ABSTRACT
The purposes of this research were to find out whether picture can improve the students' speaking ability or not and to know how well picture can improve the ability of students of the tenth grade of SMA Negeri 3 Ketapang. The subject of the research was the tenth grade students of SMA Negeri 3 Ketapang in the Academic year 2013/2014 who consisted of 30 students. The design of this research was classroom action research. Through observation checklist table and field note, the students’ action was observed and reflected in every cycle. Then, the teacher prepared to treat the problem being found. In assessing students’ performance, the speaking test was served by the teacher in order to know how significant of the students’ improvement. The researcher found that composite picture could improve students’ speaking ability. It was showed by the change of students’ behavior during the treatment. In which, they showed their passive actions in the first cycle and it turned out to be active actions in the next cycle. They also showed their creativities during the class. As a result, composite picture was successfully solved the students’ problem in speaking ability.

Keywords: composite picture, speaking ability

INTRODUCTION
A good atmosphere in English class involves an active participation on the students to express orally and confidently what they have in their mind. But normally, it was found that, it is difficult to make the students able to speak English well. This problem often found in many schools that students keep silent during the lesson. Many cases showed that the students have no idea about what they want to say, they may lose confidence and feel uncomfortable. Those
problems lead them on the mistake. As the result, the students tend to be passive rather than active in the class.

The phenomenon mentioned above happened to the tenth grade students of SMA Negeri 3 Ketapang. The researcher found the students’ problem in speaking based on her experience when she was having teaching practice in that school. It was also based on the speaking test that was used by the English teacher in that school. Almost all of the students were confused and just keep silent when teaching learning process occurred. They did not dare to speak because of afraid of making mistakes. They also could not express their ideas because no media to help them in developing their speaking activity.

Considering the problem above [situation, problem or difficulty], the researcher chose to use pictures as media in teaching learning process to improve students’ ability in speaking. Picture can be a media to stimulate students in describing an object or person. By using picture, the students can acquire the meaning by seeing the objects in the pictures without explanation. Its also helped them to communicate or explain the events based on the picture. This issue is supported by Thornbury (2005) that “the script of conversation can be illustrated in the picture form to make it easy to memorize easily” (p. 75). The teacher can create joyful learning condition through pictures that can affect students to participate and also motivate them to be active in the class. Providing tools especially pictures could encourage students to focus on the materials. The students are interested to the picture and became actively participate in the class. Furthermore, teaching learning process is more enjoyable through picture and the students are easier to speak English.

In this research, the researcher focused on using composite picture as media to improve students’ speaking ability. The researcher expects that by using composite picture in teaching speaking, it can improve students’ speaking ability in the school.
RESEARCH QUESTION

From the fact above, the researcher was interested to conduct this study by using pictures as a media to solve problem faced by the students in speaking ability at SMA Negeri 3 Ketapang in the academic year 2013/2014.

OVERVIEW OF PICTURE

Picture is a set photograph or painting on a piece of paper. According to Hornby (2000), “picture is a painting or drawing that shows a scene, a person or a thing” (p. 991). Picture is one of media that can help teacher draw students’ interest and improve students’ motivation to learn because pictures assist students develop creativity and increase thinking ability (Canning-Wilson, 2001). By using pictures, it is believed that teaching and learning process will be more effective and teaching learning situation will be more interesting.

OVERVIEW OF SPEAKING

Speaking is the ability in transferring and expressing thought, ideas, and feelings orally and it is supported by body language, as Webster (1983) stated: “to speak is to give oral expression to thought, opinions and feelings engaged in talk or conversation” (p. 174). In short, transferring and expressing ideas, thoughts, and feeling orally in English is also stated as communicating in the English class.

From the above definition, it can be inferred that speaking is expressing ideas, opinions, or feelings to other by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching-learning methodologies.

