**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

This chapter presents the review of related literature in accordance with speaking, teaching speaking through cards, and the media.

1. **Speaking**
2. **Definition of Speaking**

Fauziati (2005: 126) defines that as a part of communication speaking is regarded more representing what the speaker wants to say. Through speaking, one can express their minds, ideas and thought freely and spontaneously. To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

Speaking is process releasing voice that can understand as mind expression from the coordination between centers taking in brain. To show our feeling, opinion we must say something aloud needs such as pronunciation, intonation and stress. The primary goal of speaking is for communication. Speaking is the productive, oral skill. Speaking is such a fundamental human behavior that we don’t stop to analyze it unless there is something noticeable about it (Bailer. 2005: 2).

Speaking is making use words in an ordinary voice, uttering words, knowing and being able to use language; expressing oneself in words; making speech. While skill is the ability to do something well. Therefore, the writer can infer that speaking is the ability to make use of words or a language to express oneself in an ordinary voice. In short, the speaking skill is the ability to perform the linguistics knowledge in actual communication. The ability functions to express our ideas, feeling, thoughts, and need orally (Hornby. 1995: 826).

Language learners need to recognize that speaking involved three areas of knowledge:

1. Mechanics (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation.
2. Function (transaction and interaction): knowledge when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
3. Social and culture rules and norms (turn-taking, rate of speech , length of pauses between speakers, relative roles of participants); understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason (Jecky. 2009).

1. **Components of Speaking**

Based on Hill stated that the components that are commonly used in speaking are fluency, pronunciation, grammar and vocabulary. It means to be able to speak well in the foreign language; the student must study those components to support the successful in learning speaking. It does not mean that the students have to master the language components first before the practice to speak. While they are practicing to speak, they can improve their language components all together. In other words, it means that they can improve their language components by practice to speak. Haris (1969: 81) said that there are five components recognized analyzing in speech process. They are pronunciation, Grammar, Vocabulary, Fluency and comprehension.

1. Pronunciation

The aim of learning pronunciation is not to achieve a perfect intonation of native accent, but simply to get the learners to pronounce accurately enough to be easy and comfortably comprehensible to other speakers. So, the meaning of spoken sentences can also be obtained from pronunciation. An acceptable pronunciation can avoid misunderstanding among speakers. That is way pronunciation is also very useful in mastering speaking skill (Pramujunarta. 2007: 20).

1. Grammar

Grammar is one of the important things in speaking although it is not the most important element. But grammar is another aspect of language that relates whether or not the learners can use the correct form of the language learnt. Ur said that grammar is sometimes defined as the way words are put together to make correct sentences. By mastering grammar well, learners can interpret phrases or sentences on correct form so they can speak in the right form of language, fluently and accurately (Penny. 1987: 75).

1. Vocabulary

In learning language, there must be vocabulary that should be known as language consists of vocabulary. Hornby (2005: 959) defined vocabulary as the total number of words in a language. Learners have to accept the fact that to be near native they have to keep improving their vocabulary and stylistic skill either with or without instruction. Only in this way, they can continuously proceed from the zero to the absolute proficiency point, from the novice to the superior speaker and writer (Yudi. 2004: 39). Language learners need to learn the lexis of the language. They need to learn what words mean and how they are used. They must learn large and much vocabularies to make their speech fluently. Beside they learn it, they must learn the meaning too. So they can express idea using sentences in varieties of diction them. It is clear that vocabularies also play an important role in speaking ability.

1. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spend a lot of time searching for the language items needed to express the message (Brown. 1997: 4).

1. Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate it.

1. **Teaching Speaking**

According to Hornby (1995: 37) teaching means giving the instruction to (a person): give a person (knowledge skill, etc). While speaking means to make use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate.

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language (Putro. 2010: 35).

What is meant by teaching speaking is to teach ESL learners to:

* Produce the English speech sounds and sounds patterns.
* Use words and sentence stress, intonation patterns and the rhythm of the second language.
* Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
* Organize their thoughts in a meaningful and logical sequence.
* Use language as a means of expressing values and judgments.
* Use the language quickly and confidently with few unnatural pauses, which is called fluency. (Nunan. 2003).

