess the picture in the picture cards with the correct answer or not. Here the researcher was sure that the students were able to answer the teachers’ questions correctly. The teacher asked to the students one by one.

There are several questions from the teacher about the definition and structure of the narrative text contained in the cinderella tale, then the teacher explains it. After that the students see several randomly arranged picture cards that the teacher has pasted on the board. Then the students are told to sort the order of the random images so that they become a story and then the students tell the results of their picture arrangement in their own language.

From some of the picture cards students try to find or choose images that contain conflict, then students try to express by playing roles according to the images they choose with their own language.

After the time was up, the teacher reviewed the lesson that was taught. The teacher gave questions considered to the picture cards and the students answered. Before closing the class, the teacher evaluated the teaching learning process by asking the students about the difficulties and responses toward the use of pictures cards, as a result the researcher also could know how far the technique helped the study.

**The second meeting**

This second meeting is held on January 14, 2019. In this meeting, students told stories about folklore or tales that they knew and other friends listened and guessed and identified the stories conveyed by their friends.

To begin the game, the teacher asked some questions to the students,according to the picture cards and stories that their friends convey. where they scramble in answering the questions given. After that we try to review the material that was previously delivered the previous day.

**Result of Observation Checklist**

Based on the result of the observation of the researcher and from the first meeting until second meeting, during the teaching speaking narrative text process using picture cards was in progress. The result showed the improvement of the students’ speaking ability in speaking narrative text using picture cards. The researcher found several things that can be noted down. But, it was obvious class that the picture cards were effective to teach speaking narrative text in class. The material applied got positive response from the students. Nevertheless, the researcher found that the students were not ready to practice in the front of the class. Although the teacher had explain and tried to encourage students’ motivation. However, in the next meeting, the students were more ready in practice speaking.

In the first meeting there were so many things that were the researcher found, many different things happened. The implementation of using picture cards could not run well, the condition of the class was very noisy some students paid attention but some were not. They talked each other and they played game by themselves. It was very difficult to control the class. Someone should practice it continuously and requires much patience. This means that teaching speaking cannot be done automatically, but it needs process guidance and sustained practice.

Their pronunciation mastery is less; they got difficulties in said something using English, knowing that condition, the researcher tried to give them motivation by appreciating their participation by saying “great” or “good” with applause, when they be able answer the question and dare to appear in front of the class.

In the second meeting the use of picture cards technique better than before, the students enjoyed the activity, and they were more ready in speaking using English, and also the topic were motivated them to speak up. In this activity the students were quite active to speak up.

When the teacher review the previous lesson, in this second meeting the students were enthusiast in following the lesson. The teacher review how to word correctly. Then students has spoken become correctly pronounciation and intonation.

And, the students made a little progress in their speaking skill. They were brave to express their speaking and to ask about the difficulties of the lesson, they look very curious and wanted to understand the material well. It can be seen from their attention when the teaching learning process was in progress. And the students showed cooperative work, it can be seen by many students who were able to understand the materials at the first time; they shared their understanding with their friend or other students who have difficult understood of the material and the rules.

In the last meeting, all of the students looked very enthusiast in following the teaching learning process than the previous meeting. They could memorize the material fast and they did understand the rules well. So, it caused the teaching learning process ran well as what the researcher wanted.

**Students’ Responses**

The scores of the students, which were obtained from the assessment of two times meeting are presented completely for each meeting. In this case, the scores given by the reseacher in every meeting are featured. From those scores, the averages of student’s speaking ability can be shown.

**The Result of Assessment I**

In the first meeting, the scores of students’ speaking ability given by the observers and the average of the total scores can be seen as follows:

Information:

Strongly Agree= 5

Agree = 4

Less Agree = 3

Disagree = 2

Strongly Disagree = 1

Then the results of 21 students are obtained as follows:

**Table for the 1stmeeting**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Statement** |   |   | **Response** |
|   |   | SA | A | LA | D | SD |
| 1 | I like to speak English during English lessons. |  2 | 11 |  8 |  0 |  0 |
| 2 | Learning to speak English is the most difficult lesson. |  14 | 7 |  0 |  0 |  0 |
| 3 | The use of picture cards in the speaking lesson is fun narrative text. |  2 | 19 |  0 |  0 |  0 |
| 4 | I like to use picture cards in speaking lessons narrative text. |  2 |  19 |  0 |  0 |  0 |
| 5 | My teacher provides motivation to students during the teaching and learning process. |  8 | 13 |  0 |  0 |  0 |
| 6 | My teacher always helps students when students have difficulty in pronunciation of words. |  13 |  8 |  0 |  0 |  0 |
| 7 | Using picture cards helps me understand lessons, especially speaking skills in narrative text learning |  5 | 16 |  0 |  0 |  0 |
| 8 | I like it when English is used as a daily language. |  1 |  9 |  11 |  0 |  0 |
| 9 | I am more eager to get teaching with media picture cards, in speaking narrative text |  2 |  18 |  1 |  0 |  0 |
| 10 | Using picture cards can increase my desire to learn English. |  2 |  19 |  0 |  0 |  0 |

**Table of percentage values:**

|  |  |
| --- | --- |
| **Answer** | **Information** |
| 0%  - 19.99% | Strongly Disagree |
| 20%  - 39.99% | Disagree |
| 40%  - 59.99% | Less Agree |
| 60%  - 79.99% | Agree |
| 80%  - 100% | Strongly Agree |

Then the results of the calculation of the respondent's answers are as follows:

**First question**

1) Respondents who answer SA (5) = 2 x 5 = 10

2) Respondents who answer A (4) = 11 x 4 = 44

3) Respondents who answered LA (3) = 8 x 3 = 24

4) Respondents who answer D (2) = 0 x 2 = 0

5) Respondents who answer SD (1) = 0 x 1 = 0

          Total Score = 15 + 72 + 0 + 0 + 0 = 78

Y (Highest score) = 5 Total Student : 21

X (Lowest Score) = 1

Y SA is 5 x 21 = 105

X SD is 1 x 21 = 21

IF (Index Formula %) = Total Score/Yx 100

 = 78/105x100

 = 74,2 %

 = 73 % (Agree)

From the data obtained above, it can be identified the implementation of Picture cards in Teaching speaking narrative text , at the 1st meeting, only one student who had good ability in english. It means that they were able in implementation of Picture card suite complete for normal rate on. And from the twenty one students whose English ability was average. It means that he was able to understand a simple speaking using pictures cards in narrative text. This result was no students who had low ability in speaking

Then, it can be concluded that in this meeting, the students whose speaking comprehension was average, had better scores and groups than that of the speaking comprehension was good and low. And relatively the students who had average ability in speaking could reach better scores than that in the low ability.

**The Result of Assessment II**

In this meeting, table of the students’ response:

Information:

Strongly Agree= 5

Agree = 4

Less Agree = 3

Disagree = 2

Strongly Disagree = 1

Then the results of 21 students are obtained as follows:

**Table for the 2nd meeting**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Statement** |   |   | **Response** |
|   |   | SA | A | LA | D | SD |
| 1 | I like to speak English during English lessons. |  3 | 18 |  0 |  0 |  0 |
| 2 | Learning to speak English is the most difficult lesson. |  14 | 7 |  0 |  0 |  0 |
| 3 | The use of picture cards in the speaking lesson is fun narrative text. |  2 | 19 |  0 |  0 |  0 |
| 4 | I like to use picture cards in speaking lessons narrative text. |  2 |  19 |  0 |  0 |  0 |
| 5 | My teacher provides motivation to students during the teaching and learning process. |  8 | 13 |  0 |  0 |  0 |
| 6 | My teacher always helps students when students have difficulty in pronunciation of words. |  13 |  8 |  0 |  0 |  0 |
| 7 | Using picture cards helps me understand lessons, especially speaking skills in narrative text learning |  5 | 16 |  0 |  0 |  0 |
| 8 | I like it when English is used as a daily language. |  1 |  20 |  0 |  0 |  0 |
| 9 | I am more eager to get teaching with media picture cards, in speaking narrative text |  2 |  19 |  0 |  0 |  0 |
| 10 | Using picture cards can increase my desire to learn English. |  2 |  19 |  0 |  0 |  0 |

**Table of percentage values:**

|  |  |
| --- | --- |
| **Answer** | **Information** |
| 0%  - 19.99% | Strongly Disagree |
| 20%  - 39.99% | Disagree |
| 40%  - 59.99% | Less Agree |
| 60%  - 79.99% | Agree |
| 80%  - 100% | Strongly Agree |

Then the results of the calculation of the respondent's answers are as follows:

**First question**

1) Respondents who answer SA (5) = 3 x 5 = 15

2) Respondents who answer A (4) = 18 x 4 = 72

3) Respondents who answered LA (3) = 0 x 3 = 0

4) Respondents who answer D (2) = 0 x 2 = 0

5) Respondents who answer SD (1) = 0 x 1 = 0

          Total Score = 15 + 72 + 0 + 0 + 0 = 87

Y (Highest score) = 5 Total Student : 21

X (Lowest Score) = 1

Y SA is 5 x 21 = 105

X SD is 1 x 21 = 21

IF (Index Formula %) = Total Score/Yx 100

 = 87/105x100

 = 82,8 %

 = 83 % (Strongly Agree)

From the data obtained above, it can be identified the implementation of Picture cards in Teaching speaking , at the 1st meeting, only one student who had good ability in English .It means that they were able in implementation of Picture cards in Teaching speaking. They had a comprehension that was quite complete for normal rate on. And from the twenty one students whose English ability was average. It means that he was able to understand a simple speaking with very heavy questions. This result was no students who had low ability in speaking.

Then, it can be concluded that in this meeting, the students whose speaking was good, had better increasing scores and groups than that of the speaking comprehension was average and low. And relatively the students who had average ability in speaking could reach better scores than that in the low ability.

Considering the group obtained by the students at the 1st meeting and the 2nd meeting, it can be identified that relatively the students who had good ability in speaking comprehension in those two meetings had the significant progress. Then, in the second meetings, the students whose speaking ability was average had the significant progress too.. Meanwhile, the students whose English ability was low in the two meetings still was no students who had low ability in speaking

From the two meetings, it was found that the students with good ability in English were able to reach the group as the better than students whose low ability.

**Discussion**

The data obtained from the two times observation by using observation, and scores of the speaking task, they are: implementation nd response syudents of Picture cards in teaching speaking. This classification is aimed to make the interpretation of the results from data obtained become clear.

**The implementation of teaching speaking narrative text by the use of picture cards**

The researcher discussed about the real activity that was found during teaching and learning process by the use of picture cards in speaking narrative text. The followings were the discussions of the speaking activities conducted by the teachers of the students of the IX-1 grade students’ of junior high school Yos Sudarso Sidoarjo. With this strategy, the students were not only speak in front of the audience,but also try to be able understand text structures on narrative text story by the use of picture cards. Teaching speaking using picture cards could be bright and colourful and make a real impact on visual learners. Sadiman (2009: 29-31) suggests some the advantages of image media are: 1)Concrete, realistic images shows the main issues compared to verbal media. Children if given an explanation sometimes still do not understand, because children are still think concretely and picture media such as paintings can clarify children in acquiring new vocabulary. 2) Can overcome space and time limits, because not all objects, objects or events are brought into the class and not children can always be taken to certain objects or events. 3) Can overcome limitation of observation, because it can present things that cannot captured by the five senses. 4) Can clarify a problem. 5) Cheap and easy to get.

The teachers conducted this teaching and learning strategy to create students centered learning. It was successful when the activities in the classroom mostly done by the students by doing presentation in each meeting. The whole activities during teaching and learning process was the teachers greeted the students. Then, the teachers gave the topic based on picture cards in teaching speaking narrative text to be presented by the students in front of the class. The teachers gave thea few questions that can give the students to be active. And the topic had to make them interested. The teachers explained about something needed in the presentation. The teachers also explained the rule how to present in front of the class. The student perfomed about the topic that was given by the teachers in front of the audience. The teachers remided the students if there were mistakes during the presentation. Then, the teachers gaveevaluation in each presentation. The teachers also gave the whole evaluation of the presentation.

There are two ways in doing presentation by the use of picture cards in teaching speaking narrative text. Those are individual presentation and group presentation. It can be mixed in each meeting in order to make the students not bored during teaching and learning process and can make the atmosphere of the class alive. Group presentation provides the students to make discussion with another students. Individual presentation provides the students to show the ability of picture cards in speaking narrative text and to know the improvement of each students.

**The students’ speaking narrative text ability after learning the use of picture cards**

The students’ performance score was done in the two meeting. In the scoring system, there were 5 components that would be measured by the researcher. Those are pronouciation, grammar,vocabulary, fluency, and comprehends ability. It is appropriate with David P. Haris’ opinion in Meilyaningsih (2015: 25) that students’s speaking score can be assessed using 5 components as stated above. There were twenty-one students who attended the study in teaching speaking narrative text the use of picture cards. The average students’ response trongly agree with the use of picture cards in teaching speaking narrative text in the IX-1 grade students of junior high school Yos Sudarso Sidoarjo. In addition, the students speaking ability mastery has increased well.