METHOD

In conducting this research, it was important to determine the method that was going to be used. Based on the problem, this study conducted in classroom action research (CAR) in which researcher paid more attention in teaching and learning process.
The subject of this research was the students who faced the problem in speaking ability. The researcher had conducted this research to the tenth grade students of SMA Negeri 3 Ketapang, as the participants. Since the researcher applied the action research, so the researcher only chose one class as her subject. This subject was consisted of 30 students. They were 18 female students and 12 male students’. The subject of this research were students X C. It was chosen by purposive sampling because the researcher found the problem students disliked speaking and got difficulty in speaking activity that they got the lowest score in speaking test among six classes.

Tools of data collecting that have been applied in this research were: (1) Observation Checklist: the collaborator had done the observation technique by paying attention to the subject of research performance which had connection with research focus; (2) Field note: Field note was a note, which was made to record the teaching learning process while the treatment was applied in the classroom. It used to show the activity in every meeting; and (3) Speaking Test: The test formed by asking the student to speak in front of the classroom to explain. By measuring the students’ achievement, the researcher knew that there is any significant improvement.

**FINDINGS**

It is important to analyze the data that were collected in this research. The material was about describing people activity that can develop the students’ speaking ability using picture. The researcher took the result from the students’ performance and observation by using field notes that showed activities in the classroom. The research findings were discussed based on the result of the planning, implementing, observing, and reflecting. The description every stage of the fourth cycles as follows:
Planning

In this part, the researcher explained the planning start from the first cycle until the last cycle and the process explain below:

The First Cycle (1st Cycle, Wednesday 4th of September, 2013)

1) Identifying the problems in cycle I
2) Designing the lesson plan
3) Planning the observation forms

There were two kinds of observation forms that were used in this research; Structured Observation for Students’ Learning Activity (Responses to teacher’s action) and observation of teacher’s action.

The Second Cycle (2nd Wednesday, 11th of September, 2013).

Based on the discussion about the result of the first cycle, the researcher and her collaborator still found the weaknesses in teaching learning process. As the result, it was not successful. Therefore, a second cycle was conducted to improve students’ ability in speaking by using picture. It was planned on September 11th, 2013. It was prepared for a meeting which lasted about 90 minutes. Besides the researcher prepared the lesson plan for teaching material and media. Teacher greeted the students and checked students attendance, and then told briefly what was going to be learned, finally explaining to the students about present continuous and then teacher showed picture.

The Third Cycle (3rd Cycle, 18th of September, 2013)

This cycle was designed to teach about people activities by using picture. To teach it the researcher prepared the lesson plan and use pictures. Therefore, they planned to conduct third cycle to improve students’ ability in speaking by using picture. It planned on September 18th, 2013. It was prepared for a meeting which lasted in about 90 minutes. Besides the researcher prepared the lesson plan teaching material and teaching media. Teacher greets the students, and checked students’ attendance and then told briefly what was going to be learned, finally
was explaining to the students about present continues and then teacher showed picture.

**The Fourth Cycle (4th, Wednesday, 25th of September, 2013)**

Based on the result of cycle 3 the students did not get the target of KKM, in this case the teacher and the researcher had to conducted the next cycle in this cycle the researcher was more focus to increase the students score and their understanding on speaking ability. It planned on September 25th, 2013. It was prepared for a meeting which lasted in about 90 minutes. Besides the researcher prepared the lesson plan teaching material and teaching media. Teacher greets the students and checked students’ attendance and then told briefly what is going to be learned finally explained to the students about present continues and then teacher showed picture. The researcher chose theme about people activity in the market, especially describing picture in the fourth cycle.

**Implementing or acting**

In the class room action research, the implementing of study should be done in order to overcome the problem. In this study, the implementing of this study start form the first cycle until the last explained as follow

**The First Cycle (1st Cycle, Wednesday 4th of September, 2013)**

*Apperception*

At the beginning of the class, teachers greet the students before the teaching and learning was begun. Then the teacher checked the student attendance where the numbers of students who attended the class in first cycle were 28 students. Meanwhile, the two students were absent without an obvious notification. The teacher ensured the absence of those two students by asking for the clarification from their close friends. Before going to the main activity, the researcher made sure that students were able to follow the learning to attempt of the researcher in forms of ensuring students ability was by doing brain storming.
Main Activity

Exploration
In the exploration activity students were given stimulation by giving material such as text that shown to make learners were more interested to the lesson and also the learners given chance to listen the conversation. After that, teacher and learners discussed together about the materials that had been listened (meaning of words and relation between speakers). Additionally, the teacher gave chance to the learners to communicate orally or presented kinds of texts that had been listened.

