



**IMPROVING STUDENTS' SPEAKING SKILL BY USING SHOW  
AND TELL METHOD AT THE SECOND GRADE OF  
MTs PP. TARBIYAH ISLAMIYAH HAJORAN**

**A THESIS**

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## ABSTRACT

**Hafizhoh Dalimunthe, Nurul. 2020. Improving Students' Speaking Skill by Using Show and Tell Method at the second grade of MTs PP. Tarbiyah Islamiyah Hajoran.**

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**Keywords: Show and Tell Method, Speaking Skill**

This research aimed to find out the improving of the students' speaking skill by using show and tell method. This research was conducted by using Classroom Action Research (CAR). The subject of this research was VIII-C grade of MTs PP. Tarbiyah Islamiyah Hajoran in 2020/2021 academic year and consisted of 38 students. The objective of this research was to improve students' speaking by using show and tell method at second grade of MTs PP. Tarbiyah Islamiyah Hajoran. This research was conducted in two cycles and each cycle consists of planning, acting, observing, and reflecting. The techniques of analysis data were quantitative and qualitative data. The quantitative data were taken from tests, the tests consist of pre-test and post-test. While the qualitative data were taken from observation, interview, diary notes, and documentation. The result of the data analysis showed that there was an improvement in the students' speaking skill after the implementation of show and tell method. In the pre-test the students mean was 58 and the students who passed the KKM were 5 students of 38 students or 13%. In the post-test I the students mean was 72 and the students who passed KKM were 19 students of 38 students or 50%. And in the post-test II the students mean was 83 and the students who passed KKM were 30 students of 38 students or 79 %. And based on the observation sheet, interview, diary notes and documentation, the students were active and enjoyin participation and responsesduring the teaching-learning process. In the other words, the students' speaking skill was improved by using show and tell method.

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# CHAPTER I

## INTRODUCTION

This chapter discussed the background of the study, identification of the problems, formulation of the problems, limitation of the study, objective of the study, and significance of the study.

### **1.1 Background of the Study**

Speaking is a process of interaction performed by a speaker and listener. It encompasses an activity sharing ideas or thoughts concerning varied topics among the speakers.<sup>1</sup> Language in education is divided into 4 skills namely speaking, listening, reading, and writing. Active skills refer to writing and speaking, while reading and listening are passive skills even though all skills are equally essential in language learning though not all students can master the four skills. In the past few years, the concentration of numerous studies has altered to a scope which is narrower in which it is associated with the strategies utilized in the development of four language skills. In speaking, numerous studies utilize learning strategy theories serving as their theoretical bases. Additionally, Oxord's SILL is also employed as the key instrument.<sup>2</sup>

Speaking is part of salient skills in English subject in which its mastery should be achieved in schools. Students will be capable of communicating in English by learning speaking. Besides, speaking can assist students in expressing

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<sup>1</sup>Greene, S, (1963), *Communicating Naturally in Second Language*, New York: Cambridge University, p.91

<sup>2</sup>Junaidi Mistar & Atik Umamah, (2014), *Strategies of Learning Speaking Skill by Indonesian Learners of English and Their Contribution to Speaking Proficiency*, TEFLIN Journal, 25(2) Islamic University of Malang, p. 204

what they feel or think if they speak English with those speaking English.<sup>3</sup> Nasution conveyed that students encounter challenges in their speaking class. Amongst four language skills, speaking appears to be the hardest skill. It is resulted from numerous reasons such as students' self-underestimation of grammatical mastery, students' low confidence, and students' lack of vocabulary. Besides, status quo worsens them in which the time allocation is inadequate in accommodating all students to speak up actively in their class.<sup>4</sup>

For the junior high school students, in the 2nd grade in MTs PP. Tarbiyah Islamiyah Hajoran in particular, the most difficult skill for them is speaking. The English teacher mentioned that it is evidenced by the results of their English tests which are good and have reached the minimum learning mastery standard, yet their speaking tests are still low. Additionally, during the pre-observation the researcher carried out in that school, the students were asked about why they think English is difficult. It turns out that making mistakes in speaking English is their biggest fear. Even they felt afraid and ashamed to speak English in front of the class.

The same problem can be noticed in the process of teaching and learning speaking. The English subject in the school is not separated per each skill and it was appropriated with Curriculum K-13 to teach English with the four skills. The English teacher still utilizes conventional methods in teaching speaking, and it makes the students inactive to speak up. Besides, the one who talks more is the teacher in the teaching process.

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<sup>3</sup>Richards, J. C, (2008), *Teaching Listening and Speaking: From Theory to Practice*, Cambridge: Cambridge University Press, p.19

<sup>4</sup>Sukma, S.N & Nur, N.S, (2019), *Model United Nations: Improving the Students' Speaking Skill*, Journal of English Educators Society, 4(2), Faculty of letter, Pemulang University, p. 48

Teachers should not implement behaviorism learning theory in which this theory emphasizes teacher-centered learning. They should alter it into constructivism idea in which it prioritizes students roles in the learning process. In practice, numerous effects should be brought by this trend in the classroom practices such as choosing teaching method as part of components in pursuing instructional process successfully.<sup>5</sup>

Lubis perceived that teaching practices mostly utilizing an appropriate teaching method clearly affect some kind of worthwhile improvement for the students' achievement. The method applied in teaching should be grounded in encouraging students to be innovative, cooperative, creative, and capable of solving a problem.<sup>6</sup>

In brief, crucial to find an option, including an effective way of teaching speaking that assists students in improving their speaking skill, and one of them is to choose a method that is suitable, enjoyable, and newer than the method before, so the students will not sense boredom when learning English speaking. Some search the researcher found, Show and Tell (S&T) method can enhance students' speaking skill effectively since it is a simple method which is easy to apply to the students. Besides, this method utilizes a concrete object that makes it more effortless for students to tell a story. Hence, the title of the study was **Improving Students' Speaking Skill by Using Show and Tell Method at the second grade of MTs PP. Tarbiyah Islamiyah Hajoran.**

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<sup>5</sup>Ibid. p. 47

<sup>6</sup>Azhar. A.L, Nopriansah, Abdul Halim, Sukma, S.N, & Muhammad Yusuf. (2018). *Students' Experiences of Learning English in Indonesia: Some Effective and Ineffective Ways*, Abjadia: International Journal of Education, 3(2), p. 101-102

## **1.2 Identification of the Study**

Based on the background of the study, the problem found in the students' speaking was that the teacher still applied the conventional method in the learning process and it was a teacher-centered learning, so the students in the class just listened to the teacher. They did not have any chances to convey their opinions. As a result, they have difficulty in speaking English albeit using common words used in daily conversation. Problems found at MTs PP. Tarbiyah Islamiyah Hajoran motivated the researcher in carrying out the study to improve speaking skills of the 2nd grade students at MTs PP. Tarbiyah Islamiyah Hajoran.

## **1.3 Limitation of the Study**

Due to the limitation of the problem, it was unlikely to discuss the whole factors involving students' speaking skill. Hence, in this study, the factors associated with the method employed in teaching speaking were limited. In brief, the researcher merely concentrated on implementing the S&T method to improve students' speaking skills of the 2nd grade at MTs PP. Tarbiyah Islamiyah Hajoran.

## **1.4 Formulation of the Study**

The problems of this study were formulated as follow:

1. How is the implementation of Show and Tell method to improve the students' speaking skill of the second grade students at MTs PP. Tarbiyah Islamiyah Hajoran?
2. How is the improvement of the students' speaking skill by using Show and Tell method at the second grade students at MTs PP. Tarbiyah Islamiyah Hajoran?

### **1.5 Objective of the Study**

Based on the problems mentioned above, the objectives of the study of this study were:

1. To describe the application of S&T method to improve students' speaking skill of the 2nd grade students at MTs PP. Tarbiyah Islamiyah Hajoran.
2. To describe the improvement of students' speaking skill by applying S&T method at the 2nd grade students at MTs PP. Tarbiyah Islamiyah Hajoran.

### **1.6 Significance of the Study**

The significances of this study were explained below.

1. Theoretically
  - a. School: this study can be beneficial to the school as an input so that the school can improve the learning process quality that can be applied in each class.
  - b. Teacher: the findings of this study can be utilized as an input for the students in enhancing their capability and learning speaking in English.
  - c. Students: The research findings can be useful for developing students' speaking skill.
  - d. Other researchers: for the readers, the research can be utilized as reference to read for those having the similar interest in the same field.
2. Practically

- a. School: The results of this study are expectantly useful serving as an input in improving the education quality concerning the use of the teaching method.
- b. Teacher: The findings of this research can be employed to find the proper method for teaching speaking.
- c. Students: The results of this study expectantly foster interest in independent learning and give encouragement for students to be more enthusiastic in learning English speaking.
- d. Other researchers: This study can be utilized as a source in selecting the method in teaching speaking.

## CHAPTER II

### LITERATURE OF REVIEW

In conducting research, providing theories is needed to give explanations on the concepts or terms utilized in the research. The researcher reviewed the literature regarding the area of the study. In this chapter, the researcher discussed the nature of speaking and S&T method concerning applied in teaching speaking. Hence, following explanations were presented below.

#### **2.1 Theoretical Framework**

##### **2.1.1 The Definition of Speaking**

Learning speaking functioning as the tool or way to communicate with the other people verbally is a necessity. Besides, speaking is defined as a skill in which every person has dissimilar level in their speaking skill. Some definitions of speaking were conveyed by numerous experts.

Fulcher mentioned that speaking emerges as a verbal way of language utilized in communicating with others.<sup>7</sup> Speaking is used by speakers so that communicating and conveying ideas to listeners can be accomplished. Speaking mostly encompasses listening or comprehending what other participant sense. Besides, linguistic knowledge gives a chance for greater independence of thought, including more extensive insights and experiences.<sup>8</sup>

As pointed out by Mulgravein Santoso, there are three definitions of speaking. Firstly, speaking is a skill utilized to utter articulation sounds or words so that ideas can be conveyed. Secondly, speaking is Interpreted as a system in

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<sup>7</sup>Glenn Fulcher, (2003), *Testing Second Language Speaking*, New York: Longman. p. 74

<sup>8</sup>Kid Field, *Issues in Modern Foreign Language Teaching*, New York: Routied Gefalmer p.52.

which people can hear and see it; it utilizes muscles and muscles tissue of the human body with a view to communicating the thoughts. Lastly, speaking emerges as a form of human behavior utilizing physical, psychological, neurological, semantic and linguistic aspects extensively. Accordingly, it serves as a tremendously crucial means for social control.<sup>9</sup>

Speaking is occasionally underestimated.<sup>10</sup> As conveyed by Rebecca Hughes', O'Malley and Pierce, speaking is associated with presenting the intended meaning in which one's speech is adopted to generate the expected results for the listeners.<sup>11</sup>It appears to be at the heart of the 2nd language learning, yet it is occasionally neglected in teaching and testing for numerous logistical reasons.<sup>12</sup>

As mentioned by Kayi, speaking encompasses a series of activities in shaping and conveying meaning by applying verbal or non-verbal symbols in various contexts.<sup>13</sup>The capability in terms of using another language is commonly depicted by being capable of speaking that language.<sup>14</sup>

There is a complexity in speaking a foreign language, and it emerges a comprehensive skill, initiated by verbal skills such as vocabulary, grammar, pronunciation and fluency, including being capable of constructing sentences, and

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<sup>9</sup>Didiksantoso (2016), *Pengaruh Pendekatan Pembelajaran dan Gaya Belajar terhadap Keterampilan Berbicara Bahasa Inggris*, Medan: Duta Arhar. p.15-16

<sup>10</sup>Scot Thornburny (2005), *How to Teach Speaking*, Longman Kansius: Kesainc Blanc, p.1

<sup>11</sup>Rebecca Hughes. *Teaching and Researching Speaking*. (Personal Education. Longman).p.74.

