

IMPROVING STUDENTS' SPEAKING SKILL USING SIGN AND NOTICE PICTURES AS MEDIA

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Abstract: This Classroom Action Research is conducted to improve students' speaking skill using sign and notice pictures. The subject of this research was 6th grader of SDS Budi Baik Pontianak in academic year 2014/2015 in class A consisted of 22 students. This research was done in 3 cycles. To obtain the data, the writer administered speaking practice test in every cycle to know students' improvement. The writer used observation checklist and field notes to collect the data and reflection of each cycle. The research finding showed that the use of sign and notice pictures as media improved students' speaking skill, as shown in the mean score in each cycle. In Cycle 1, their mean score was 59.54 which categorized as "Poor to Average", then in Cycle 2 their mean score was 74.78 which categorized as "Average to Good" and in Cycle 3 their mean score was 87.59 which categorized as "Good to Excellent". Observation checklist and field note also showed improvement in teaching learning activity. In conclusion, the use of sign and notice pictures in as media improved speaking skill of 6th grade students in SDS Budi Baik Pontianak in academic year 2014/2015.

Keywords: improving speaking skill, sign, notice, picture

Abstrak: Penelitian Tindakan Kelas ini dilakukan untuk meningkatkan kemampuan berbicara dengan menggunakan gambar tanda dan pemberitahuan. Subyek penelitian adalah kelas 6 SDS Budi Baik Pontianak tahun ajaran 2014/2015 di kelas A yang berisi 22 siswa. Penelitian dilakukan dalam 3 siklus. Untuk memperoleh data, penulis memberikan tes berbicara dalam setiap siklus untuk mengetahui peningkatan siswa. Penulis menggunakan checklist observasi dan catatan lapangan untuk mengumpulkan data dan refleksi tiap siklus. Hasil penelitian menunjukkan penggunaan gambar tanda dan peringatan sebagai media meningkatkan kemampuan berbicara siswa, seperti yang ditunjukkan dalam nilai rata-rata di setiap siklusnya. Di Siklus 1, nilai rata-rata siswa 59,54 dan dikategorikan "kurang baik-cukup", kemudian di Siklus 2 nilai rata-rata siswa 74,78 yang dikategorikan "cukup-baik" dan di Siklus 3 nilai rata-rata siswa 87.59 yang dikategorikan "baik-sangat baik". Checklist observasi dan catatan lapangan juga menunjukkan peningkatan dalam aktivitas belajar mengajar. Kesimpulannya, penggunaan gambar tanda dan pemberitahuan sebagai media meningkatkan kemampuan berbicara siswa kelas 6 SDS Budi Baik Pontianak tahun ajaran 2014/2015.

Kata Kunci: meningkatkan kemampuan berbicara, tanda, pemberitahuan, gambar

English is a language that had been used worldwide since many times ago. Many countries use this language as their second language. However, speakers of another language do not, initially, have easy access to these skills and this knowledge (Thornbury, 2005: 26). Language learners who are intended to acquire English need to be able to get more exposure of English by practicing the language and try to communicate using English. In short, language learners have to master at least one of English language skills. One of them is speaking.

Chaney (1998: 13) stated that speaking is the process of building and sharing meaning through verbal and non-verbal symbol, in a various contexts. By able to speak, students can easily transfer any information and share their ideas among them. When sharing ideas, students will have the chance to learn from other learners and they can practice their knowledge as well as measure the level of competence and their acquisition of English.

According to Bygate (1987: 3), in order to achieve a communicative goal through speaking, there are two aspects to be considered – knowledge of the language, and skill in using this knowledge. Without knowledge of English, students will face difficulties when trying to communicate using English. Students cannot give the information well if they feel they do not have proficient English speaking skill. Therefore, students have to practice their speaking in English and improve it in order to communicate properly both in oral and written form.

The English teacher needs to do some observation in his/her classroom during teaching learning activity, in order to know the level of his/her students. Furthermore, based on initial observations (pre-observation) of the writer, many students are not interested to the lesson because it is not accompanied by media to attract their attention. Based on the writer's experience during teaching at SDS Budi Baik Pontianak, there is a problem appears in sixth grade students. Students are not confident to speak. Uninteresting situation in teaching learning activity make the students feeling anxious, hardly understand, and memorize the material given by the teacher. It led to further problem as students get difficulties in mastering speaking skill of English due to lesser practice time.