When the researcher conducted with previous study by Septriani Movita Lia.N “The Implementation of Storytelling through Picture Series as a Technique in Teaching Speaking of Narrative Text of 2nd Grade of SMK Kawung 1 Surabaya”. The research found sane effect by using pictures cards. She found the students seem enjoyable in learning speaking specially in narrative text, and also they seemed easy to understand idea in pictures cards. In addition, their speaking ability mastery increased well. Therefore, it can be said that the students received the advantages of Picture cards.

Research conducted by researcher "The Use of Picture Cards In Teaching Speaking Narrative Text" also encountered that the research found sane effect by the u.The researchers found that students were very enthusiastic and enthusiastic in participating in learning to speak narrative texts using picture cards, they felt easier when understanding narrative text learning with picture cards, their mastery of speaking skills also improved better. Because it can be said that students receive the advantages of using picture cards in learning speaking narrative texts.

**CONCLUSION AND SUGGESTION**

The conclusion of the research based on the statement of the problems as follow:

**The implementation of teaching speaking by the use of picture cards in narrative text**

Based on the observation checklist, it can be concluded that the application of pictorial cards in narrative texts in speaking teaching is a technique that allows students to be active in class during the teaching and learning process. They are forced to be able to understand the sequence of stories on picture cards and structures in narrative texts found on picture cards. That is evident when they understand the material as they explain it well without question. The researchers also gave small games to students to increase students' motivation in learning to speak using picture cards and pay attention to them. The response of students to enjoying the activities, was very enthusiastic, they were more prepared and courageous to practice and tried to express what was in their minds about the sequence of picture cards they had arranged into a series of good stories. They can also capture material rules well. That is evident from the increase in student outcomes at each meeting.

There are general steps in teaching speaking using picture cards in teaching talking narrative texts. Provide rules for class activities that will be carried out later, asking them to draw random picture cards that have been prepared and they are sorted into a series of good stories, then ask students to present the results of their work in their own language, then ask other students to give input or questions about presentations, and later will be evaluated by the teachers.

**The students’ speaking ability after learning the use of picture cards in narrative text**

Picture cards in teaching speaking narrative texts can stimulate students to be more active in the classroom. By trying more practice, this technique will automatically help students master English well, especially in speaking skills.

And then, in this study the class technique and atmosphere allows students to practice speaking without fear of making mistakes, because our classroom atmosphere makes it more relaxed fun but the material conveyed to students well. In addition, speaking competencies for students with good English skills and those with low abilities have gradually increased at the last meeting. From the observation of student performance, the average IX-1 student at SMP Yos Sudarso Sidoarjo is in a good range. It is evident that pictorial cards in narrative text teaching are good techniques in teaching speech, techniques that can facilitate students' learning well and make learning not boring so students are more happy and enjoy narrative text learning speaking using picture cards.

**Suggestion**

1. For students

 Students must pay attention when the teacher teaches. To be able to speak English well, students must have a lot of vocabulary and know how to pronounce it correctly and have to practice more.

 In addition, by doing a lot of practice speaking, students will dare to speak better and fluently; and it supports the teacher's method and creatively teaches in the classroom. Finally, by using picture cards in teaching talking narrative texts students will gain knowledge about how to speak well which will facilitate students in learning to speak narrative texts.

2. For teachers

 Conscientious teachers care to teach well. Teachers must be creative and active in teaching speaking in class. The teacher must find interesting topics and materials that are useful for students to learn to speak, especially in using picture cards in teaching talking narrative texts.

 The teaching process is not the ultimate goal of what happens in class. In the end, it is a change in student behavior that is the basis of success and failure. The most important role of the teacher is to help make things happen (teaching with picture cards), but the aim is to enable students to be more active in learning.

 A good teacher must be creative in teaching, here means about the method or method of teaching in the classroom. He must find the method that they think is the best and must apply it strictly and carefully. In the end, the main principle for the teacher is to remember and decide on the suitability of an approach or method, which will be very helpful for students. All of the above must be done to improve students' ability to learn English, especially in speaking skills in narrative texts.

3. For researchers

 The author believes that this research is far from perfect. The author hopes that this research will provide more knowledge for all readers, especially subjects related to educational cases, such as teachers and students. On the other hand, the author is also possible to other researchers who use this research to connect and complete other studies related to the use of picture cards. And hopefully it can become new knowledge for readers.

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