<sup>12</sup>Kathleen B. Egan, *Speaking: A Critical Skill and a Challenge*, Federal Language Learning Laboratory Accessed on January 22<sup>nd</sup>, 2020 at 4:36 PM retrieved from <https://www.jstor.org/stable/24147844?seq=1>

<sup>13</sup>Kaye Hayriye, (1998), *Teaching Speaking*, Nevada: USA, Accessed on January 22<sup>nd</sup>, 2020 at 4:36 PM retrieved from <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>

<sup>14</sup>David Nunan, (1999), *Second Language Teaching and Learning*, Ney York. p.225

non-verbal skills such as body language. A more detailed characteristic of spoken language is led by speaking. It is categorized into: (1) oral repertoire, (2) speech conditions, and (3) spoken language production processes.<sup>15</sup>

Speaking assists people in interacting with others, and eventually their communication can be built, and they become a community due to knowing one another. Allah SWT mentioned in Al-Qur'an, surah Ar-Rahman 1-4:

الرَّحْمَنُ ۙ عَلَّمَ الْقُرْآنَ ۚ خَلَقَ الْإِنْسَانَ ۚ عَلَّمَهُ الْبَيَانَ ۚ

**The meaning:** "The Most merciful, taught the Qur'an, Creates man, (And) taught him eloquence."<sup>16</sup>

The verse of the Quran above informs us that Allah created humans and taught them how to talk in a good way. It demonstrates that God gives a capability for us. Hence, our potential in speaking should be dug and developed.

Based on the definitions the experts conveyed above, speaking is the activity to communicate between a speaker and a listener to provide ideas or information verbally. Additionally, speaking emerges as an activity when people utilize their voices to convey their ideas, suggestions, even critics and judge.

### 2.1.1.1 Basic Types of Speaking

There are numerous types of speaking, namely:

1. Imitative: one of the kinds of speaking performance is just to make an imitation of words or phrases, or sentences.
2. Intensive: another kind of speaking often used in assessment context is "generating" brief stretches of verbal language in which its design is

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<sup>15</sup>Mirostaw Paulak, Ewa Waniek-Klimczak and Jua Najer, (2011), *Speaking and Instructed Foreign Language Acquisition*, Great Britain: MPG Books Library, p. 149

<sup>16</sup>Shehnaz Shaikh & Kausa Khati, (2014), *Quran English*, Tanzil: International Qur'anic

functioned to denote a competence in a small band of grammatical, phrasal, lexical, or phonological relationships, such as intonation, stress, rhythm, and juncture.

3. Responsive: it encompasses an interaction and test comprehension. Nonetheless, they are at restricted levels of a totally brief conversation, standard greetings and small talk, simple requests and responses.
4. Interactive: the disparity between responsive and interactive speaking lies in the length and complex interaction in which it occasionally encompasses numerous exchanges or participants.
5. Extensive: extensive oral production tasks encompass speech, verbal presentations, and story-telling.<sup>17</sup>

#### **2.1.1.2 Components of Speaking**

There are five language components influencing speaking skill, namely:

##### **1. Pronunciation**

Pronunciation is associated with how excellent the language is pronounced by students. Besides having a consideration on the communicative effect of the students' pronunciation, there is contribution on the number of the strain affecting a listener, including their accents even though phonological of speech is unlikely to be produced by the accent itself.

##### **2. Grammar**

Grammar is linked to the activity in mastering grammar in speaking. It is crucial since it follows a system appearing to be a language. A person who is capable of mastering grammar will surely comprehend how words are arranged

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<sup>17</sup>H Douglas Brown, (2004), *Language Assessment Principles and Classroom Practices*, United States of America: Longman. p.142

into a sentence, and the right tenses will be utilized. Hence, grammar is part of the elements used to generate a proper sentence.

### 3. Vocabulary

Vocabulary demonstrates a list of words which is necessary to be comprehended so that communication can be built properly. Vocabulary is utilized by all people.

### 4. Fluency

Fluency measures how fluent the students keep their speaking at the right speed and how good their ideas are connected together. There are numerous factors affecting speakers' fluency. For example, fluency can be interpreted by the capability in combining sentences. Additionally, when a listener listens to a speaker, perhaps he or she will not pay their attention to the sound of the message.

### 5. Comprehension

Comprehension is associated with the measurement of the students' understanding level in comprehending the meaning of a message. It is also interpreted as the capability in making sense or comprehending something.<sup>18</sup>

#### **2.1.2 Speaking Skill**

Speaking skill is explained as the capability a person owns in performing the linguistics knowledge in factual communication. Speaking assists someone in expressing ideas, feelings, thoughts, needs verbally. Developing English speaking skill should be complemented with the other skills, so the integration of those skills can strengthen communication achievement for native English speakers and

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<sup>18</sup>Brown, H. Douglas, (2004), *Language Assessment Principles and Classroom Practice*, New York: Longman. p. 172-173

other members of the international community.<sup>19</sup> Additionally, in speaking English, we should be capable of choosing what we will utter and convey the truth. As Allah mentioned in Al- Qur'an surah Al-Isra' 53:

وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ

**The meaning:** "And say to My servants, that they should speak in the most kindly manner (truth)."<sup>20</sup>

The Qur'an verses above tell us that we should speak kindly when talking or arguing with people but must speak the truth and contain the good lesson or idea. Hence, in expressing our idea, feeling, and thought we should use the gentle words and with the truth. If she/he cannot speak with the good words or tell the truth, it is better for them to keep silent and learn. As the hadits narrated by Bukhari and Muslim from Rashulallah SAW:

مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيُكَلِّمْ خَيْرًا أَوْ لِيَصْمُتْ

**The Meaning:** whoever believes in Allah and the last day, then let he speaks with good words or be quiet. (Muttafaq alaih: Al-Bukhari, no. 6018, Muslim, no. 47).<sup>21</sup>

From the hadits above, it is known that our ideas, feelings, and thoughts can be revealed, but we should utter them with the good words and should not hurt the others or it would be better for us to stay silent to keep our words.

In general, Heaton in Ampe et al. classified the speaking elements, namely accuracy, fluency, and comprehensibility. Accuracy is associated with grammar,

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<sup>19</sup>Boonkit Kamonpan, (2010.), *Enhancing The Development of Speaking Skills for Non-Native Speakers of English*, Procedia Social and Behavioral Sciences 2, p.-

<sup>20</sup>Departemen Agama RI, (1996), *Al Quran Al Karim dan Terjemahannya Departemen Agama R*, Semarang: PT. Toha Puta.

<sup>21</sup> Baqi, M.F.A, (2010), *Kumpulan Sahih Bukhari Muslim, Insan Kamil*, Accessed on September 30<sup>th</sup>, 2020 at 4:36 PM retrieved from: <https://muslimah.or.id/5118-bicara-baik-atau-diam.html>

vocabularies, and pronunciation. Accordingly, paying attention to what a speaker utters is the thing he or she undertakes when speaking English so that what he or she utters is grammatically correct and eventually the listeners can digest the messages the speaker conveys. Besides, vocabulary is crucial in speaking skill because having myriads of vocabulary will assist us in speaking English effortlessly.<sup>22</sup> If someone is good at speaking, he will inevitably master communication skill since technical know-how and knowledge are obviously essential, yet remarkable standard of communication skills have to complement them as well.<sup>23</sup>

Brown classified speaking skills into macro-skills and micro-skills. The macro-skill category is associated with the extensive communication components and tactic alternatives. The macro-skills of speaking encompass:

1. Properly undertaking communicated functions by adjusting to circumstances, participants, and goals appropriately;
2. Utilizing proper styles, registers, implicature, pragmatic conventions, conversation rules, other sociolinguistics attributes in direct conversations;
3. Informing links among events and communicating such relations as peripheral ideas, event and feelings, new and provided information, generalization and exemplifications;
4. Demonstrating facial features, body language, and other nonverbal cues complemented with verbal languages;

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<sup>22</sup>Andi, T.A, Muhammad, B.D, and Andi, A.A, (2013), *The Development of Contextual Learning Materials for the English Speaking Skills*, Journal of Education and Practice. 1(9), p.1-10

<sup>23</sup>Ernita Daulay, (2018), *A Learning Centered Approach English for Specific Purpose*, Medan: State Islamic University of North Sumatera. p. 2

5. The capability functioned in the development and the utilization of the speaking strategies.

The micro-skills of speaking are associated with generating the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The explanations are described below:

1. Generating disparities between English phonemes and allophonic variants;
2. Generating chunks of language of distinctive length;
3. Generating the stress patterns of English;
4. Generating lessened forms of words;
5. Utilizing a sufficient number of words;
6. Generating fluent speech at dissimilar rates of delivery;
7. Keeping track of one's own oral productions and utilizing varied tactic devices;
8. Utilizing grammatical words, systems, patterns, and elliptical forms;
9. Generating speech at natural components;
10. Revealing a specific meaning in dissimilar grammatical forms;
11. Plying cohesive devices in spoken discourse.

By making a consideration on those skill categories, it gives a chance for students to be capable of joining a conversation grounded in the context of situations by revealing what they feel and perceive. Hence, macro and micro skills are employed so that the students' needs in learning speaking can be fulfilled. Additionally, those skills can be covered by the speaking materials for students.<sup>24</sup>

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<sup>24</sup>Douglas Brown, (2001), *Teaching by Principles (an interaction approach to language pedagogy)*, New York: Addison Wesley Longman. p.-

### 2.1.3 Teaching Speaking

Teaching speaking is crucial when implemented in teaching English. Unfortunately, it has been underestimated for years since English teachers merely utilize a repetition of drills or dialogue memorizations, or even read the dialogues in front of the class. These days, nevertheless, it should concentrate on enhancing students' communicative skill since communication assists students in expressing themselves and learning how to follow the social life and culture rules which are in line each communicative situation.<sup>25</sup>

Teachers should be capable of speaking gently and thoughtfully. As Allah's conveyed in Al Qur'an surah Ta ha verse 44:

فَقُولَا لَهُ قَوْلًا لَّيِّنًا لَعَلَّهُ يَتَذَكَّرُ أَوْ يَخْشَىٰ ٤٤

**The meaning:** Then the two of you speak to him with words that words that are gentle hopefully he remember or fear.<sup>26</sup>

The Qur'an verses above tell us that we must speak softly so the students can understand us as the teacher and they also realize how important to speak softly to the other people even to the people that despise us.

Richards in Ampa et al. developed activities in the class for speaking skills into three functions (interaction, transaction and performance functions.). Interaction function deals with what people commonly intend to utter through conversations and convey the descriptions on the interaction serving as a predominant social function, such as "greeting" when seeing people due to trying to be amicable and establishing a comfortable zone of interaction with others.

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<sup>25</sup>Hayriye Kayi, (2006), *Teaching Speaking: Activities to Promote Speaking in a Second Language*, the Internal TESL Journal, 12(11), p.-1

<sup>26</sup>Departemen Agama RI, (1996), *Al Quran Al Karim dan Terjemahannya* Departemen Agama R, Semarang: PT. Toha Puta.