Elaboration
The learners were given direction through picture by the teacher. It was about people activity in the canteen. In each pictures there were the name of each things with people activity then teachers said the words twice, and followed by learners to practice alone in front of the classroom.

Confirmation
In the confirmation activity the students was given feedback by the teacher to give positive strength in the form of oral activity was done because all the students were expected to reach the target proposed by the English teacher some students’ did well in the teaching and learning process, yet some of them were not maximal in the other side, teacher also clarified the material that given to the students. Furthermore, teacher gave motivation to both learners who were good and less in following the teaching and learning.

Closing
Teacher asked the students about the problems that they found during teaching and learning process in the class, and then the student gave solution of the problems which were found. The other major thing included in the closing was conclusion. Teacher concluded and created a small note about the result of teaching and learning activity. Additionally, at the end of the closing session, teacher gave the headlines of the next material to the students.
The Second Cycle (2nd Wednesday, 11th of September, 2013)

Apperception

Teacher greet politely to the students when the teacher came to the classroom by saying “Good morning, students. How are you?” Furthermore, the teacher checked the student’s attendance. Is there any one absent today? After that the teacher links the material that was learn by students. And guided by syllabus, lesson plan, and teaching material, that has correlation to SK/KD.

Main Activity

Exploration

In the exploration activity students were given stimulation by giving material such as text that shown to make learners were more interested to the lesson and also the learners were given chance to listen to a conversation. After that, teacher and learners discussed together about the materials that had been listened. Additionally, the teacher gave chance to the learners to communicate orally or presented kinds of texts that have been listened.

Elaboration activity

The learners were given direction through picture by the teacher; it was about people activity in the campus. In each pictures there were the name of each things with people activity then teachers say the words twice, and followed by learners to practice alone in front of the classroom.

Confirmation

In the confirmation activity, feedbacks were given in order to motivate students who can finish their duty. Furthermore, teacher facilitated the learners to do reflection to get learning experience that had been conducted by giving motivation to the learners who still low quality.
Closing

Teacher asked the students about the problems that they found during teaching and learning process, then teacher was giving solution of the problems which found. Furthermore, teacher also motivated the students regarding to the teaching and learning activity. The other major thing included in the closing was conclusion. Teacher concluded and created a small note about the result of teaching and learning activity. Additionally, at the end of the closing session, the teacher gave the headlines of the next material to the students.

The Third Cycle (3rd Cycle, 18th of September, 2013)

Apperception

Teacher greeted politely to the students when the teacher coming to the classroom by saying “Good morning, students. How are you?” Furthermore, the teacher checked the students’ attendance by asking the students with such question “is there any one absent today?” Additionally, the teacher linked the material that was be learnt by students. Teacher gave lesson to the students about the lesson under the title about “People Activities”:

Main Activities
Exploration

In the exploration activity students were given stimulation by giving material such as text that shown to make learners were more interested to the lesson and also the learners were be given chance to listen the conversation. After that, teacher and learners discussed together about the materials that has been listened (meaning of words and relation between speakers). Additionally, the teacher was given chance to the learners to communicate orally or presented kinds of texts that had been listened.
Elaboration

The learners were given direction using picture by the teacher about people activity in the house. In each pictures there were the name of each things with people activity. Then teachers say the words twice minimally, and followed by learners to practice alone in front of the classroom.

Confirmation

In the confirmation activity, the students were given feedback. Then, the teacher facilitates the learners to do reflection in order to get learning and experience that has been conducted. Teacher gave motivation to the learners who still have low quality.

Closing

Teacher asked to the students about the problems that they have found during teaching and learning process, then giving solution to the problems. Furthermore, teacher also motivated the students regarding to the teaching and learning activity. The other major thing included in the closing was conclusion. Teacher concluded and created a small note about the result of teaching and learning activity. Additionally, at the end of the closing session, the teacher gave the headlines of the next material to the students.