Many exciting media can be used to teach the material to students. One of them is using pictures. Pictures can help students to memorize easily and trigger them to involve themselves into the teaching learning activity. A visual display is a great way of presenting the project to others (Allman, et.al, 2000: 51). Pictures can be very helpful for teacher to deliver the material. Teacher has to be able to provide various pictures in teaching learning activity so students will not get bored, paying attention, and always enthusiastic in the class. Pictures can also help students to memorize the related words if the pictures are used frequently.

The use of pictures in teaching learning activity can help students to know new words and memorize them because pictures are used to cue the words that will be learned by students. It is good for students that if they are shown pictures by the teacher, they can think of many words related with the pictures. By having lot of words in their mind, students can easily convey their idea through speaking. That is why, pictures are recommended to be used in the classroom more often, thus can ease the process of acquiring English and speaking skill mastery.

The use of pictures in teaching is also supported by Raimes (1983), who stated that pictures (drawings, photographs, posters, slides, cartoons, magazine advertisement, diagrams, graphs, tables, charts, and maps) can be valuable resources for teaching writing. The pictures have to be in term “contextual” and familiar to students. By looking at the pictures, students can write or speak out their idea while collecting certain clue from the pictures. In short, teacher is supposed to show pictures during students’ writing activity and the frequent exposure of pictures should be moderate.

In this research, the writer used the appropriate and interesting teaching material so it would correlate the pictures to the topic. The writer taught about sign and notice. In school environment, sign and notice are easy to find and look at. Through the aid of pictures, students are expected to develop their speaking. This is a classroom action research, so the writer chose all students in class 6A to be the research participants. Therefore, the title of this research is Improving Students’ Speaking Skill Using Sign and Notice Pictures as Media.

Teaching is an activity done by the teacher to help students in their learning process at the classroom. Brown (2000: 8) stated that teaching is guiding and facilitating learning, enabling, and setting the condition for learning. The main purpose of teaching is to make students well informed and knowledgeable. A good teaching process can produce good input for students’ learning process. It also eases the process of transferring information and knowledge from the teacher to students. The condition for learning in the classroom should not be overlooked.

Teaching English to young learners is not an easy task. The teacher has to look at what young learners possibly need when learning. Teacher of young learners should provide the care necessary to meet these needs so that they can thrive and focus on learning (Linse, 2005: 2). Teacher has to create comfortable learning environment and have to be more creative because young learners might get bored easily. The teacher needs to keep making the students pay attention to the explanation so students can follow up and do their assignment.

It also has to be noted that young learners might get bored easily. They might not enjoy and follow the whole process of learning in the classroom appropriately. They might also do not follow the instruction and do the exercise from their English teacher, so should make young learners not to feel stressed by English lesson. The teacher needs to make an enjoyable classroom. The teacher also has to create interesting lesson plans to appeal them and should suit their maturity level as well as keep focusing on excelling their English.

In the process of acquiring English, speaking skill is very important to be mastered by students. According to Burns and Joyce (1977), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information, including their collective experiences, the physical environment such as pictures, interesting view and the like. Through speaking, students share what they think, what they want to express, and what they want to be responded. Having a proficient speaking skill means students will be able to use English, as much as possible to make them get used with the language.

Speaking also has important function beside delivering information and sharing idea. It is also important to remember that speaking forms a part of the

shared social activity of talking (Luoma, 2004: 20). By speaking a lot, students can also create certain activity that can make them mingle with other students and create togetherness. They can also motivate each other and make the learning situation become comfortable and interesting.

In speaking, three factors can determine the successfulness of acquiring the skill (Thornbury, 2005: 25). The first one is cognitive factors which deals with familiarity with the topic, familiarity with the genre, familiarity with interlocutors, and processing demands, if the speech event involves mental processing, it will be difficult than if it's not. The second one is affective factors that deal with feelings toward the topic or participants and self-consciousness. The last is performance factors, deals with mode, degree of collaboration, discourse control, planning and rehearsal time, time pressure, and environmental conditions.

In teaching speaking, practice is one kind of appropriate and interesting strategy. The students are challenged or invited to make sentence. According to Ur (1996: 120), classroom activities that develop learner's ability to express themselves through speech would therefore seem an important component of a language course. The teacher is intended to measure the capacity of the students in speaking by ask them to speak as much as possible. Then after the teaching learning activity, the teacher will check again and determine what the students' weakness in learning English. In short, improving speaking by practicing can be a good method for students in delivering their idea and information.