Transaction function is associated with the circumstances in which its concentration lies in utterance or action. The message emerges as the central concentration.<sup>27</sup>

Richards in Brown mentioned the list of conversation features below which can receive particular focus in the classroom instructions:

1. How to use conversation for both transactional and interactional goals;
2. How to generate both brief and long turns in conversation;
3. Strategies applied to manage turn-taking in conversation, such as taking, holding, and renouncing a turn;
4. Strategies which are applied to open and close a conversation;
5. How to commence and give a response to the talk on a broad range of topics, and how to keep the conversation going;
6. How to apply both casual and neutral or more formal styles in speaking;
7. How to use a conversation in distinct social settings and for distinctive types of social gatherings;
8. Strategies for fixing trouble spots in conversation, such as communication breakdown and problems dealing with an understanding;
9. How to retain fluency in conversation by precluding a long pausing, breakdown, and grammatical error or punctuation;
10. How to generate talk in a conversational mode, utilizing a conversational register and syntax;
11. How to use conversational fillers, small talk, and conversational routines.<sup>28</sup>

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<sup>27</sup>Andi, T.A, Muhammad, A.R, Asfah Rahman, Haryanto, Muhammad, B.D, (2013), *The Students' Needs in Developing Learning Materials for Speaking Skills in Indonesia*, Journal of Educational and Practice, 4(17), p.171-178

### 2.1.4 Teaching Speaking in Junior High School

Laws of Education System No. 20 of 2003 mentioned that a curriculum encompasses numerous methods serving as manual or learning activities so that the specific educational purpose can be achieved. The recent curriculum applied in schools is Curriculum 2013 in which the education is aimed at developing three aspects of students' competences namely attitude, knowledge, and skill.<sup>29</sup> Teaching English, particularly in speaking for junior high school, is aimed at providing an assistance for students to pursue the functional level of literacy, namely to be capable of communicating both in spoken and written English so that their everyday needs (e.g. reading English books and instructions) can be accomplished. Additionally, it assists students in owning the following skills:

1. Being capable of communicating in spoken and written English so that functional literacy level can be achieved;
2. Realizing the nature and essence of English so that national rivalry in the global society can be promoted;
3. Comprehending the relationship between language and culture.

Besides, we must know the scopes of English subjects so that the lessons given are adjusted to the aims of teaching English in junior high school. Those scopes encompass:

1. Being capable of understanding and producing spoken and written texts implemented in the four language skills in a manner which is integrated, so that the functional literacy level can be achieved.

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<sup>28</sup>Douglas Brown, (2001), *Teaching by Principles (an interaction approach to language pedagogy)*, New York: Addison Wesley Longman, p.-

<sup>29</sup>UU RI No. 20 Tahun 2003 *Tentang Sistem Pendidikan Nasional*.

2. Being capable of comprehending and creating varied functional texts, essays and short monologue forms, or generating descriptive, recount, and report texts.
3. Having a capability dealing with linguistic competence (utilizing grammar and vocabulary, grammar sounds, written grammar), social culture, competence (utilizing proper expressions and speech acts in various communication contexts), strategy competence (resolving problems that emerge in communication process so that communication can be retained), and discourse competence (utilizing discourse devices).<sup>30</sup>

Nunan in Derliana conveyed that the previous section is concerned with teaching English to children and this section is associated with teaching English to teenagers. Perhaps, there is an argument on classifying the age levels; everyone probably has their own notions in classifying age levels and each category is likely to own a dissimilar range of ages. This source demonstrates that teenagers are categorized as young adults ranging from 12 or 18 years old. They go through some kind of transition from childhood to adult.<sup>31</sup> Hence, the teacher can teach students by explaining the grammatical concepts and meaning that should be avoided for children classes and can be introduced in class of teenager such as junior high school students.

### **2.1.5 Assessment in Speaking**

Classroom assessment is aimed at enhancing the students' learning results. Instruction utilizes varied methods so that attaining feedback on students' learning

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<sup>30</sup>Badan Standar Nasional Pendidikan, (2006), *Standar Isi untuk satuan Pendidikan Dasar dan Menengah*, Jakarta: Badan Standar Nasional Pendidikan.

<sup>31</sup>Derliana Marbun, *Teaching English to Speakers of Other Language (TESOL)*, Medan: State Islamic University of North Sumatera, p.181

can be achieved. As conveyed by Campos, learning how to teach and give an assessment for speaking skills is likely to be part of the toughest challenges if compared to the other language skills since there are numerous aspects that should not be neglected, namely:

- Fluency: it demonstrates speaking effortlessly, logically, fast, and there is no frequent pause or stop.
- Pronunciation: it is the result of the produced speech sound, stress, intonation, and articulation.
- Vocabulary: the words utilized in a specific language.
- Accuracy: it denotes the level of learners' accuracy in utilizing the language systems (grammar, pronunciation and vocabulary).
- Interaction: it denotes the capability of interacting with others during communicative tasks.
- Communication: it denotes the students' capability in sharing their ideas.

Assessing speaking skills encompasses five types of activities, namely:

1. Intensive Speaking

- a. *A read aloud Task*: Teacher listens to a recording and gives an evaluation to the students in a series of phonological factors and fluency.

Some variations of this task entail:

- Reading a written dialogue with others
- Reading sentences comprehension minimum pairs
- Reading information from a table chart

- b. *Sentence/ dialogue completion task*: students read through the dialogues, so they will be capable of thinking about proper lines to fill in. The teacher produces one part verbally, and the students convey their responses.
- c. *Picture cued Tasks*: a description of the test taker is needed in the picture-cued.

## 2. Responsive Speaking

- a. *Question and answer*: Students convey a response to the questions asked by test administrator.
- b. *Giving Instructions and Directions*: The test-taker is instructed to give directions
- c. *Paraphrasing*: The test-taker is instructed to give a paraphrase of two or three sentences that he or she hears or reads.<sup>32</sup>

## 3. Interactive Speaking

- a. *Interview*: it entails a direct exchange between test administrator and test taker. Here are the interview stages:
  - Warm-up
  - Level Check
  - Probe
  - Wind-down
- b. *Role play* is a common pedagogical activities employed in communicative English classes.

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<sup>32</sup>Manuel Campos, (2016, April, 02), *How to Assess Speaking Skills*. Access on March 02nd 2020 retrieved from: <https://englishpost.org/assess-speaking-skills/> p.1

- c. *Discussions and Conversations*: these speaking tasks denote a level of authenticity and spontaneity which does not appear in other assessment techniques.
- d. *Games* emerge as an informal assessment task, yet they are not frequently utilized.

#### 4. Extensive Speaking

- a. *Oral Presentations* emerge as the task frequently utilized to evaluate extensive speaking in which the evaluation is adjusted to the content and delivery.
- b. *Picture-cued story telling*: Students present the descriptions on a story grounded on the series of pictures they have seen beforehand.
- c. *Re-telling a story or news event*: Students are instructed to tell a story of the things they hear or read.

#### 5. Imitative speaking

Imitative speaking tasks are grounded on repetition. One just needs to repeat a sentence that has been heard. Examples encompass directed response tasks, reading loudly, sentences and dialogue completion, limited picture-cued tasks.<sup>33</sup>

### **2.1.6 Show and Tell Method**

#### **2.1.6.1 Definition of Show and Tell Method**

S&T is a method utilized in teaching speaking. As conveyed by Tilaar, S&T method entails an activity in which being capable of communicating effectively becomes its priority. The activity is aimed at training children to be

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<sup>33</sup>*Ibid* p.2

capable of speaking in front of the class and stimulating their sensitivity toward simple stuff in daily life.<sup>34</sup> Additionally, Musfiroh conveyed that S&T method portrays something to the audience.<sup>35</sup> Besides, as added by Steve Peha, when one buys something, he then stands up before the class, demonstrates the thing he has purchased and conveys some information about it, that is called Show and Tell. However, what if he doesn't remember to bring the thing he purchased, meanwhile he still has to stand up and reveal information about it? He must "show" it by explaining verbally or giving a description on it.<sup>36</sup>

It means S&T method is to demonstrate and convey a description on something in front of classmates by using English. It is also a technique portraying that students convey information on an object or process that they have gone through. It is carried out in the class as a technique for teaching speaking. In the process, the students are instructed to bring something from home and describe it in front their classmates regarding the reasons why the object is chosen and where they attained it.

In al-quran, S&T method can also be interpreted with the story method as Allah utters in Al-Qur'an surah Hud verse 120:

وَكُلًّا نَقُصُّ عَلَيْكَ مِنْ أَنْبَاءِ الرُّسُلِ مَا نُثَبِّتُ بِهِ فُؤَادَكَ وَجَاءَكَ فِي هَذِهِ الْحَقُّ وَمَوْعِظَةٌ وَذِكْرَى لِلْمُؤْمِنِينَ ١٢٠

**The Meaning:** And each (story) We relate to you from the news of the messengers is that by which We make firm your heart. And there

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<sup>34</sup>H.A.R. Tilaar, (2013), *Unexpected Show and Tell Method*, United States: Libraries Unlimited, Inc., p.-

<sup>35</sup>Musfiroh T, (2005), *Bermain Sambil Belajar dan Mengasah Kecerdasan (simulasi multiple intelligence anak usia taman kanak-kanak)*, Jakarta: Departemen Pendidikan Nasional, p.-

<sup>36</sup>Steve Peha, (2003), *Writing the teacher's strategy guide (electronic book)*, p.33. Accessed on January 26th, 2020 at 11:57 AM retrieved from: <http://ttms.teachingthatmakessense.org>.

has come to you, in this, the truth and an instruction and a reminder for the believers.<sup>37</sup>

This verse demonstrates that Allah Almighty has told the story of the previous Apostles with his people, such as the events of dispute and enmity between them, the saving of believers and the punishments of the prophets because of their deniers and hurts them and so on. All of them are useful to strengthen the hearts of the messenger of Allah like a mountain that is not swayed by anything to carry out its apostolic duties and broadcast its dakwah because it has imitated the previous Apostles who had faced a great challenge from their people. Aside from that, these stories also instill solid truths, deep convictions about what the Apostles called for, like the creed that Allah Almighty is One, repenting and worshiping Him sincerely, leaving behind both the real evil and the unreal. All of these are teachings and warnings that are beneficial for those who believe that the previous people did not impose doom on him because they have done persecution and destruction on earth.

In brief, the story method has been around since the time of the Prophet to indict by telling stories of the previous prophet before the prophet Muhammad SAW provided learning to the people at that time, while S&T method is a scream about the object that the students had brought from home and show to their friends to tell the story about that objects, so the students attain the lesson from the method.

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<sup>37</sup>Departemen Agama RI, (1996), *Al Quran Al Karim dan Terjemahannya Departemen Agama R*, Semarang: PT. Toha Puta.

### **2.1.6.2 The Application of Show and Tell Method**

In applying S&T method, the first thing we have to know is the types of this method. As conveyed by Musfiroh, there are three types of S&T method, namely:<sup>38</sup>

a. Show and Tell with personal object

In this type, students can carry personal objects they can apply in carrying out the S&T method, such as books, pens, rulers, and so forth.

b. S&T with food

In this type, students are instructed to carry foods from their home. Food is the thing needed by them and it has a powerful range in developing self-reliance and responsibility. When performing S&T, they can convey information on the taste of the food, including the ingredients, color, and so forth.

c. S&T with Images and Photos

In this type, students carry photos taken from their home. There is effectiveness that the photos or images own in stimulating the capability of manners, self-reliance, and responsibility. For children or teenagers, they will receive the capability through media stories assisted with pictures.

To sum up, the application of the S&T method can utilize personal objects, foods, photograph, students' work, and so forth.