The Fourth Cycle (4th, Wednesday, 25th of September, 2013)

Apperception

Teacher greeted politely to the students when the teacher coming to the classroom by saying “Good morning, students. How are you?” Furthermore, the teacher checked the students’ attendance. Is there any one absent today? After that the teacher linked the material that will be learnt by students. Teacher gave lesson to the students about the lesson under the title about “People Activities”:
**Main Activities**

*Exploration.*  
Students were given stimulation by giving material such as text that shown to make learners were interested to the lesson and also the learners were given chance to listen the conversation. After that, teacher and learners were discussed together about the materials that had been listened (meaning of words and relation between speakers).

*Elaboration*  
The learners were given direction using picture by the teacher about people activity in the school. In each pictures there were the name of each things with people activity then teachers say the words twice minimally, and followed by learners to practice alone in front of the classroom.

*Confirmation*  
In the confirmation activity the students was given feedback to the learners to give strength in the form of oral activity to all of the students who can finish their duty and then facilities the learners to do reflection to get learning and experience that has been conducted. Teacher gives motivation to the learners who still low quality.

*Closing*  
Teacher asked to the students about the problems that they have found during teaching and learning process then giving solution. Furthermore, teacher also motivated the students regarding to the teaching and learning activity. The other major thing included in the closing was conclusion. Teacher concluded and created a small note about the result of teaching and learning activity. Additionally, at the end of the closing session, the teacher gave the headlines of the next material to the students.
Observing
The process of observing in this study, start form the first cycle until the last cycle clearly explained as follow:

The First Cycle (1st Cycle, Wednesday 4th of September, 2013)
In observing, researcher explained description base on the result observation checklist, field note and students’ achievement test. It can be described as follow:

Observation Checklist
Based on the result of observation checklist, in the first cycle, some students did not pay attention to the teachers’ explanation, otherwise, the activity in the class was mostly quite since students were feeling confused about pronunciation. Additionally, some of them did not understand what the teacher were saying. The other tools of data collecting was recorder.

Field Note
Based on the result of the first observation by using field note, most of the students were feeling anxious and being shy to talk. The students did not pay attention to the teacher’s explanation. Then, when the researcher asked some questions that related to the picture and the model of people activity in the canteen, the students did not give any relevant respond. They just kept silent and looked confused.

Test
In order to know improvement of students speaking, the researcher used performance test. The performance test was done individually by the students. By this test, the researcher analysed the students speaking ability after learning using picture.

After collecting the data of students’ speaking test, both the teacher and collaborator worked together to compute the individual students score and the students’ mean score. The result of the first meeting in the first cycle was not really good and it did not achieve the indicator of success point. The students could not reach the standard score of their KKM (Kriteria Ketuntasan Minimal).

Based on the result of students, the researcher found so many students’ did not pass their KKM. The researcher found that almost all the students got low score because there were 100% students could not reach 67 as their KKM for
English subject in SMA Negeri 3 Ketapang. It could be seen clearly in part of qualitative data.

**The Second Cycle (2nd Wednesday, 11th of September, 2013)**

*Observation Checklist*

Based on the result of observation checklist table in the second cycle, there were progresses in teaching learning process. It was found that the students showed then interest in speaking by using picture as teaching media. The researcher began the lesson by greeting the students. The students responded the greeting together, even though not the question given by teacher; some of them were still in silent. They mostly spoke using their mother tongue. There were few students who were busy with their mobile phone. The class became noisy when the students asked teacher about the text and some of them still used their mother tongue. The students seemed confused make a sentence about people activity.

*Field Note*

Based on the result of field note, there were progresses in teaching learning process. The students were eager to perform in front of the class, moreover their pronunciation sounded better. Yet, the volumes of the voices were not loud enough. It indicated that students were feeling nervous. The class environment looked better than the first time. It was proved by the attention given by the students. They gave very good attention to the teacher and the material. Additionally, the class was quite enough.