English teacher can use media as the support during the teaching learning activity. Media can be defined as the mean to deliver the message, information, and importantly knowledge during the teaching learning process to achieve the goals. As Kuo (1991: 61) stated, "teaching media is very important where teacher of each level is encouraged to adopt teaching media". Teaching media can help the teacher in getting students' attention during the teaching learning activity. Interesting teaching media can create good situation in the classroom. In short, teaching media is a good addition to improve teaching learning process and as an assist to reach the goal of study.

The use of teaching media can improve the quality of learning outcomes and the appropriateness of media with the learning material can help the students in learning so the process of enriching the vocabulary can be done easier. According to Dolati & Richards (2011: 4), "in process of English teaching learning activity, the use of media in classroom become general understood and commonplace in education as a tool to deliver the instruction". Teaching media can enhance the receiving process and assist the students in understanding the message from the teacher. It can increase the communicative power of instruction and explain the message contained in the instruction. In other words, the role of media is to clarify the message by making explicit description of the lesson.

The importance of media becomes in teaching learning activity can be seen in in the classroom because media provide teachers and students with creative and practical ideas. The involvement of media for teaching English facilitated by teacher to the students should be suitable to the activity in order to achieve the goals in language learning process. According to Biagi (2012), "media inform, amuse, startle, anger, entertain, thrill, but very seldom leave anyone untouched.

Media may as well facilitate and help students to use English inside the classroom". Therefore, media enable teachers to meet the expectations, needs, and interests of their students, because young learners may not easily understand the topic explained without any visual exposure of the material.

It is important to know what kind of media would be suitable to help students in their learning process. Meanwhile in this research, the media chosen by the teacher are pictures. Harmer (2001:134) states, teachers have always used pictures or graphics – whether drawn, taken from books, newspapers and magazines, or photographs – to facilitate learning. Most of young learners like pictures, and to be given words accompanied with pictures will help them to memorize easily. Therefore, the teacher has to provide many pictures related to the material, and the pictures should be easily recognized by students.

Pictures meet with a wide range of use in many other aspects of foreign language teaching. Wright (1989: 4-6) demonstrated this fact on an example, where he used one compiled picture and illustrated the possibility of use in five very different language areas. His example shows employing pictures in teaching structure, vocabulary, functions, situations and all four skills. Furthermore he pointed out that "potential of pictures is so great that only a taste of their full potential can be given" in his book (Wright 1989: 6). In line with his idea, it can be said that pictures can help the teacher in explaining the material without the need for the teacher to repeat the explanation.

Pictures also have other benefits to be used in teaching learning activity and the English teacher needs to utilize pictures more often. Pictures are not only to help the teacher when delivering the material. Wright (1989:2) refers to the fact that they provide a sense of the context of the language and give a specific reference point or stimulus. Pictures also trigger the students to think deeply about the context, about the words related to the pictures, and to make something from them like a sentence. Hence, the pictures that will be used by the teacher have to be picked out carefully.

Ur (1996: 16) stated that one particular kind of explanation that is very important in teaching is instruction. Sign and notice available in the school environment mostly tell about warning and notification of an object and place. Therefore, sign and notice pictures are very compatible with what the students need. Real life example can make the learning process going well and because the pictures are familiar, students will get interested to continue study. Following their enthusiasm, the teacher can easily guide them during the process of achieving the educational goal.

Students need to know the function of speaking mastery of English. Speaking is linguistic knowledge that creates an oral message for communication and self-expression (McDonough & Shaw, 1993). While maintaining the communication, students also express themselves and learning together. The teacher task is to control the direction of communication and the context of idea expressed by students. Students' oral message are also being checked by looking at its' grammatical rules and vocabulary aspect.

When teaching English, teacher may use picture as one of teaching learning media. It is believed that picture can enhance students' process of acquiring new

words. Harmer (2001:135) states, “one of the most appropriate uses for pictures is for the presenting and checking of meaning. Through pictures, students can easily find the meaning of certain symbol or sign placed in the school and when they are getting used to the picture, they can easily memorize the meaning.