### **2.2.6.3 The Procedures of Show and Tell Method**

The steps of S&T method can be explained as follow: (1) firstly, students carry an object and convey information about it in the class; (2) secondly, the

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<sup>38</sup>Musfiroh T, (2005), *Bermain Sambil Belajar dan Mengasah Kecerdasan (simulasi multiple intelligence anak usia taman kanak-kanak)*, Jakarta: Departemen Pendidikan Nasional, p.34

students are instructed to convey a description of the object; (3) thirdly, students are given questions and instructed to have a discussion. Lastly, they carry out a presentation concerning the object they have carried and analyzed.<sup>39</sup>

S&T method is part of the foremost methods applied to enhance students' self-assurance. As conveyed by Reverman and Musfiroh in Ningsih, the steps in implementing this method are:

1. At particular time, students are instructed to carry their favored objects. Afterwards, they demonstrate the object and inform their classmates about it in front of the class.
2. Students are given a chance to perform the objects they have carried from home so that they arouse their friends' attention. In short, students become the attention center.
3. The other students propose questions to the students performing the objects.<sup>40</sup>

#### **2.1.6.4 The Benefits of Show and Tell Method**

As pointed out by Patsalides, S&T method comprises numerous benefits for students, namely:

1. being capable of learning speaking and listening;
2. being capable of learning how to be part of audience and introducing themselves;

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<sup>39</sup>Phil Shepley, (2010). *What is Show And Tell?*, Ed Bronwyn. Accessed on January 26<sup>th</sup> 2020 at 07:13 PM. Retrieved from Harris [.http://www.wisegeek.com/what-is-show-and-tell.htm](http://www.wisegeek.com/what-is-show-and-tell.htm)

<sup>40</sup>Ningsih, Okki R. M, (2014), *Meningkatkan percayadiri melalui metode Show And Tell pada anak kelompok A TkMarsudi Putra, Dagaran, Palbapang, Bantul, Yogyakarta*, p. 34-35

3. being capable of learning to propose questions based on the themes the students discuss;
4. being capable of learning to associate responses amongst students;
5. being capable of learning on anticipating and observing;
6. being capable of practicing critical reasoning skill;
7. being capable of learning storytelling;
8. being capable of utilizing descriptive language; and
9. enhancing self-assurance.<sup>41</sup>

#### **2.1.6.5 The Advantages of Show and Tell Method**

As mentioned by Nigsih, there are numerous advantages of the S&T method, namely:

1. It is a simple method that can be implemented to the students effortlessly.
2. Utilizing a concrete object in which students are eventually assisted in telling a story.
3. Allowing students to partake actively due to its emphasis is in the participator approaches.

Additionally, Musfiroh in Nigsih conveyed the advantages of S&T, namely:

1. There is effectiveness in developing the capability to speak in public. Speaking signifies part of the attributes of self-assurance.

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<sup>41</sup>Laurie Patsalides, ( 2010), *The Case for Classroom Show and Tell, Ed Byalimah*. Accessed on January 26th, 2020, at 07.03 PM Retrieved from [.http://www.brighthub.com/education/k-12/articles/16204.aspx](http://www.brighthub.com/education/k-12/articles/16204.aspx).

2. It provides training for students to resolve a problem. It is denoted by the moment when the students are learning how to gather information associated with the object.

#### **2.1.6.6 The Disadvantages of Show and Tell Method**

S&T method also owns numerous disadvantages. As conveyed by Ari in Ningsih, those disadvantages encompass:

1. This method application should always be supervised by the teacher supervision since this is a guidance needed for this method if learners encounter hindrances in describing the object they use.
2. This method utilization cannot be applied in an impromptu situation.
3. This method is carried out continuously by taking turns so that every student can make a performance. In brief, it takes a lot of time.<sup>42</sup>

## **2.2 Related Study**

There are numerous previous studies having relevance to this study. They are explained below.

1. The first relevant study was carried out by Yogi Endarweni, under the title *“Implementing the S&T Technique to Improve the Speaking Skill of Grade VIII Students at SMP Pembaharuan Purworejo”* in 2014. His study was accomplished in the first semester of the 2013/2014 academic year by utilizing CAR. The results of his study demonstrated that there was effectiveness in implementing the S&T technique for improving student's speaking skill. It was marked by the fact demonstrating that the students were motivated, and they were interested and partook actively in getting

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<sup>42</sup>Ningsih, Okki R. M, op.cit. p. 36

involved in the speaking learning process. Additionally, their speaking tests improved. It was denoted by the results of the pre-test that were undertaken before carrying out the action. To sum up, the implementation of the S&T technique could improve the speaking skill in English teaching and learning process for grade VIII students in that school.

2. The second study having relevance with current study was accomplished by Nurvitasari, entitled "*The Use of Show and Tell (S&T) Method in Teaching Vocabulary at The Second Year Students of Junior High School (SMP) Negeri 4 Galesong Selatan Kabupaten Takalar*" in 2017. The population of this study was attained from the second year students of this school in academic year 2016/2017 comprising 60 students in total, which encompassed three classes. Her study employed experimental method, and the results indicated that S&T method could improve the students' vocabulary mastery. The students' scores in vocabulary test before implementing this method was low. It was dissimilar from the students' mastery after this method was implemented. It was evidenced by the students' post-test denoting that score were higher was than that of the pre-test. Applying S&T method in learning activity has a contribution to the students' mastery in vocabulary. Students' comprehension on words can be enhanced ultimately.
3. The third relevant study was undertaken by Armasita, titled "Improving Students' Speaking Skill in English Lesson by Using Action Learning Strategy at Eight Grade of MTs PAB 1 Helvetia" in 2017. CAR was utilized in her study in which the subject of her study was VIII-A grade of

MTs PAB 1 Helvetia 2016/2017 academic year, comprising 48 students. The results of her study demonstrated that students' speaking skill improved. The mean of the pre-test comprised 59, while the mean of the post-test 1 was 75.04. The mean of the post-test 2 comprised 82.11 denoting that the scores and the mean in the second cycle increased. In the pre-test, the students attaining point >75 up were 4 students (9.09%). In the post-test of the cycle 1, those gaining point >70 up comprised 30 students (68.18%). For the post-test of the cycle 2, students attaining point >75 comprised 38 students (86.36%). In brief, the students' speaking skill improved and became excellent from the first to the succeeding meetings.

### **2.3 Conceptual Framework**

It is broadly known that speaking is part of basic language skills functioned as a means of communication. It is also part of the most high-powered communication tools since it is an active skill we use in everyday life. Additionally, we can attain new information or share our ideas or feelings with others by speaking.

In improving students' speaking skill in English, it is necessary for students to practice speaking complemented with proper materials such as monologue texts (speeches, recount, short dialogue, etc.). One of the goals of English subject in junior high school is to build the communication competence in speaking and writing so that functional literacy level can be achieved.

However, it is not effortless to implement the goal. The problems encountered are associated with the problems faced by the teachers or students. Students face hindrances in distinguishing between the pronunciation and spelling

of English. In English, a letter probably owns a distinctive sound when it is integrated with other letters in dissimilar words. Meanwhile, in the students' native language, every letter possesses permanent sound. Additionally, they lack vocabulary mastery. Consequently, they are not capable of speaking English properly.

Another problem is associated with the problems the teachers encounter concerning the teaching method. In fact, conventional method in teaching speaking is still utilized by the teachers. There are special characteristics owned by every student in schools. As a result, the treatment for students should be given variously by adjusting to their own characteristics. Accordingly, creativity should exist in teachers when attempting to select the teaching technique and method. By implementing an appropriate method for speaking, English will be effortlessly comprehended by the students and it will affect the improvement of their speaking.

Based several observations at the second grade of MTs PP. Tarbiyah Islamiyah Hajoran, some problems were eventually found. The teaching activity demonstrated insufficient chances for students to experience learning, particularly in speaking. There was a chance limitation for the students in practicing their English verbally since the teacher was more active than the students, so the students cannot express their ideas in the class and rarely use English while learning it in the class. Besides, it triggers the low level for the students in their speaking skill.

Based on problems encountered in the second grade of MTs PP. Tarbiyah Islamiyah Hajoran, the researcher applied S&T method to enhance students'

speaking skill in English. The students were instructed to bring their favored object from their home and then they showed the object in front of the class, and they told about the subject to their friends. By implementing this method, the students could enhance their speaking skill and their self-assurance due to performing a presentation in front of their classmates in which this activity triggers their self-assurance in expressing their ideas to their classmates and to the teacher.

In short, the researcher was sure that S&T method can be implemented in English speaking since it can encourage students to be more active in speaking. It is also expected that this method will be beneficial for the teaching and learning process.

#### **2.4 Hypothesis**

The hypothesis of this study was formulated as follows:

The students' speaking skill can be improved through Show and Tell method.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter concerned on the detail explanations of this research. It was divided into five parts, namely research design, procedure of research, research setting and participant, data collection, and technique of analysis data. Each of them would be presented in the following discussion.

#### 3.1 Research Design

This research applied Classroom Action Research (CAR). As conveyed by Wallace, action research is associated with a classroom investigation carried out by a researcher or teacher sharply looking at their practice aiming at comprehending and enhancing their teaching and the education quality. Additionally, action research encompasses gathering and analyzing data having relevance with the professional practice aspects. It emerges as a circle since there is a repetition for its process. For instance, the problem can be reframed, or the analysis can be rethought until gratifying results are attained.<sup>43</sup> CAR is research aiming at enhancing the learning practice quality in the class. Moreover, CAR is a strategy utilized to resolve a problem by implementing real action and developing abilities in detecting and overcoming the problem.<sup>44</sup>

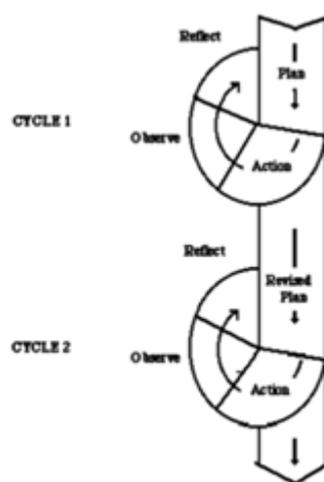
CAR encompasses two cycles, and each cycle comprises four phases, namely planning, action, observation, and reflection. As conveyed by Arikunto, at

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<sup>43</sup>J. Michael Wallace, *Action Research for Language Teacher*, New York: Cambridge University Press. 1998, p. 16-17.

<sup>44</sup>M. Djuanaidi Ghory, (2008), *Penelitian Tindakan Kelas, Malang*: UIN Malang Press, p.8

least there are two cycles that have to be applied continually.<sup>45</sup> It demonstrates that CAR comprises two cycles in which if the results are not gratifying, the cycle 2 can subsequently be carried out so that the determined criteria can be achieved. For the clarity of this explanation, the researcher would like to present an action research model conveyed by Kemmis and Mc. Taggart.<sup>46</sup>



**Figure 3.1**

### **Kemmis and Mc. Taggart's Action Research Design**

#### **3.2 Research Setting and Participant**

The CAR applied in this study was implemented at MTs PP. Tarbiyah Islamiyah Hajoran, located at Hajoran, Sungai Kanan District, South Labuhanbatu Regency, North Sumatera.

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<sup>45</sup>SuharsimiArikunto, (2009), *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara, p.23.

<sup>46</sup>*Ibid.*, p.6

The participants of this study comprised the second grade students (VIII-C) of MTs PP. Tarbiyah Islamiyah Hajoran. The researcher, the students, and the English teacher were involved since this study employed CAR. Accordingly, the researcher collaborated with the English teacher in conducting this study to improve students' speaking skill.