The goal of teaching speaking skills is to communicate efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation (Burnkart. 1998: 2).

1. **Activities to Promote Speaking**

There are many activities to promote speaking. As Hayriye Kayi (2010) inferred from many linguistics on her article in the internet on Teaching English as A Second Language (TESL) Journal, there are thirteen activities to promote speaking, which are:

1. Discussion

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

1. Role Play

Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and." (Harmer, 1984).

1. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

1. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

1. Brain Storming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

1. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

1. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

1. Story Completion

For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

1. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

1. Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance: diamonds represent earning money, hearts represent love and relationships, spades represent an unforgettable memory, and card represent best teacher. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: if the topic "diamonds: earning money" is selected, here are some possible questions: .Is money important in your life? Why?. or .What is the easiest way of earning money?. or .What do you think about lottery?. Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

1. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

1. Picture Describing

For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

1. Find the Differences

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures (Susanti. 2007: 9)

1. **Guidance for Teachers in Teaching Speaking**

Here is some guidance for English language teachers while teaching oral language:

1. Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
2. Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
3. Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
4. Indicate positive signs when commenting on a student's response.
5. Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
6. Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice."
7. Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
8. Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
9. Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
10. Provide the vocabulary beforehand that students need in speaking activities.
11. Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language (Susanti. 2007: 12).
12. **Characteristics of Successful Speaking Activities**

Again, sometimes spoken language is easy to perform, but in some cases it is difficult (Brown, 2001: 270). This statement is supported by Munjayanah (2004: 16) that when people want to speak fluently, sometimes they get difficulties to do it. In order that they can carry out the successful speaking, they have to fulfill some characteristics of successful speaking activity such as:

1. *Learners talk a lot.* As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.
2. *Participant is even*. Classroom discussion is not dominated by a minority of talk active participants. All get a chance to speak and contributions are fairly evenly distributed.
3. *Motivation is high*. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.
4. *Language is of an acceptable level*. Learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy (Widiastuti. 2007: 37)
5. **Problem in Teaching**

There are factors influencing students’ problem in English learning as a foreign language. It has been told that English as a foreign language has structure and culture which are different with native language, so students find some difficulties in learning English.

Some factors which influence foreign language achievement those are:

1. **Psychological factor.**

It includes intelligent motivation, interest aptitude, persistence, health, practice and others

1. **The low brain.**

The low brain happens if the factors are bad, for example the learners do not get education in the early year, and they will be person with low intelligence. Their minds can easy problem, but not difficult one.

* 1. Low motivation

Motivation is a way of explaining how people are aroused by an event, how key direct, their behavior toward the event and how they sustain in that behavior for given lengths of time (Hanson and Eller. 1999: 370).

Actually everyone has aptitude but it is different one another. May be they have aptitude in language learning but they do not have aptitude in other thing. Without aptitude, there is no interest in learning.

* 1. Unpersistence.

As human being, student can master something easily and quickly, but they will forget quickly also. Their attitude is un- consist. They like learning in short time. Besides, student feel bored if they do not find on interesting lesson and class, so they learn without persistence.

1. **sociological factor**

It includes family, society, and other environment.

* 1. Family environment.

Family environment is important, because the optimal development of brain takes place before period and in school period. It means that student’s development depends on their family environment. The first teacher is parent and the member of family.

* 1. Society environment.

Society environment is a place where the learners live. Society consist of person whose different background, attitude, education, ages, mother tongue or local language, culture and economic. In the villages is different with society living in city or town. These differences will influent the student’s difficulties in learning language English.

As a conclusion, family and society environment are important factors, which influence students in learning English. It is because they get interest and motivation from their parents and society. Without all of those, students will not reach the goals of learning (Huda. 2010: 33).