Using picture during the process of teaching English can make students easier to acquire targeted vocabulary. According to Hornby (2007: 1138), picture is a descriptions that gives you an idea in your mind of what something is like. When teacher gives pictures, students can quickly think about something related to the pictures. Using picture will make the children imagine more, think more, and easily to remember and understand new words they learn in the classroom. Pictures can also keep students’ attention, especially young students’ who tend to distracted easily. In short, using picture as teaching media is very helpful.

Using pictures in teaching learning activity is good to stimulate students’ memory. Students’ can also memorize the words easily by looking at the pictures more often. Reinforcing a situational presentation with pictures, board drawings, or gesture makes it more intelligible, and perhaps more memorable (Thornbury, 2002: 82). Therefore, speaking skill can be improved through pictures and teacher has to make sure that the pictures are related to the topic that will be discussed in teaching learning activity. Moreover, when students are able to memorize the words introduced to them in the classroom, they will be confident to use the words in communication during the lesson.

In the contextual teaching and learning classroom, learning experiences are based on the application of traditional expectations through five approaches: problem-based learning, cooperative learning, project-based learning, service learning, and work-based learning (Berns & Erickson, 2001). Therefore, using pictures that common and mostly used like sign and notice at school is very helpful in teaching learning and the process of acquiring English.

METHOD

This research is a Classroom Action Research, an action research design conducted in a certain classroom. Classroom Action Research commonly conducted because a problem had been found during teaching learning process that needs to be solved. Creswell (2008: 597) states that the educators may use action research, if they have specific educational problem to solve. Action research is conducted in order to solve the problem, and it can be understood that certain treatment might be needed to solve the problem.

Kemmis and McTaggart in Cohen, et al. (2005:227) state that action research is a form of self-reflective inquiry undertaken by participants in a social situation in order to improve the rationality and justice of their own social or educational practice as well as their understanding of these practices and the situations in which practices are carried out. Therefore, the writer as the English teacher who is in charge of the class, conducted this classroom research in order to solve the problem found during teaching learning process. The writer is intended to improve the students’ speaking skill.

Action research is a form of investigation designed for teachers and educational researchers in attempt to solve problems and improve professional

practices in their own classrooms. It involves systematic observations and data collection, which can be then used by the practitioner-researcher in reflection, decision making and the development of more effective classroom strategies (Parsons and Brown, 2002). The purpose of conducting a classroom research is to determine and to solve the problem that been found. In this research, the writer is assisted by a research collaborator who collected the data while the writer is teaching English to the students. Research collaborator also helped the writer in observing the class and evaluating the process in teaching learning activity.

The four main procedures of an action research are: (1) Planning is identifying a problem or issue then prepare for teaching learning activity; (2) Acting is the action of plan with any possibility of alternative ways to make the planning works well; (3) Observing is data collection phase where the writer as the English teacher observed the activities in the teaching learning process with the help of research collaborator; (4) Reflecting is the evaluation after the implementation of research. Each cycle was evaluated to find out whether the process in the classroom worked well according to the planing.

Qualitative research is conducted to explore and develop a central phenomenon, and that is why the writer intentionally selected the research subjects. The subject of research is the 22 students in class 6A of SDS Budi Baik Pontianak in academic year 2014/2015. The subject is taken by the writer through Concept Sampling, as a sampling strategy from Purposeful Sampling. According to Creswell, (2012: 208), Concept Sampling is a purposeful sampling strategy in which the researcher samples individuals or sites because they can help the researcher generate or discover a theory or specific concepts within the theory.

In data collecting stage, the writer collected the data from the students, as the result of applying the treatment, teaching speaking practice using sign and notice pictures, with the help from research collaborator. Tehnique of data collecting in this research was an observation and tools of data collecting in this research was: (1) Observation Checklist is made by teacher and collaborator to obtain information or data about the impact of sign and notice pictures during teaching learning activity in the classroom; (2) Field Note is a note written by research collaborator when recording everything happened in the classroom, especially students' activity; (3) Speaking Practice Test is the use of speaking tests given by the teacher in teaching learning process. Furthermore, the writer performed the data analysis technique to describe the learning outcomes of students through speaking test in every cycle.

a. To get the score from speaking test, the writer used this formula:

$$\text{Students' Score} = \text{Students Correct Answer} \times 20$$

b. To get students' mean score, the researcher measured it using the following formula:

$$M = \frac{FX}{N}$$

Notes:

M = mean score

FX = the sum of individual score

N = the number of students

Table 1. Category of Students' Result

Score	Classification
80-100	Good to Excellent
60-79	Average to Good
40-59	Poor to Average

This classroom action research is aimed at improving the students' speaking skill. Action research is a natural part of teaching. Teachers are continually observing students, collecting data and changing practices to improve student learning and the classroom and school environment. Action research provides a framework that guides the energies of teachers toward a better understanding of why, when, and how students become better learners (Miller, 2007). In short, the purpose of action research is not only to solve problems but also to improve the students' knowledge, and in this research is to improve their speaking skill.