**Table 3.1 Research Participants**

Class	Students		Total
	Male	Female	
VIII-C	14	24	38

This study was accomplished in the first semester of the academic year of 2020/2021 and adjusted to the school schedules, particularly the schedule of English Subject in second grade (VIII-C).

### **3.3 Procedures of Research**

The procedures of this study were broken down into two cycles. Each cycle comprised four steps, namely planning, action, observation, and reflection.

#### **1. Pre-test**

Before conducting cycle 1, the researcher initially undertook a pre-test to examine the basic knowledge of the students concerning speaking skill, the problems they encountered in speaking, and their interest in English subject. The pre-test was undertaken to examine the students' speaking skill including the problems they faced in the class during the pre-test. They were also instructed to describe the objects around them.

#### **2. Cycle I**

##### **a. Planning**

Planning was associated with a preparation for accomplishing something. In this context, planning referred to the preparation for conducting research in which everything that had something to do with learning process was prepared by the researcher. The specific planning in cycle 1 was as follows:

- 1) determining proper materials and topics;
- 2) arranging the lesson plan;
- 3) making preparation the observation sheets for the teacher and the students;
- 4) preparing post-test I.

b. Action

Action referred to the series of activities in carrying out the research. It was the implementation of the planning mentioned above. In this phase, the students would be taught on the ways they could apply in enhancing their speaking skill through the S&T method. The action of the cycle 1 was mentioned below:

- 1) performing a presentation on what the S&T method meant;
- 2) providing an explanation on the instruction of practicing to the students;
- 3) applying the S&T method;
- 4) instructing the students to speak up in front of the class by applying the S&T method;
- 5) evaluating and conveying general conclusion to the students.

c. Observation

In this step, the researcher observed the students' participation in speaking. The researcher found out the problems in which she filled the observation sheets, found the students' problems, and answered the hindrances the students encountered when undertaking the activity.

d. Reflection

Reflection was applied by adjusting to the data analysis attained from the observation and evaluation activities. It was aimed at determining the improvement of the students' speaking skill and finding out the advantages and disadvantages of the implementation of the S&T method so that the hindrances that might occur in the cycle 2 could be precluded or resolved.

3. Cycle II

a. Planning

The planning activity in the cycle 2 was similar to the planning activity in cycle 1. It was grounded on the results of the reflection in cycle 1 and was undertaken to preclude the study from the hindrances that were encountered in the cycle 1 such as the hindrance on the students and the implementation of the learning process aiming at enhancing the students' speaking skill through the S&T method.

b. Action

In this phase, the lesson plans planned and developed from the cycle 1 were implemented in which they were designed to enhance students' speaking skill.

c. Observation

Observation in first cycle 1 was the same as the observation in the cycle 2 in which observation and evaluation were accomplished to examine the improvement of students' speaking skill.

d. Reflection

In the reflection of the cycle 2, the researcher considered and analyzed the results of the action implementation. If the results could not achieve CAR target yet, then the cycle 3 would be undertaken. However, if the students' speaking test improved and get the expected results, the researcher could stop the research in the cycle 2.

### **3.4 Technique of Collection Data**

1. Quantitative Data

a. Test

In gathering quantitative data, the researcher gave the test to the students to show and tell their personal object they brought from home in individual. Each student was given 5 minutes to speak up in front of the class. In scoring the data of speaking test, the researcher used the category evaluating the criteria utilized for the assessment of the students' speaking skill.

2. Qualitative Data

a. Observation

Observation is applied to examine the level of students and teachers' activities in the class. It focuses on the situations of the teaching and it entails the involvement of the teacher, lesson plan, including students' behavior and speaking skill in English subject, and the interaction among them.

b. Interview

Interview would be given to 5 students and the English teacher. This study applied two interview sessions. The first interview would be undertaken in the cycle 1 (before implementing the S&T method while students undertook pre-test). The second one would be accomplished in the end of the cycle 2 (after implementing the S&T method). The English teacher and the students became the objects of the interview. In the first interview, the students would be interviewed concerning the problems they faced in speaking. Meanwhile, in the 2nd interview, they would be interviewed on their responses regarding the S&T method. The English teacher was interviewed once in the cycle 1 concerning the students' interest in English subject, particularly in speaking.

c. Diary Note

The researcher wrote diary notes in every meeting during the research process and teaching in the class. Diary notes were utilized to portray what the writer thoughts, felt; they reflected the learning process as well. Everything that occurred in the class would be written.

d. Documentation

In documentation, the researcher would record the teaching learning process and the students' performance in the class by using camera so that the data could be gathered.

### **3.5 Technique of Analysis Data**

Quantitative and qualitative data were utilized in this study. Quantitative data were applied to analyze the students' scores. It was expected to attain gratifying results after implementing the S&T, and it was analyzed to examine the

improvement of students' speaking skill. The researcher sought the mean of each post-test from each cycle. The formula applied was:

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

Where:

X : The mean of the students score

$\sum X$  : The total score

N : The member of the students.<sup>47</sup>

In order to categorize the number of students mastering speaking skill in English, the researcher applied the formula below:

$$P = \frac{R}{T} \times 100\%$$

Where:

P : The percentage of students attaining the point 75.

R : The number of students attaining point up to 75 above.

T : The total of students doing the test.

After attaining the mean of students' score per action, the researcher identified whether or not there might have students' improvement scores on speaking skill from pre-test and post-test scores in cycle 1 and cycle 2. In analyzing it, the researcher applied the formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

where:

P : Percentage of students' improvement

y : Pre-test result

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<sup>47</sup>Anas Sudijono, (2014), *Pengantar Statistik Pendidikan*, Jakarta: Raja Grafindo Persada, p. 86.

$y_1$  : Post-test I

$$P = \frac{y_2 - y}{y} \times 100\%$$

where:

P : Percentage of students' improvement

y : Pre-test result

$y_2$  : Post-test II

The qualitative data was applied to give a description on the situations during the teaching process, and it was analyzed from the instrument and the interview before and after implementing the S&T method. As conveyed by Miles and Huberman, qualitative data analysis encompasses three components as follows:<sup>48</sup>

### 1. Data Reduction

The first step entails a process in choosing, concentrating, simplifying, abstracting and transforming the data listed in the field notes or transcriptions. It demonstrates that the researcher had reduced the data before, during, and after analyzing them. The reduced data in this study were presented in the interview transcript.

### 2. Data Display

After reducing the data, displaying data were undertaken. it gives ease for the researcher in comprehending and analyzing what would occur in he presented data. Here, the essay was applied in displaying the data since it was data display was frequently employed in qualitative research.

### 3. Conclusion Drawing and Verification

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<sup>48</sup>Matthew B. Miles and A. Michael Huberman, (1994), *Qualitative Data Analysis*, USA: Sage Publications, p, 10.

The last step in analyzing the data was "drawing" conclusion and verification. The conclusion in qualitative research was a new discovery that in which it could provide an answer for the research problem. In brief, this phase assisted the researcher in attaining the conclusion of the study.

### **3.6 Trustworthiness**

There were techniques attained from qualitative approaches for giving the validity checks on action research data, aiming at testing out the trustworthiness of the data, and encouraging ongoing reflections on them as part of data analysis process. One of them was triangulation aiming at gathering perceptions on the situations being investigated. Additionally, Burns proposed four forms of triangulations, namely:

#### 1) *Time Triangulation*

It demonstrates that the data are gathered over period of time and it aimed at examining the factors having an involvement in the altering the processes. The English teacher and the students were interviewed by the researcher before, during, and after implementing the cycles so that the this form could be fulfilled.

#### 2) *Space Triangulation*

It demonstrates that the data were gathered across distinctive subgroups of people so that the limitations of studies undertaken within one group could be avoided.

#### 3) *Investigator Triangulation*

It demonstrates that more than one observer partook in the same research settings. The English teacher and the collaborator were asked to assist the researcher during the action in the class so that this form could be fulfilled.

4) *Theoretical Triangulation*

It demonstrates that the data were analyzed from more than one perception from some theoretical reviews. The theories were reviewed from books to attain this form.<sup>49</sup>

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<sup>49</sup>Anne Burns, (1999), *Collaborative Action Research for English Language Teachers*, Cambridge: Cambridge University Press p.164

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter presented the research finding and discussion and analyzed the data from the research accomplished in cycle I and cycle II. Each of the discussion would be presented in the following discussion.

#### **4.1 The Data**

The data of this study was quantitative and qualitative data. The quantitative data were attained from the tests (pre-test and post-test) with the main of the students' score in each test. The qualitative data were attained from observation, interview with teacher and students of VIII-C grade, diary notes, and documentations. This study was carried out in VIII-c grade comprising 38 students and undertaken in two cycles. Each cycle encompassed four steps of action research. . The cycle 1 encompassed pre-test carried out in three meetings, and the cycle 2 was undertaken in two meetings. The students were given a test every the end of cycle, post-test 1 in the last cycle 1, and post-test 2 in the last cycle 2.

##### **4.1.1 The Quantitative Data**

The quantitative data were attained from the results of the speaking tests in every cycle. The test was given to the students in the forms of pre-test, post-test 1 and 2 of the first and second cycles. Six meetings were conducted during the research. The results of the students' scores in each test were presented in Table 4.1.

Table 4.1 The Quantitative Data

NO	INITIAL NAME	PRE-TEST	POST-TEST I	POST-TEST II
1	ARH	60	66	<b>84</b>
2	AR	50	<b>77</b>	<b>80</b>
3	AAP	60	73	<b>84</b>
4	AFR	50	67	70
5	AW	50	65	<b>79</b>
6	AR	57	68	72
7	AS	60	70	<b>79</b>
8	DFS	<b>77</b>	<b>80</b>	<b>95</b>
9	DSH	50	<b>81</b>	<b>90</b>
10	HAK	60	62	74
11	IAH	<b>78</b>	<b>80</b>	<b>91</b>
12	JS	<b>76</b>	<b>79</b>	<b>93</b>
13	J	50	68	<b>78</b>
14	KJH	50	64	71
15	LTR	55	<b>78</b>	<b>90</b>
16	MNH	50	60	73
17	MRS	55	58	77
18	MHH	58	<b>77</b>	<b>96</b>
19	MH	56	<b>88</b>	<b>97</b>
20	MJH	60	<b>80</b>	<b>89</b>
21	NBN	58	<b>89</b>	<b>93</b>
22	NMR	50	<b>87</b>	<b>95</b>
23	PR	51	66	<b>81</b>
24	RS	52	67	<b>77</b>
25	RA	50	64	<b>78</b>
26	RN	54	60	<b>80</b>
27	RA	50	58	70

<b>28</b>	RH	<b>77</b>	<b>80</b>	<b>97</b>
<b>29</b>	RD	50	<b>75</b>	<b>77</b>
<b>30</b>	RS	55	<b>78</b>	<b>80</b>
<b>31</b>	TB	<b>88</b>	<b>90</b>	<b>98</b>
<b>32</b>	TR	50	<b>78</b>	<b>89</b>
<b>33</b>	WS	55	<b>79</b>	<b>92</b>
<b>34</b>	WS	50	59	69
<b>35</b>	YHD	57	<b>77</b>	<b>89</b>
<b>36</b>	BRD	60	61	70
<b>37</b>	WSS	65	<b>76</b>	<b>88</b>
<b>38</b>	SPH	63	65	<b>88</b>
<b>Total <math>\Sigma X</math></b>		<b>2,197</b>	<b>2,750</b>	<b>3,173</b>
<b>The mean score</b>		<b>58</b>	<b>72</b>	<b>83</b>

#### 4.1.2 The Qualitative Data

The qualitative data were gathered by applying the following techniques.