*Test*

Based on the result of speaking test in the second cycle, the researcher and the teacher still found many students who got low score in their speaking test. Therefore, the result of the second cycle was still unsatisfactory. The researcher and her collaborator found 90% or 4 students could pass their KKM. Before coming out with the number, the score was considered by the three elements accuracy, fluency and comprehensibility. Mean score to second cycle was 57, 73 it was qualified as poor to average. Therefore, the researcher and her collaborator concluded that the students of X C class still did not understand to describing picture, as the result their speaking result was unsatisfactory.
The Third Cycle (3rd Cycle, 18th of September, 2013)

Observation Checklist

Based on the result of observation checklist table in the third cycle, there were progresses in teaching learning process. In this cycle, the students paid much attention to the teacher’s explanation and to the activity in the class. But some students were still confused because there were some words that they hard to pronounce and some of them did not understand what the teacher said.

Field Note

Based on the result of field note there were progress in teaching learning process. The students were feeling enthusiast by performing their speaking test without being pointed by the teacher. Although they spoke English fastly yet their voices were low (whispering). The other students could hardly hear the spoken since the voices were tiny. Otherwise, the vocabularies and pronunciation were two things which were well mastered by the students. Class was under controlled. Students reacted as they ask to do so. It was a nice teaching and learning classroom environment.

Test

Based on the result of speaking test in the third cycle, the researcher and the teacher still found many students who got low score in their speaking test. Therefore, the result of the third cycle was still unsatisfactory. The researcher and her collaborator found or 8 students could pass their KKM. Then the researcher and her collaborator found the students’ individual score from 30 students mean score to third cycle was 65,33 it was qualified as poor to average. Therefore, the researcher and her collaborator concluded that the students of X C class still did not understand to describing picture, as result their speaking result was unsatisfactory.

The Fourth Cycle (4th, Wednesday, 25th of September, 2013)

Observation Checklist

Based on the result of observation checklist table in the last or fourth cycle, there were progresses in teaching learning process. In this cycle, most of the students could perform their speaking in front of the class well. The students were more interested in speaking by using pictures. A number of students who
did not understand the meaning of the new words, they could overcome themselves by opening their dictionaries or asking the teacher by using English.

**Field Note**

Based on the result of field note there were progresses in teaching learning process to the last cycle. The students’ performances were very good. Students performed confidently. Furthermore, they spoke in a very clear voice. The classroom environment was very enjoyable. Students behave happily and enthusiast in participating the learning.

**Test**

The researcher and her collaborator found that the students’ individual score on the fourth cycle was satisfactory. Most of students could perform their speaking in front of the class well. The students were more interested in speaking by using picture. The researcher and her collaborator found that 90% or 28 students could perform their speaking in front of the class well. They could reach their KKM (67 score) that was stated in their school for English subject. Then there were 10% or 2 students did not reach their KKM. Therefore, the researcher and the collaborator concluded that the teaching learning process were success in fourth cycle. Almost all the students got the score that satisfactory. The students mean score were 79, 23. It was qualified as average to good category. It means the generally the students of X C had good knowledge in describing picture or people activity.
Reflecting

In this study, the reflecting was very important to determine the successful of this study and in this part the researcher explained as follow. The reflecting of this study started from the first until the last cycle and all of those things clearly explained below:

The First Cycle (1st Cycle, Wednesday 4th of September, 2013)

Based on the observation, the researcher got meaningful lesson for the next meeting. The researcher should overcome problems that occurred in the previous meeting in the second meeting the teacher should prepare the picture well. The teachers did not always use English but sometimes they used Indonesian when explaining the lesson if necessary and the students had to have dictionary to find out new words it was also important to make the students were more creative in learning process. The teacher should explain the lesson more interesting to motivate students in learning in the class. The teacher should encourage students to have braveness when they were being recorded by headphone.

The researcher had to give more detail explanation about past continuous or describing picture next cycle. The students needed more practice about past continuous, teacher needed to motivate the students more to speak in English, to complete and to perform. Teacher needed to watch the students to keep good atmosphere in process of teaching learning process.