Before conducted the research, the writer had prepared everything to be utilized in teaching learning activity, such as: (a) Lesson Plan, which is organized by the writer for every cycle of study in order to present a clear and manageable teaching learning activity about the material given to the students; (b) Teaching Media, which is prepared in order to support the teaching learning activity and in this study, the writer used sign and notice pictures.

When the preparations were ready, the researcher managed some procedures to be conducted in the process of improving students' speaking skill explained as follow: (1) the writer conducted the study in three meetings for three cycles, and each meeting conducted within a week in two hour lesson duration; (2) the writer explained the importance of speaking in acquiring English; (3) the writer explained about signs and notices pictures used in speaking practice; (4) when the class started, the writer checked the attendance list; (5) the writer created some groups consists of two from all students; (6) the writer put the pictures on the desk and there were 100 picture cards to be chosen by students; (7) each student picked five cards. They showed the cards to their friends and asked the definition of each picture in turns; (8) the writer gave score to the students' practice; (9) the writer concluded the material and ended the class.

FINDING AND DISCUSSION

Finding

This research is conducted to solve the problem in the classroom and to improve students' speaking skill of English. The writer conducted the classroom action research by teaching the students using pictures of sign and notice related to the school environment in order to improve students speaking skill through practice in the classroom. The action research conducted in three cycles. The researcher was helped by another teacher in SDS Budi Baik Pontianak as the research collaborator who assisted to observe what was happening in the classroom. The research collaborator helped the writer to obtain and clarify the objective data. The record of participant observation was put in field note. The main procedures of classroom action research that were done in each cycle are planning, action, observation and reflecting.

The research findings were obtained from the activities that conducted from the Cycle 1 to Cycle 3. The first activity is Planning, where the writer as the English teacher and collaborator discussed what activity would be done, including preparation of lesson plan, materials, field note, and prepared the classroom. The second activity is Acting. The meeting on first cycle was conducted on Monday, January 12, 2015. The teacher started the lesson by greeting students and checked their attendance list. The teacher gave the brainstorming through some pictures asked them about the pictures while giving the clue. The teacher asked several questions and some students responded variously. Based on the responses, the teacher concluded that half of students knew the meaning of signs and the rest did not. Therefore, teacher explained teaching material about sign and notice. Next, the teacher showed the other pictures of sign and notice, explained it, and gave them questions. The teacher asked the students to mention the names of sign and notice from pictures. Some students invited by the teacher to write the meaning of sign and notice from those pictures. The teacher gave opportunity and asked the students' understanding about the topic. The teacher also found out students' difficulties in studying English, as well as the meaning of sign and notice. The teacher divided the students into eleven groups consisted of two students in a group. Every group discussed the meaning of sign and notice based on the pictures related to the topic entitled "sign and notice".

The teacher put the pictures of sign and notice on the table at random. Students conducted the group practice and asked about the meaning of the pictures shown by the friend. All students paid their attention and observed which pictures correlated with the meaning of their friends' spoken words, and if the spoken words or meaning matched the pictures, the teacher asked students to correct their pronunciation by listening to other students or teachers to improve the meaning according to the picture. During discussion, the teacher guided the students who had difficulties in speaking the meaning of sign and notice. After the discussion, the teacher asked the students to pay attention to the teacher. The teacher concluded the teaching learning activities by showing pictures of sign and notice and all the vocabulary related to those pictures. The teacher gave students chance to practice speaking among them in the classroom. After all those activities finished, the teacher summed all the activities, ended the lesson, and dismissed the students.