##### a. Observation

The researcher made observation sheets to examine the students and teacher's activities in the class. The observation concentrated on the situations in the class when the researcher (as a teacher) applied a learning method, students' activities and behaviors in learning process, students' speaking skill during the tests. The interaction among them could be seen in the appendices.

The observation demonstrated that the students were more active, had enthusiasm, and felt enjoyable in speaking English by applying the S&T method.

##### b. Interview

Interview was given to the English teacher and students. The first interview was undertaken on the first day of the research by interviewing the English teacher. Meanwhile, there were two interview sessions undertaken for the students. The session 1 was accomplished in the pre-test in which the students were interviewed concerning the problems they encountered in speaking, while the second one was undertaken in the end of the cycle 2 in which they were interviewed regarding their responses on the implementation of the S&T method.

#### c. Diary Notes

The researcher wrote diary notes in every meeting during the research process. Diary notes were utilized to portray what the researcher perceived and felt on the teaching. The researcher recorded and wrote everything that occurred in the class, including giving a reflection and evaluating the implementation of the S&T method.

#### d. Documentation

The researcher used a camera to gather the data during the research. It was functioned to capture photos and record the students' performance during the test, including the interview with teacher and students.

## **4.2 Data Analysis**

### **4.2.1 Quantitative Data**

The researcher gave the test in the end of each cycle. It denoted that the means of students score went up from the pre-test until post-test. The pre-test scores were displayed in Table 4.2.

**Table 4.2 The Results of the Students' Speaking Skill Test in Pre-test**

NO	Students Initial Name	PRE-TEST	
		Score	Successful Criteria (>75)
1	ARH	60	Unsuccessful
2	AR	50	Unsuccessful
3	A AP	60	Unsuccessful
4	AFR	50	Unsuccessful
5	AW	50	Unsuccessful
6	AR	57	Unsuccessful
7	AS	60	Unsuccessful
8	DFS	<b>77</b>	<b>Successful</b>
9	DSH	50	Unsuccessful
10	HAK	60	Unsuccessful
11	IAH	<b>78</b>	<b>Successful</b>
12	JS	<b>76</b>	<b>Successful</b>
13	J	50	Unsuccessful
14	KJH	50	Unsuccessful
15	LTR	55	Unsuccessful
16	MNH	50	Unsuccessful
17	MRS	55	Unsuccessful
18	MHH	58	Unsuccessful
19	MH	56	Unsuccessful
20	MJH	60	Unsuccessful
21	NBN	58	Unsuccessful
22	NMR	50	Unsuccessful
23	PR	51	Unsuccessful
24	RS	52	Unsuccessful
25	RA	50	Unsuccessful
26	RN	54	Unsuccessful
27	RA	50	Unsuccessful

28	RH	<b>77</b>	<b>Successful</b>
29	RD	50	Unsuccessful
30	RS	55	Unsuccessful
31	TB	<b>88</b>	<b>Successful</b>
32	TR	50	Unsuccessful
33	WS	55	Unsuccessful
34	WS	50	Unsuccessful
35	YHD	57	Unsuccessful
36	BRD	60	Unsuccessful
37	WSS	65	Unsuccessful
38	SPH	63	Unsuccessful
<b>Total <math>\Sigma X</math></b>		<b>2.197</b>	
<b>The Mean Score</b>		<b>58</b>	

Table 4.2 denoted that the total score of students comprised 2.197, and 38 students took the test. Hence, the students' mean was:

$$X = \frac{\Sigma X}{N}$$

$$X = \frac{2,197}{38}$$

$$X = 58$$

In brief, students' speaking skill in English was still very low. The mean comprised 58. To find out the number and percentage of students mastering speaking skill in English, the researcher applied the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{5}{38} \times 100\%$$

$$P_2 = \frac{33}{38} \times 100\%$$

$P_1 = 13\%$  $P_2 = 87\%$ 

**Table 4.3 Distribution of Students' Speaking skill in English Lesson for Pre-Test**

<b>P</b>	<b>Criteria</b>	<b>Total Students</b>	<b>Percentage</b>
<b>P<sub>1</sub></b>	Successful	5	13%
<b>P<sub>2</sub></b>	Unsuccessful	33	87%

Table 4.3 demonstrated that the pre-test of students' speaking skill in English was still very low. There were 5 students gaining successful score (13%), and 33 students attained unsuccessful score (87%). Accordingly, treatment and post-test in cycle 1 should be accomplished. The results of post-test of the cycle 1 were presented below.

**Table 4.4 The Result of the Students' Speaking Skill Test in Post-test I**

<b>NO</b>	<b>Students Initial Name</b>	<b>CYCLE I (POST-TEST I)</b>	
		<b>Score</b>	<b>Successful Criteria (&gt;75)</b>
1	ARH	66	Unsuccessful
2	AR	<b>77</b>	<b>Successful</b>
3	A AP	73	Unsuccessful
4	AFR	67	Unsuccessful
5	AW	65	Unsuccessful
6	AR	68	Unsuccessful
7	AS	70	Unsuccessful
8	DFS	<b>80</b>	<b>Successful</b>
9	DSH	<b>81</b>	<b>Successful</b>
10	HAK	62	Unsuccessful
11	IAH	<b>80</b>	<b>Successful</b>

12	JS	<b>79</b>	<b>Successful</b>
13	J	68	Unsuccessful
14	KJH	64	Unsuccessful
15	LTR	<b>78</b>	<b>Successful</b>
16	MNH	60	Unsuccessful
17	MRS	58	Unsuccessful
18	MHH	<b>77</b>	<b>Successful</b>
19	MH	<b>88</b>	<b>Successful</b>
20	MJH	<b>80</b>	<b>Successful</b>
21	NBN	<b>89</b>	<b>Successful</b>
22	NMR	<b>87</b>	<b>Successful</b>
23	PR	66	Unsuccessful
24	RS	67	Unsuccessful
25	RA	64	Unsuccessful
26	RN	60	Unsuccessful
27	RA	58	Unsuccessful
28	RH	<b>80</b>	<b>Successful</b>
29	RD	<b>75</b>	<b>Successful</b>
30	RS	<b>78</b>	<b>Successful</b>
31	TB	<b>90</b>	<b>Successful</b>
32	TR	<b>78</b>	<b>Successful</b>
33	WS	<b>79</b>	<b>Successful</b>
34	WS	59	Unsuccessful
35	YHD	<b>77</b>	<b>Successful</b>
36	BRD	61	Unsuccessful
37	WSS	<b>76</b>	<b>Successful</b>
38	SPH	65	Unsuccessful
<b>Total <math>\Sigma X</math></b>		<b>2,750</b>	
<b>The Mean Score</b>		<b>72</b>	

Table 4.4 denoted that the total score of students comprised 2,750, and there were 38 students taking the test. Hence, the students' mean was:

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

$$X = \frac{2,750}{38}$$

$$X = 72$$

From the analysis above, the students' speaking skill in English improved. The students' mean comprised 72. To examine the number and percentage of students mastering speaking skill, the researcher applied the formula below:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{19}{38} \times 100\%$$

$$P_2 = \frac{19}{38} \times 100\%$$

$$P_1 = 50\%$$

$$P_2 = 50\%$$

**Table 4.5 Distribution of Students' Speaking skill in English Lesson for Post-Test I**

<b>P</b>	<b>Criteria</b>	<b>Total Students</b>	<b>Percentage</b>
<b>P<sub>1</sub></b>	Successful	19	50%
<b>P<sub>2</sub></b>	Unsuccessful	19	50%

The mean students' score comprised 72. There were 19 students gaining successful test (50%), and 19 students also attained unsuccessful test (50%). The post test in cycle 1 was classified "unsuccessful" cycle since the result of the minimum standard of successful criteria (SKM) was >75 score.

As denoted by the result of the students' speaking skill test in the cycle 1, the mean score went up, namely from the students' speaking skill test in the pre-test to the cycle 1. In the pre-test, the mean score went up (from 58 to 72 or from 5 students passing the score above KKM to 19 students). It denoted that the improvement of the main score was 27.18%. The calculation of improvement percentage can be viewed in the following formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{72 - 58}{58} \times 100\%$$

$$P = \frac{14}{58} \times 100\%$$

$$P = 24\%$$

The percentage above demonstrated that the students' speaking skill in the cycle 1 was classified unsuccessful. Hence, cycle 2 had to be accomplished so that the score of the students' speaking skill could be increased. The analysis of the result from cycle 2 was presented in Table 4.6.

#### 4.6 The Result of the Students' Speaking Skill Test in Post-test II

NO	Students Initial Name	CYCLE II (POST-TEST II)	
		Score	Successful Criteria (>75)
1	ARH	<b>84</b>	<b>Successful</b>
2	AR	<b>80</b>	<b>Successful</b>
3	AAP	<b>84</b>	<b>Successful</b>
4	AFR	70	Unsuccessful
5	AW	<b>79</b>	<b>Successful</b>
6	AR	72	Unsuccessful
7	AS	<b>79</b>	<b>Successful</b>

8	DFS	<b>95</b>	<b>Successful</b>
9	DSH	<b>90</b>	<b>Successful</b>
10	HAK	74	Unsuccessful
11	IAH	<b>91</b>	<b>Successful</b>
12	JS	<b>93</b>	<b>Successful</b>
13	J	<b>78</b>	<b>Successful</b>
14	KJH	71	Unsuccessful
15	LTR	<b>90</b>	<b>Successful</b>
16	MNH	73	Unsuccessful
17	MRS	<b>77</b>	<b>Successful</b>
18	MHH	<b>96</b>	<b>Successful</b>
19	MH	<b>97</b>	<b>Successful</b>
20	MJH	<b>89</b>	<b>Successful</b>
21	NBN	<b>93</b>	<b>Successful</b>
22	NMR	<b>95</b>	<b>Successful</b>
23	PR	<b>81</b>	<b>Successful</b>
24	RS	<b>77</b>	<b>Successful</b>
25	RA	<b>78</b>	<b>Successful</b>
26	RN	<b>80</b>	<b>Successful</b>
27	RA	70	Unsuccessful
28	RH	<b>97</b>	<b>Successful</b>
29	RD	<b>77</b>	<b>Successful</b>
30	RS	<b>80</b>	<b>Successful</b>
31	TB	<b>98</b>	<b>Successful</b>
32	TR	<b>89</b>	<b>Successful</b>
33	WS	<b>92</b>	<b>Successful</b>
34	WS	69	Unsuccessful
35	YHD	<b>89</b>	<b>Successful</b>
36	BRD	70	Unsuccessful
37	WSS	<b>88</b>	<b>Successful</b>
38	SPH	<b>88</b>	<b>Successful</b>

<b>Total <math>\Sigma X</math></b>	<b>3,173</b>
<b>The Mean Score</b>	<b>83</b>

Table 4.6 denoted that the students' score in speaking skill test went up. The total score of students comprised 3,173, and there were 38 students taking the test. Accordingly, the students' mean was:

$$X = \frac{\Sigma X}{N}$$

$$X = \frac{3,173}{38}$$

$$X = 83$$

It was depicted that the students' speaking skill in English improved. The students' mean comprised 83. To examine the number and percentage of the students mastering speaking skill, the researcher applied the formula below:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{30}{38} \times 100\%$$

$$P_2 = \frac{8}{38} \times 100\%$$

$$P_1 = 79\%$$

$$P_2 = 21\%$$

**Table 4.7 Distribution of Students' Speaking skill in English Lesson for Post-Test II**

<b>P</b>	<b>Criteria</b>	<b>Total Students</b>	<b>Percentage</b>
<b>P<sub>1</sub></b>	Successful	30	79%
<b>P<sub>2</sub></b>	Unsuccessful	8	21%

As denoted by Table 4.7, the students' speaking skill increased. The students' mean comprised 83, and 30 students were successful in the test (79%). Meanwhile, 8 students gained unsuccessful test (21%). In short, the students' speaking skill improved and the post-test II in cycle 2 was successful.