1. **Testing**

Two methods are used for testing speaking skills. In the observational approach, the student's behavior is observed and assessed unobtrusively. In the structured approach, the student is asked to perform one or more specific oral communication tasks. His or her performance on the task is then evaluated. The task can be administered in a one-on-one setting -- with the test administrator and one student -- or in a group or class setting. In either setting, students should feel that they are communicating meaningful content to a real audience (Putro. 2010: 51).

According to Lark (2000) There are four types of task on testing speaking those are:

1. Interviewing activity

In this section teacher will be interviwer and student as interviwee. Each of students will be asked basic questions about their home town/village, family, leisure and future plans as their simplest topic to do so.

1. Individual Task

In this section student will shoe their performance monologue. Each of students will be asked to compare two photographs and explain their personal feelings and observation about them (you will be asked to speak for 1 minute, without any interruption). They will also be asked to give their opinion about the other student's photographs (they will be expected to speak for about 20 seconds).

1. Joint Task

In this section student will be shown some pictures. They will be asked to discuss these with the other student and to make a decision. Sometimes they will be asked to agree on the conclusion, and sometimes they will be told that they may make different decisions. In some instances student can show their preference and short opinion in agree or disagree.

1. Three-Way Discussion

In this section student will be asked to discuss (together with the other student and the examiner) some ideas that are connected with the joint task. Teacher gets involved to interrupt student talking in order to find meaningful communication.

Evaluation is usually used by the teacher at the end of the lesson. The function of evaluation or assessment is to give feedback for the learner during their learning activities. According to Harmer (2001: 101) parts of teaching evaluation are:

a. *Comments*: Commenting on student performance happens at various stages both in and outside the class. The teacher may say *very good, good,* and *that’s not quite right.*

b. *Marks and grades*: When students get good grades, their motivation is often positively affected. However, bad grades can be extremely disheartened.

*c. Reports*: At the end of year some teachers write reports on their student’s performance. Such reports should give a clear indication of how well the students have done in the recent past and a reasonable assessment of their future prospects.

1. **Teaching Media**

Language teachers may use a variety of teaching aids to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity (Harmer. 2001: 134).

To make the teacher understand of media, here are explanations or definition of media:

1. **The Definition of Media**

Media is any extension of man which allows him to effect other people who are not in face to face with him. Thus include letters, television, film, and telephone and even the roads and railway as there are extensions by which man can communicate with another. It is also carrying the message to the students (Sunyoto. 2004: 33).

Garlach and Ely state (1971: 241) that instructional media play a key role in the design and use of systematic instruction. A medium, broadly conceived, is any person, material, or event establishes conditions which an able the learner to acquire knowledge, skills and attitudes. In this sense, the teacher, the text book and the school environment are media.

Sadiman (1996: 6) states that:

*Media adalah segala sesuatu yang dapat digunakan untuk menyalurkan pesan dari pegirim ke penerima sehingga dapat merangsang pikiran, perasaan, perhatian, dan minat serta perhatian siswa sedemikian rupa sehingga proses belajar terjadi.*

1. **Kinds of Media**

The varieties of teaching media (Harmer, 2001: 134) as follows:

a. *Picture and images*: Teacher has always used pictures or graphics to facilitate learning. Picture can be in the form of flashcards, large wall pictures, photographs, illustrations, projected slides, and projector computer images.

b. *The overhead projector:* Overhead projectors (OHP) are extremely useful pieces equipment since they allow teacher to prepare visual or demonstration material.

c. *Board*: The most versatile piece of teaching equipment is the board-whether this is of the more traditional chalk-dust variety or the whiteboard, written on the marker pens.

d. *Language laboratory*: Today language laboratories occupy a position within the whole range of audiovisual media which is rather different from what it was a few decades ago. The modern language laboratory has between ten or twenty booths, each equipped with a tape deck, headphones, microphone, and now computers. The technology is organized in such a way that students can work on their own, can be paired or grouped with other students, or can interact on a one-to-one basis with the teacher.