Then, in the Observing stage, the teacher and collaborator observed the result of Planning and Acting. They observed the whole process in the first cycle such as lesson plan, teaching materials, teaching media, teacher performance, and students' response data collection and data analysis. By observing the whole process and the students' participation, they identified the strengths and the weaknesses in teaching learning process. The teacher and collaborator found the students gave positive response during the activity. The students could speak and know the name in each of picture with sign and notice, complete the dialogue with the word provided, and find the appropriate sign and notice. Some of them could determine the meaning of those pictures but there were some of them still keep silent and shy to join the activities. The result in the first cycle was very unsatisfactory. Most students had low score because most of them were still

having insufficient vocabulary and speaking proficiency. The result of the mean score on the Cycle 1 is:

$$M = \frac{\sum X}{N}$$

$$M = \frac{1310}{22}$$

$$M = 59.54$$

From the score above, it can be seen that the result was low and still unsatisfactory some of them faced difficulty in mentioned the words in speaking practice. The mean score 59.54 and categorized “poor to average”. After students finished the tasks, the teacher observed the students results and concluded it. The mean score shows that most of the students could not perform well. It seems that they did not really understand how to pronounce and their lack of knowledge should be given treatment.

The last stage of Cycle 1 is Reflecting, where the teacher and the collaborator reflected the result. Based on the result, the students should be taught again about the pictures of sign and notice and how to pronoun the words. Some of them could not pronoun it well. The teacher pronounced the words and asked them to repeat after her. Around four times the teacher pronounced it then asked the students to pronounce those words again. There were four students who could not pronounce it well so the teacher decided to start the next cycle (second cycle) also because of the time was finished.

In Cycle 2, the first step is Planning. Based on the result of Cycle 1, the teacher and collaborator discussed what activity would be done, including preparation of lesson plan, materials, field note, and prepared classroom in Cycle 2. Then, the second step is Acting. The meeting on second cycle was conducted on Monday, January 19, 2015. Then the teacher checked the students’ attendance. Then the teacher prepared the class, gave the time for students to prepare themselves then gave the brainstorming through the pictures. The teacher explained about the sign and notice with picture briefly to the students. Then, the teacher divided students into groups and pairs. When they had finished being grouped, the teacher asked students to perform the dialog. The teacher asked students to do the exercise and completing the dialog. The teacher asked students to perform dialog in turn. The teacher asked the students to look at their friends who were performing. The teacher concluded the teaching learning materials by showing pictures of sign and notice and students have to name and get the meaning of the pictures. The teacher gave the students chance to practice speaking among them in the classroom. After all those activities finished, the teacher closed all the activities, ended the lesson, and dismissed the students.

The next step is Observing. In this step, the teacher and collaborator observed the result of planning and acting. They observed the whole process in the second cycle such as lesson plan, teaching materials, teaching media, teacher performance, and students’ response data collection and data analysis. By observing the whole process and the students’ participation, they identified the strengths and the weaknesses in teaching learning process.

The teacher and collaborator found the students gave positive response during the activity. The students could speak and know the name in each sign and notice of pictures, complete the dialogue with the words provided, and find the appropriate sign and notice. There were some of them still keep silent and shy to join the activities. The result of the second cycle was a bit satisfactory. The result of the mean score on the Cycle 2 is:

$$M = \frac{\sum X}{N}$$

$$M = \frac{1645}{22}$$

$$M = 74.78$$

From the score above, it can be seen that the result was improved but there were some students who still being passive. Students' result proved by their mean score of Cycle 2, which is 74.78 and categorized "average to good". However, the teacher and research collaborator thought that those passive students have to be more involved to teaching learning activities. Reflecting is the last stage of Cycle 2 where the teacher and the collaborator reflected the result. Based on the result, the writer thought that the students should get more explanation and drilling about the pictures of sign and notice, as well as how to pronounce the words. Therefore, the writer and the collaborator continued into Cycle 3.

The first step of Cycle 3 is Planning, where the teacher and collaborator discussed what activity would be done, including preparation of lesson plan, materials, field note, and prepared classroom. Then the second step is Acting. The meeting on Cycle 3 was conducted on Monday, January 26, 2015. All activities followed the rules as written in the lesson plan. The teacher started the lesson by greeting then checked the students' attendance. The teacher prepared the class, gave the time for students to prepare themselves then gave the brainstorming through the pictures to motivate them and asked them about the pictures while giving the clue. The teacher asked several questions. Many students responded correctly. Based on the responses, the teacher concluded that almost all students knew the meaning of sign and notice showed in the previous meeting.