The calculation of the improvement percentage could be seen in the following formula:

$$P = \frac{y_2 - y_1}{y_1} \times 100\%$$

$$P = \frac{83 - 72}{58} \times 100\%$$

$$P = \frac{11}{58} \times 100\%$$

$$P = 19\%$$

The analysis above demonstrated that students' speaking skill improved while carrying out this action research in the cycle 2. The results of the students' score in speaking skill test from pre-test, post-test I, and post-test II based on the topics Simple Present Tense and Simple Past Tense were denoted in Table 4.8.

**Table 4.8 Students' Pre-Test, Post-Test I, and Post-Test II Score**

NO	INITIAL NAME	PRE-TEST		POST-TEST I		POST-TEST II	
		SCORE	Successful criteria (>75)	SCORE	Successful criteria (>75)	SCORE	Successful criteria (>75)
1	ARH	60	Unsuccessful	66	Unsuccessful	84	Successful
2	AR	50	Unsuccessful	77	Successful	80	Successful

3	AAP	60	Unsuccessful	73	Unsuccessful	<b>84</b>	<b>Successful</b>
4	AFR	50	Unsuccessful	67	Unsuccessful	70	Unsuccessful
5	AW	50	Unsuccessful	65	Unsuccessful	<b>79</b>	<b>Successful</b>
6	AR	57	Unsuccessful	68	Unsuccessful	72	Unsuccessful
7	AS	60	Unsuccessful	70	Unsuccessful	<b>79</b>	<b>Successful</b>
8	DFS	<b>77</b>	<b>Successful</b>	<b>80</b>	<b>Successful</b>	<b>95</b>	<b>Successful</b>
9	DSH	50	Unsuccessful	<b>81</b>	<b>Successful</b>	<b>90</b>	<b>Successful</b>
10	HAK	60	Unsuccessful	62	Unsuccessful	74	Unsuccessful
11	IAH	<b>78</b>	<b>Successful</b>	<b>80</b>	<b>Successful</b>	<b>91</b>	<b>Successful</b>
12	JS	<b>76</b>	<b>Successful</b>	<b>79</b>	<b>Successful</b>	<b>93</b>	<b>Successful</b>
13	J	50	Unsuccessful	68	Unsuccessful	<b>78</b>	<b>Successful</b>
14	KJH	50	Unsuccessful	64	Unsuccessful	71	Unsuccessful
15	LTR	55	Unsuccessful	<b>78</b>	<b>Successful</b>	<b>90</b>	<b>Successful</b>
16	MNH	50	Unsuccessful	60	Unsuccessful	73	Unsuccessful
17	MRS	55	Unsuccessful	58	Unsuccessful	<b>77</b>	<b>Successful</b>
18	MHH	58	Unsuccessful	<b>77</b>	<b>Successful</b>	<b>96</b>	<b>Successful</b>
19	MH	56	Unsuccessful	<b>88</b>	<b>Successful</b>	<b>97</b>	<b>Successful</b>
20	MJH	60	Unsuccessful	<b>80</b>	<b>Successful</b>	<b>89</b>	<b>Successful</b>
21	NBN	58	Unsuccessful	<b>89</b>	<b>Successful</b>	<b>93</b>	<b>Successful</b>
22	NMR	50	Unsuccessful	<b>87</b>	<b>Successful</b>	<b>95</b>	<b>Successful</b>
23	PR	51	Unsuccessful	66	Unsuccessful	<b>81</b>	<b>Successful</b>
24	RS	52	Unsuccessful	67	Unsuccessful	<b>77</b>	<b>Successful</b>
25	RA	50	Unsuccessful	64	Unsuccessful	<b>78</b>	<b>Successful</b>

<b>26</b>	RN	54	Unsuccessful	60	Unsuccessful	<b>80</b>	<b>Successful</b>
<b>27</b>	RA	50	Unsuccessful	58	Unsuccessful	70	Unsuccessful
<b>28</b>	RH	<b>77</b>	<b>Successful</b>	<b>80</b>	<b>Successful</b>	<b>97</b>	<b>Successful</b>
<b>29</b>	RD	50	Unsuccessful	<b>75</b>	<b>Successful</b>	<b>77</b>	<b>Successful</b>
<b>30</b>	RS	55	Unsuccessful	<b>78</b>	<b>Successful</b>	<b>80</b>	<b>Successful</b>
<b>31</b>	TB	<b>88</b>	<b>Successful</b>	<b>90</b>	<b>Successful</b>	<b>98</b>	<b>Successful</b>
<b>32</b>	TR	50	Unsuccessful	<b>78</b>	<b>Successful</b>	<b>89</b>	<b>Successful</b>
<b>33</b>	WS	55	Unsuccessful	<b>79</b>	<b>Successful</b>	<b>92</b>	<b>Successful</b>
<b>34</b>	WS	50	Unsuccessful	59	Unsuccessful	69	Unsuccessful
<b>35</b>	YHD	57	Unsuccessful	<b>77</b>	<b>Successful</b>	<b>89</b>	<b>Successful</b>
<b>36</b>	BRD	60	Unsuccessful	61	Unsuccessful	70	Unsuccessful
<b>37</b>	WSS	65	Unsuccessful	<b>76</b>	<b>Successful</b>	<b>88</b>	<b>Successful</b>
<b>38</b>	SPH	63	Unsuccessful	65	Unsuccessful	<b>88</b>	<b>Successful</b>
<b>Total <math>\Sigma X</math></b>		<b>2,197</b>		<b>2,750</b>		<b>3,173</b>	
<b>The Main Score</b>		<b>58</b>		<b>72</b>		<b>83</b>	

Table 4.8 demonstrated that the mean score of students' speaking skill increased in the pre-test, post-test 1 in cycle 1 and post-test 2 in cycle 2. To find out the number and percentage of the students mastering the speaking skill, it could be viewed in Table 4.9.

**Table 4.9 The Number and Percentage of Students in Pre-Test, Pots-Test I and Post-Test II**

<b>TESTS</b>	<b>STUDENTS WHO GET</b>	<b>PERCENTAGE</b>
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	<b>SCORE &gt;75</b>	
<b>PRE-TEST</b>	5	13%
<b>POST-TEST I</b>	19	50%
<b>POST-TEST II</b>	30	79%

As denoted in Table 4.9, there was an increasing of students' speaking skill score from the pre-test to post-test II. In the pre-test, there was only 13% (5 students) gaining point >75. In the post-test 1, there was 50% (19 students) gaining point >75. It demonstrated that there was 24% of the students' improvement. In the post-test II in cycle II, there were 79% (30 students) gaining point >75 demonstrating there was 19% of the students' improvement from the first post-test to the second post-test, and the total percentage of students' improvement score from pre-test until post-test II comprised 43%. In short, the S&T method worked effectively in improving the students' speaking skill at the 2nd grade of MTs PP. Tarbiyah Islamiyah Hajoran.

#### **4.2.2 Qualitative Data**

##### **1. Cycle I**

###### **a. Planning**

The researcher made a planning for the action based on the students' problems in speaking skill by deciding proper materials using the S&T method and following the school curriculum. The researcher chose the simple present tense topic in cycle 1 and arranged a lesson plan by adjusting to the materials. The researcher also prepared the observation sheets for the teacher and students for

post-test I and II to gather the data and examine the students' improvement scores from pre-test to post-test I.

### **b. Action**

The action of the cycle 1 was accomplished on Wednesday, August 26<sup>th</sup> 2020. In the first meeting, the researcher acted as a teacher carrying out the teaching and learning process grounded on the lesson plan that had been arranged. The researcher initially started the class by greeting the students followed by introducing and explaining the materials on Simple Present Tense. Students were subsequently asked about what they knew about the tense. Next, the researcher gave the example of the tense by applying S&T method. The example was associated with favorite toys, and the teacher conveyed an explanation on the relation between the S&T on the favorite toys and the tense. Lastly, students were instructed to bring their favored food for the test in the next meeting.

In the second meeting, the researcher also greeted the students, asked them on the previous lesson they learnt, and repeated a little bit about the lesson in the previous meeting to refresh their memory before commencing teaching. The instructions of the lesson plan were also followed. After repeating the previous lesson, students were given the post-test of cycle 1 and instructed them to be prepared for performing a presentation by telling about their favorite food using S&T in front of the class, and their speaking skill would be assessed. The post-test 1 was accomplished to examine the students' speaking skill.

### **c. Observation**

The researcher observed the students and teacher activities and partook during the teaching and learning process by applying the S&T method. The researcher also discovered the students' problems in speaking by filling the observation sheets. The observation sheet denoted that the teacher carried out the opening before starting the class such as: greeting to the students, asking their conditions, asking them to pray together, checking the attendance list, and giving motivations to the them. The teacher also undertook the predominant activities during the class, such as introducing and explaining the topic and the S&T method taught to the students, asking them about what they knew concerning the Simple Present Tense, giving the examples on the topic by utilizing the S&T in Indonesian and English, instructing them to bring their favorite objects and prepare the objects they brought from home, giving them a chance to perform and notify the objects when they were about to undertake the performance and arouse their classmates' attention, choosing the students randomly to appear in front of the class, asking other students to propose questions to the student performing in front of the class, giving positive feedback to the students and appreciating them for being self-assured, asking them about what they did not comprehend regarding the topic, answering the topic of Simple Present Tense that they did not comprehend, appreciating the students performing in front of the class, asking them about the hindrances they felt in showing and telling the objects, drawing a conclusion together with the students concerning the materials given, and giving feedback on the process and the results of learning. The results of the observation sheet for the teacher demonstrated that the teacher fulfilled all the criteria mentioned in the observation sheet. The instructions that mentioned in the lesson plan was also

fulfilled. Meanwhile, the results of the observation sheet for students indicated that the students brought their favorite objects such as food, pictures, from home. Then they prepared those objects before showing the objects in front of the class. Additionally, they performed and informed their classmates about the objects, and the other students gave questions to the student performing the object and the student provided the answers. The results also portrayed that some students were serious and active. They partook in the class such as proposing questions to their classmates and teacher. Nevertheless, some other students made noise, inactive, and did not partake in the class. The students and researcher's activities were presented in the observation sheet in appendix.

#### **d. Reflection**

The researcher and the teacher evaluated the conclusion of implementing the action. The results of the post-test 1 denoted that there were 19 students (50%) passing the test above the KKM (>75). Hence the researcher and the teacher made the better action for cycle II so that at least 75% of students in the class could pass the KKM. However, the researcher and teacher felt contented enough since the students' speaking skill improved from the pre-test even though the target had not reached yet. Conversely, the students seemed more effortless in comprehending the topic by applying the S&T method. From the reflecting phase above, there must be more efforts to enhance students' speaking skill by applying this method.

## **2. Cycle II**

### **a. Planning**

After attaining the students' results from the speaking skill test in cycle I indicating that their speaking skill still low, the researcher prepared the proper materials for cycle II which are in line with the school curriculum. Simple Past Tense topic was selected in cycle II. Additionally, the researcher arranged a lesson plan grounded on the teaching materials and prepared the observation sheets for cycle II. Besides, the post-test II was prepared to collect the data in order to examine students' improvement scores from the post-test I to post-test II.