*e. Bits and pieces*: A teacher may bring photographs, letters, or an object that interesting for the students.

f. *Computer*: Computer uses in education generally and in the teaching of English in particular, continue to increase at an extraordinary speed-quite apart from its use in language laboratories.

g. *Video*: The use of videotapes has been a common feature in language teaching for many years. To some people videotape is merely a glorified version of audiotape, and the use of video in class is just listening with pictures. The main advantages of video are the students not only just hear language, but they see it too.

h. *Radio*: Radio is an important source of high-quality material. The advantages of radio are it is topical and authentic, and learners are generally motivated.

i. *Tape recorder*: Tape recorder plays a supporting role in teaching language. The advantages of tape recorder can be used in all phases of the cycle of teaching or learning activities, can both reproduce and record spoken language, and can be used for individual as well as for group work. So, it is very flexible.

1. **Teaching Speaking by Using Cards**

Flash cards are very versatile teaching resource especially for ESL and language teaching. They can be used virtually in any lesson and at every level of teaching ESL **(**[Annacaro](http://www.scribd.com/annacaro_20). 2010). Flash cards are a simple, versatile, yet often underexploited resource. I would like to offer some reasons for using flash cards and a selection of activities for use in the Young Learner classroom, although some of the activities could also be used with fun-loving, lower level adult classes (Budden. 2004).

Flash card teaching strategies are popular with teachers because of their effectiveness. Parents also appreciate the flash card because it is an easy teaching strategy for home. There are several ways to use flashcards for teaching. This flashcard teaching strategy, the Constant Time Delay (CTD) technique, is widely used by special and regular education teachers. The CTD strategy can be used easily with flash cards at home to teach any subject (Logsdon. 2011).

* + - 1. **The Reasons Using Cards**

Howard Gardner's multiple intelligence theory reminds teachers that there are many types of learners within any one class. Gardner's research indicates that teachers should aim to appeal to all the different learner types at some point during the course. It is particularly important to appeal to visual learners, as a very high proportion of learners have this type of intelligence. Flash cards can be bright and colorful and make a real impact on visual learners. Many of the activities outlined below will also appeal to kinesthetic learners.

For children at reading age, flash cards can be used in conjunction with word cards. These are simply cards that display the written word. Word cards should be introduced well after the pictorial cards so as not to interfere with correct pronunciation.

Flash cards are a really handy resource to have and can be useful at every stage of the class. They are a great way to present, practice and recycle vocabulary and when students become familiar with the activities used in class, they can be given out to early-finishers to use in small groups. I sometimes get the students to make their own sets of mini flash cards that can be taken home for them to play with, with parents and siblings (Budden. 2004).

* + - 1. **Getting Cards**

*Buy them*: Some course books provide a supplementary pack of flash cards or they can be bought in sets.

*Make them yourself*: If you don't have access to professionally produced flash cards, don't worry, it's really easy to make your own even if you're not very artistic. You can use pictures from magazines, draw simple pictures or copy from the internet or clip art. The most important thing is to make sure they are all of the same size, on card (different colors for different sets) so you can't see through them. If possible you can laminate the sets as you make them and they will last for years. The advantage of making your own, apart from the fact that they're cheap and yours to keep, is that you can make sets for your specific needs. You may like to make a set to use in conjunction with a story book or graded reader, or even to accompany project work.

*Students make them*: I have recently begun to incorporate the production of flash cards into the classroom. After introducing a new lexical set, using regalia or the course book, ask students to produce the flash cards for you. Give each one an item to draw. They can be mounted on card to make the set (Budden. 2004).

* + - 1. **Activities for Using Flash Cards**

Memorizing vocabularies

There are many ways to improve student’s vocabularies in the speaking class by cards. For example Place a selection of flash cards on the floor in a circle. Students have one minute to memorize the cards. In groups, they have two minutes to speak as many of the vocabularies as they can remember.

Arrange the sentences

After memorizing vocabularies teacher ask students to make sentences by their new vocabularies. Or in other way, teacher gives every student a card. Students have a minute to think then say aloud in front the class.

Describing something

Students describe thing (person, animal, plants, etc) by cards. Teacher can make the appropriate way to do this activity.