The teacher then gave the students more questions and asked for their response. After hearing the students' responses, the teacher explained her teaching material for the meeting, which is about sign and notice. The teacher showed the other pictures of sign and notice, explained it, and asked questions. The teacher invited the students to mention the names of sign and notice from pictures. Some students invited by the teacher to spell the instruction or meaning of sign and notice from pictures. The teacher gave set of words and asked the students about their vocabulary. The teacher also asked the students' difficulties in studying certain words related to sign and notice, and the meaning of them.

To make the students' spelling improve, the teacher made them enjoy the fun situation without feeling burdened and bored. Next, the teacher divided the students into pairs. Every pair spell the instruction of sign and notice based on the pictures related to the topic entitled "sign and notice". Students looked at their pair and practice the spelling as well.

In Observing stage, the teacher and collaborator observed the result of planning and acting. They observed the whole process in the third cycle such as lesson plan, teaching materials, teaching media, teacher performance, and students' response data collection and data analysis. By observing the whole process and the students' participation, they identified the strengths and the weaknesses in teaching learning process.

The teacher and collaborator found the students gave positive response during the activity. The students could speak and know the name in each picture of sign and notice, complete the dialogue on vocabulary with the word provided, and find the correct sign and notice. Most of them finally were able to comprehend the meaning of sign and notice in the pictures. The result in the third cycle was very satisfactory. Many students had good score because most of them already knew and understood the related words.

The result of the mean score on the Cycle 3 is:

$$M = \frac{\sum X}{N}$$

$$M = \frac{1927}{22}$$

$$M = 87.59$$

From the score above, it can be seen that the result was satisfactory. The mean score 87.59 and categorized "good to excellent". After students finished the tasks, the teacher observed the students results and concluded it. The last stage of Cycle 3 is Reflecting, where the teacher and the collaborator reflected the result. Based on the result, the teacher was satisfied and chose to stop the research cycle.

Discussion

This research was conducted in three cycles. From the research findings, it can be said that students' speaking skill is improved from Cycle 1 until Cycle 3, which is indicated by students' increased mean score. There was also slight improvement in students' spelling and pronunciation.

In Cycle 1, the teacher showed the pictures of sign and notice, explained it, and asked some questions to students. The teacher invited the students to mention the names of sign and notice from pictures and see their respond. Then, the teacher wrote some words on the board. Some students were invited by the teacher to write the meaning of sign and notice from pictures. The teacher introduced to them a set of related words and then to help improving students' vocabulary, the teacher set some activities.

The teacher divided the students in the classroom into eleven groups consisted of two students each. Every group discussed the meaning of sign and notice based on the pictures related to the topic entitled "sign and notice". The teacher explained the meaning of pictures, put the pictures of sign and notice on the table at random, students picked the pictures, and asked about the meaning of the pictures shown by their friend. All students paid attention and observed which pictures correlated with the meaning of their friends' spoken words, and if the spoken words or meaning matched the pictures, the teacher asked students to correct their pronunciation by listening to other students or teachers to improve

the meaning according to the picture. During discussion, the teacher guided the students who had difficulties in speaking or saying the meaning of sign and picture. The teacher then concluded the materials by showing the words related to sign and notice, and gave the task to the students in the form of written test.

After teaching and learning activity had finished, the teacher and collaborator observed the result of planning and acting. They observed the whole process in the first cycle such as lesson plan, teaching materials, teaching media, teacher performance, and students' response data collection and data analysis. By observing the whole process and the students' participation, they were able to identify the strengths and the weaknesses in teaching learning process.

The teacher and collaborator found that the students gave positive response during the activity. The students could speak and know the name of each sign and notice pictures, complete the dialogue with the words provided, and find the correct sign and notice with the respective words. Some of them could say the meaning of pictures but there were also some of them who still keep silent and being shy to join the activities. The result in the first cycle was very unsatisfactory. The students had low mean score because most of them were still having low speaking skill. The mean score 59.54 and categorized "poor to average". After students finished the tasks, the teacher observed the students results and concluded it. The mean score shows that most of the students could not perform well. It seems that they did not really understand how to pronounce and their lack of knowledge should be given treatment.

In the last stage of Cycle 1, the teacher and the collaborator reflected the result. Based on the result, the students should be taught again about sign and notice meaning and how to pronounce the words. The teacher pronounced the words loudly and asked students to repeat after her. Around four times the teacher pronounced it. Then, the teacher asked students to try to pronounce again those words, but there were four students could not pronounce it well so the teacher decided to focus on the next cycle (second cycle) and also because the time was finished.