The Second Cycle (2nd Wednesday, 11th of September, 2013)

In this stage, both the researcher as a teacher and her collaborator (the English teacher) reflected what had been done in this cycle. They discussed what had been happened in teaching learning process. Based on the result of observation checklist and field note which were filled by the collaborator and also the result of students speaking test, it was found that the second cycle was not statisfactory. The students could not pass their KKM. Based on the analysis
of the students’ in the second cycle there were 4 students or 90% students had not fulfilled the standard score (KKM) that be required.

**The Third Cycle (3rd Cycle, 18th of September, 2013)**

Based on the observation, for the next meeting the teacher should overcome the problem that occurred in the previous meeting. In the third meeting the teacher should prepare, the pictures one students for one picture for two students, it seemed not so effective one students monopolized in speaking picture. The teacher should ask the students to do their working together or in pairs. And also, the teacher not always uses English but sometimes uses Indonesian when explaining the lesson if necessary.

**The Fourth Cycle (4th, Wednesday, 25th of September, 2013)**

In the last cycle was the best cycle that improved students speaking ability by using pictures. In this stage, both researcher as a teacher and her collaborator (the English teacher) reflected what had been done in this cycle. The third elements in speaking competence were accuracy, fluency and comprehensibility. In brief, the chart below shows the significant mean score discrepancy from the first cycle to the fourth cycle.

![Figure 1. The Development Students Speaking Ability](image)

The diagram showed that mean score in the last meeting was increased. From the research finding, it could be seen that the students’ ability in the picture improved from the first cycle until the last cycle. In the first cycle, the students’
mean score was 48 categorized into poor. In the second cycle, it was improved to 57, 73 it was categorized average to poor. In the third cycle, it was increased 65, 33 it was categorized fair. The last cycle or fourth cycle, the students’ mean score improved to 79, 23 and it was categorized as good to excellent.

DISCUSSION

The researcher provided two main points based on the research findings namely the composite picture improves speaking ability classroom atmosphere and the significance of picture to improve speaking ability.

Composite Picture Improve Speaking Ability

In this study, picture can improve the students’ speaking ability to the tenth grade students of SMA Negeri 3 Ketapang in the academic year 2013/2014. The students paid much attention to the teaching learning process because they wanted to know what the objects in the pictures shown. Furthermore, the students had chance to talk about out of the topic in teaching and learning process using pictures in teaching speaking was fun to improve the students speaking, according to Thornbury (2005) explains that, “the script of conversation can be illustrated in picture form to make it memorized easily” (p. 75). So that, teachers can create joyful learning through pictures that can affect students to participate and also motivate them to be active in the class.

The Significant Improvement Of Speaking Ability

From the research finding, it could be seen that the students’ ability in the picture improved from the first meeting until the last meeting. In the first cycle, the students’ mean score was 48 categorized into poor. In the second cycle, it was improved to 57,7 and categorized as average to poor. In the third cycle, it was increased 65, 33 it was categorized fair. The fourth cycle, the students’ means score improved to 79, 23 and it was categorized as good to excellent. The score in the last cycle showed that the students’ speaking ability using the picture material was getting better in every cycle. According to Wright (1989) “picture
can motivate the students’ and make him or her want to pay attention to the material” (p. 126). In other words, picture can improve speaking ability of the students of SMA Negeri 3 Ketapang.

CONCLUSIONS

This research recorded data about the use of picture to improve the students’ speaking ability at SMA Negeri 3 Ketapang. The research result showed that the students’ speaking ability was improved from the first meeting to the last meeting. The students’ ability in speaking improved by using picture. This was proved by the result of four components. They were the students score, observation checklist, field note and speaking test.

Picture was considered as a good media to be applied in English language teaching because it can help the students to relax while they were studying and then the use of picture as media in teaching speaking can help the students to memorize the words easily. It was because picture can show similarity with the real object in the picture, so their meanings were easier to guess by the students. In conclusion, the use of picture was as one of medium to improve the students speaking ability.

REFERENCES