Telling story

Teacher gives the story cards to the students. They have five minutes to read and understand the story. After that students tell the story without cards.

Identification activities

Cover the flash card or word card with a piece of card and slowly reveal it. Students guess which one it is. Once the card is shown, chorally drill the word with the group using different intonation and silly voices to keep it fun. Vary the volume too, whisper and shout the words. Children will automatically copy your voice. Alternatively, flip the card over very quickly so the children just get a quick glimpse. Repeat until they have guessed the word (Budden. 2004).

TPR activities

Point or race to the flash cards. Stick flash cards around the class. Say one of them and students point or race to it. Students can then give the instructions to classmates. You can extend this by saying "hop to the cat" or even "if you have blonde hair, swim to the fish" etc. You can also incorporate flash cards into a game of Simon Says. "Simon says, jump to the T-shirt" etc (Budden. 2004).

Games

Teacher can create many games by using cards, for example (Robert. 2010):

1. Word in the Hat

This activity is based on a fun party game that I learned while living in Prague. When we weren't trying to write the great American novel, our crowd played a lot of fun games.

You'll need a hat or a paper bag or something else to put the words in. Choose about 30 words or expressions that you want to review. (Note: you could just use straight vocabulary words here, but it's more fun if most of the items are idiomatic expressions or proverbs like "You're pulling my leg" or "If you sleep with dogs, you wake up with fleas.") Write these items on the cards (one per card) and put them in the hat.

1. Vocabulary Review (Circumlocutions Game)

Divide the class into small groups. (If you have fewer than ten students, you could play together--just pair students and have each pair be a team.) Give each group a set of vocabulary cards. Instruct students to place the cards face down in the center of the group. Play begins by one student choosing a card and providing an oral definition. No gesturing or spelling is allowed. The person who answers with the word on the card gets to keep the card. Play continues clockwise. If a student does not know a vocabulary word, the card is returned to the middle of the deck and the student forfeits his/her turn. Play continues until all of the cards have been defined. The winner is the person with the most cards

1. Vocabulary Prompts

This is a cool variation on the circumlocutions game. First, divide the students into pairs. Each pair is either A or B. A's get one list (or set of cards); B's get another. Give the students around 15-20 minutes to think of/take notes on questions or statements that will elicit a response containing the vocabulary words. For example, if the word is "shut up," the student may say, "Our teacher talks too much." The expected response might be, "Yeah, I wish he would shut up." The student may NOT use the vocabulary word in his/her question or statement.

1. **Previous Study**

The research that relates to the writer’s study has been done by Rini Widiastuti (UNMUH Surakarta. 2007) with his research paper entitled “Teaching Speaking Through Dialogue to The Eleventh Year Student: A Case Study at SMK Muhammadiyah 1 Jatinom”. Related to her research, she discribes teaching speaking by using dialogue. The result is satisfactory. He found that the students are mostly active and well motivated.

The second research is conducted by Arie Yuniatin (STAIN Kediri. 2011). She conducted aresearch entitled “Learning Strategies Employed by Eighth Graders Of Mts N Kandat in Improving Their Speaking Ability”. In her research, she describes the learning strategies to improve students’ speaking ability.The result of the reseach is The students who used cognitive strategy thought that cognitive strategy is easy to do and they like used this strategy because it is simple strategies. So, the students who used the Cognitive strategies they got good scores.

The third research is conducted by Putri Puji Lestari (STAIN Tulungagung. 2010). She conducted aresearch entitled “The Implementation Of Series Picture In Teaching Learning Speaking; Case Study at Eight Grade Of UPTD SMP Negeri 2 Sumbergempol”. In her research, she describes implementation of series pictures to teach speaking. She conclude that by using series picture the process of teaching learning speaking can run well.

The difference between this research from previous research is that in this research the writer tries to emphasize on the process of teaching speaking by using cards. While the previous research focused on the following result: First research, focuses on the implementation of dialogue in teaching speaking. Second research, focuses on learning strategies to improve students’ speaking ability. Last research, focuses on implementation of series pictures to teach speaking.