In Cycle 2, the teacher divided students into groups as in the previous cycle. The teacher asked students to do the exercise by completing the dialog. The teacher asked students to perform dialog in turn. The teacher asked the students to look at their friends who were performing. The teacher concluded the teaching learning activity by showing pictures of sign and notice then students have to name and get the meaning of the pictures. At the last, the teacher gave the task to the students in the form of written test.

After teaching and learning activity had finished, the teacher and collaborator observed the result of planning and acting. They observed the whole process in the second cycle such as lesson plan, teaching materials, teaching media, teacher performance, and students' response data collection and data analysis. The teacher and collaborator found the students gave positive response during the activity. The students could speaks and know the name in each sign and notice of pictures, complete the dialogue with the words provided, and find the correct sign and notice. There were some of them still keep silent and shy to

join the activities. Students' mean score of Cycle 2 is 74.78 and categorized "average to good".

In the meeting of Cycle 2, more students were becoming active and fewer of them still being shy and silent. However, they showed the intention and wanted to learn again and get tired to get higher score than before. The pictures of sign and notice could help them to memorize the pronunciation. In the last stage of second cycle, the teacher and the collaborator reflected the research findings. Based on the reflection, it was concluded that the students should be explained again about the meaning of sign and notice being discussed and the way to pronounce them.

The teacher showed the other pictures of sign and notice, explained it, and asked some questions to students. Then, the teacher invited the students to mention the names of sign and notice from pictures. The teacher gave appreciation to the students' responses. After that, the teacher wrote some words on the board. Some students were invited by the teacher to spell the instruction or meaning of sign and notice from pictures. The teacher gave the vocabulary and asked the students about the vocabulary. The teacher asked the students' difficulties in studying the meaning of sign and notice.

In Cycle 3, the writer was intended to improve students' spelling. To make the students' spelling improve, the teacher made them enjoy the fun situation without feeling burdened and bored. Next, the teacher divided the students into pairs. Every pair spell the instruction of sign and notice based on the pictures related to the topic entitled "sign and notice". Students looked at their pair and practice the spelling as well. At the end of Cycle 3, the teacher and collaborator observed the result of planning and acting. They observed the whole process in the third cycle such as lesson plan, teaching materials, teaching media, teacher performance, and students' response data collection and data analysis. By observing the whole process and the students' participation, they identified the strengths and the weaknesses in teaching learning process.

The teacher and collaborator found the students gave positive response during the activity. The students could speak and know the name in each sign and notice pictures, complete the dialogue with the words provided, and find the correct sign and notice. Most of them were able to comprehend the meaning of those sign and notice. The mean score 87.59 and categorized "good to excellent". After students finished the tasks, the teacher observed the students results and concluded it.

In this meeting, almost all of students were active. The signs and notice of pictures helped them to improve their speaking, vocabulary, and spelling. In the last stage of Cycle 3, the teacher and the collaborator reflected the result. Based on the result, the writer decided to stop the cycle and concluded that sign and notice pictures can improve students' speaking skill, also help them in spelling and pronouncing.

CONCLUSION AND SUGGESTION

Conclusion

According to the research conducted on 6th grade students of SDS Budi Baik Pontianak, the writer made some conclusions as follow: (1) students' speaking is

improved through sign and notice pictures in speaking practice during the teaching learning activity; (2) students' speaking mean score after the use of sign and notice pictures is 87.59; (3) using sign and notice pictures is helpful in improving students' speaking. It also changes students' method of learning, which becomes more active and interesting because the guide of pictures in speaking practices; (4) students who were passive can be triggered into being more active because of the group activity. Their confidence increased because they can work together with their friends. Passive students were encouraged by active students during teaching learning activity.

Suggestion

Based on the conclusion above, the writer would like to give some suggestions as follows: (1) sign and notice pictures can help the students understand and memorize certain vocabularies in speaking practice. It is suggested for teachers to use sign and notice pictures as media in their teaching and learning activity; (2) teachers should prepare various colorful sign and notice pictures before starting the teaching learning activity; (3) to make students interested to the teaching learning process, teachers can use more various pictures to create enjoyable situations of the classroom; (4) teachers can develop their teaching materials with sign and notice pictures not only to teach speaking, but also pronunciation, spelling, meaning, and grammar.

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