#### **b. Action**

The action of the cycle II was carried out on Saturday, September 05<sup>th</sup> 2020. The students were given simple past tense topic. The researcher made the example with the S&T method and followed the instructions mentioned in the lesson plan. The procedures undertaken in this cycle were not dissimilar to the cycle I. The researcher tried the best in teaching students, gave the treatment and encouragement to them so that their speaking skill could be enhanced.

#### **c. Observation**

The researcher observed the students' participation and activities in the class by filling observation sheets and finding out the students' problems and their hindrances in performing the activity. The results of the observation sheet for the teacher demonstrated that the teacher applied the same criteria with the observation sheet in cycle I. All criteria were fulfilled. Meanwhile, the results of the observation sheet for the students denoted that students were more active, serious, and partook in the class compared to the cycle I. Most of them were

enthusiastic to follow the instructions given. It was also encountered that most of them could finish the test without facing any problems.

#### **d. Reflection**

In this phase, the researcher analyzed the results of post-test II in which most of the students undertook the instructions given. Additionally, they responded to the learning process actively. The results of the post-test II demonstrated that there was a significant increase from pre-test, post-test 1 to post-test 2, so the researcher felt contented with the results since the target of the research was achieved. Hence, the researcher decided to stop the CAR since the research had succeeded.

### **4.3 Research Finding**

The results denoted that there was an increasing on the students' speaking skill by applying the S&T method. The students' mean in cycle II comprised 83 denoting that their score and mean in cycle II were better than that of the cycle I. The percentage of students attaining point >75 also went up. In the pre-test, those attaining point >75 were 5 students (13%). In the first post-test of cycle I, those attaining point >70 comprised 19 students (50%). In the post-test II of cycle II, those attaining point >75 comprised 30 students (79%). To sum up, the students' speaking skill improved from the cycle I to the cycle II.

The researcher also analyzed qualitative data to support research finding. The finding demonstrated that the students were active in the participation and gave responses in the class from the cycle I to cycle II. The results of the quantitative and qualitative data denoted that the S&T method could improve students' speaking skill at MTs PP. Tarbiyah Islamiyah Hajoran.

#### 4.4 Discussion

This research was accomplished to find out whether the application of the S&T could improve students' speaking skill in English. As mentioned in the theories, S&T method could enhance students' speaking skill. Additionally, the previous or related studies demonstrated that students' speaking skill in English by applying the S&T method improved.

The results of this study indicated that the students' speaking skill was improved by applying the S&T method. It was evidenced by the tables denoting the increasing of students' scores from pre-test, post-test I, and post-test II in the analysis data. Besides, this method assisted the students in comprehending the topics effortlessly since they attempted to tell the material to their classmates. The S&T method could indeed be applied in teaching speaking to enhance the students' speaking skill.

To sum up, the results of this study indicated that the theories and the previous studies demonstrated the same results as this current study in which students' speaking skill could be enhanced by applying the S&T method. Accordingly, this method truly enhanced the students' speaking skill. In addition, the qualitative data denoted that the students were active and felt enjoyable when partaking and giving responses during the teaching-learning process.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presented the conclusions of the research and suggestions for the English teacher, students, and the future researchers. The conclusions and suggestions were presented below.

#### 5.1 Conclusions

As shown in the data analysis in chapter IV, the researcher concluded the research as follows.

1. The implementation of the S&T method can improve students' speaking skill at the 2nd grade of MTs PP. Tarbiyah Islamiyah Hajoran. It was found that the students gave responses and partook in the class. In short, they were interested and felt enjoyable in applying this method. It was evidenced by their participation in the speaking class, discussions, performing and showing the objects to their classmates. Additionally they felt confident when speaking English in the front of the class.
2. S&T method can be functioned as an optional method for the English teacher in teaching speaking since this method can enhance the 2nd grade students' speaking skill at MTs PP. Tarbiyah Isamiyah Hajoran. The results demonstrated that the students' scores increased from the pre-test to post-tests 1 and 2. In the pre-test, those passing the KKM comprised 5 students out of 38 students (13%). In the first post-test, those passing the KKM comprised 19 students (50%). Meanwhile, in the post-test II, those passing the KKM comprised 30 students (79 %).

## 5.2 Suggestions

Based on the conclusions above, the researcher would like to give some suggestions as follows.

### 1. For the English Teacher

It is necessary for the English teacher to choose and make creative and attractive activities in teaching English. Additionally, the teacher should be capable of generating more enjoyable atmosphere and enhancing students' speaking skill by implementing other speaking methods. In teaching English, speaking in particular, the teacher can apply the S&T method since this method can trigger students' enthusiasm to be more active in speaking and building their self-assurance to speak in front of the class. Nevertheless, the topic should be chosen selectively by adjusting to the applied method since not all topics can be taught with the S&T method.

### 2. For the Students

Even though the students' speaking skill at the 2nd grade improves, they still have to practice their speaking skill regularly so that their skill can get better and they can implement the S&T activities at home. Besides, they can ask their teacher to apply other speaking methods to get a better comprehension in speaking.

### 3. For the Other Researcher

This study was conducted at the 2ns grade of MTs PP. Tarbiyah Islamiyah Hajoran. The other researchers can conduct this research in other grades because this method is more suitable for junior high school. Hence, the research finding can be more various, and the other researcher can apply

this method with the other topics to find out the proper topic for this method.

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# APPENDIX

**APPENDIX 1****LESSON PLAN I***(Cycle I)***School : MTs. PP Tarbiyah Islamiyah Hajoran****Subject : English****Class/Semester : VIII-C/1****Material : Simple Present Tense and Past Tense****Allocated of Time : 3 x 30 Minutes (2 Meetings)****A. Standard Competence**

Comprehending the meaning in functional oral text and simple short conversation of descriptive and recount for interaction and communication with the immediate environment.

**B. Basic Competence**

Responds to the meaning contained in the short and simple conversation with descriptive and recount form for interaction and communication with the immediate environment.

**C. Indicators**

- Describe the physical characteristics of objects or items brought from home orally.
- Describe the objects brought from home about why the student chose the object or items.
- Provide information about objects or items brought from home orally.

**D. The Purpose of Learning**

At the end of teaching learning process, the students can:

- Describe the physical characteristics of objects or items brought from home orally using English.

- Describe and provide an explanation of why the student chooses that object or item orally using English.
- Students can provide information about objects or items brought from the home using English.

**E. Learning Material**

- Simple Present Tense

**F. Learning Method and Strategy**

- Show and Tell Method

**G. Teaching Learning Procedure**

- First Meeting

ACTIVITIES	LEARNING STEPS	TIME
<b>Pre Activities/Opening</b>	<ul style="list-style-type: none"> <li>• Greetings between teacher and students.</li> <li>• The teacher asks the students condition.</li> <li>• All the students pray together.</li> <li>• The teacher checks the student attendance list.</li> <li>• The teacher gives information about the purpose of study.</li> <li>• The teacher gives students motivation and appreciation.</li> <li>• The teacher explains about the learning steps.</li> <li>• The teacher asks the students about previous lesson.</li> </ul>	5 Minutes
<b>Main Activities</b>	<p><b>Exploration</b></p> <p>In exploration activities, the teacher:</p> <ul style="list-style-type: none"> <li>• Introduction and explains the topic and the show and tell method that will be taught to the students.</li> </ul>	50 Minutes

	<ul style="list-style-type: none"> <li>• Asks the students about what they have known about Simple Past Tense to Start a Conversation.</li> <li>• Gives the examples about the topic by using show and tell method with Indonesian and English.</li> </ul> <p><b>Elaboration</b></p> <p>In elaboration activities, the teacher:</p> <ul style="list-style-type: none"> <li>• Students are asked to choose their favorite object from home, (personal object, food, images/pictures)</li> <li>• Asks the students to bring their favorite objects in next meeting.</li> <li>• Tell the students the technical of doing the task.</li> </ul> <p><b>Confirmation</b></p> <p>In confirmation activities, the teacher:</p> <ul style="list-style-type: none"> <li>• The teacher asks the students about what they do not understand about the topic.</li> <li>• The teacher answers about the topic Simple Present Tense that they did not understand.</li> </ul>	
<b>Post Activities/ Closing</b>	<p>In closing activities, the teacher:</p> <ul style="list-style-type: none"> <li>• Asks about the students difficulties in showing and telling the object.</li> <li>• Teacher and students make a conclusion about the material or topic that has been taught.</li> <li>• Gives feedback of the process and</li> </ul>	5 minutes

	<p>the result of learning.</p> <ul style="list-style-type: none"> <li>Delivering the lesson for the next meeting.</li> </ul>	
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- Second Meeting**

ACTIVITIES	LEARNING STEPS	TIME
<b>Pre Activities/Opening</b>	<ul style="list-style-type: none"> <li>Greetings between teacher and students.</li> <li>The teacher asks the students condition.</li> <li>All the students pray together.</li> <li>The teacher checks the student attendance list.</li> <li>The teacher gives information about the purpose of study.</li> <li>The teacher gives students motivation and appreciation.</li> <li>The teacher explains about the learning steps.</li> <li>The teacher asks the students about previous lesson.</li> </ul>	5 Minutes
<b>Main Activities</b>	<p><b>Exploration</b> In exploration activities, the teacher:</p> <ul style="list-style-type: none"> <li>Repeat the lesson previous meeting to remind again about the topic last week.</li> </ul> <p><b>Elaboration</b> In elaboration activities, the teacher:</p>	50 Minutes

	<ul style="list-style-type: none"><li>• Asks the students to prepare their favorite objects (personal object, food, and picture) that they brought from home.</li><li>• Gives the students a chance to perform and notify objects brought from home when the students will appear the center of attention for their friends.</li><li>• The teacher will choose the students randomly to appear in front of the class.</li><li>• Asks the others students to ask questions to the students who perform in front of the class.</li></ul> <p><b>Confirmation</b></p> <p>In confirmation activities, the teacher:</p> <ul style="list-style-type: none"><li>• Giving positive feedback to the students and appreciate them for their confidence appear in from of the class.</li><li>• Asks the students about what they do not understand about the topic.</li><li>• Answers about the topic asking and giving information that they does not understand and about their performance</li></ul>	
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	<p>in front of the class.</p> <ul style="list-style-type: none"> <li>• Gives appreciation to the students that perform in front of the class.</li> </ul>	
<b>Post Activities/ Closing</b>	<p>In closing activities, the teacher:</p> <ul style="list-style-type: none"> <li>• Asks about the students difficulties in showing and telling the object.</li> <li>• Teacher and students make a conclusion about the material or topic that has been taught.</li> <li>• Gives feedback of the process and the result of learning.</li> </ul>	4 minutes

#### H. Media

- The students' favorite objects

#### 5 Learning Source

- English Hand book of VIII Grade Junior High School
- Internet

#### 6 Evaluation & Assessment

- Kinds of instrument : Oral test
- Technique of test : Performance
- Instrument :

Aspects	Score	Indicator
Pronunciation	17-20	There are few traces of foreign accent.
	13-16	Always intelligible, though one is conscious of a definite accent.
	9-12	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	5-8	Very hard to understand because of

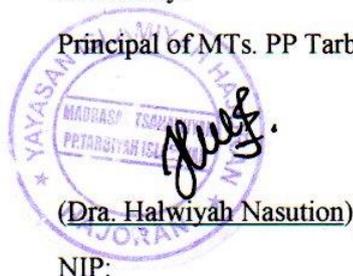
		pronunciation problems. Must frequently be asked to repeat.
	1-4	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	17-20	Makes few (any) noticeable errors of grammar or word order.
	13-16	Occasionally make grammatical and/or word order errors which do not, however, obscure meaning.
	9-12	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	5-8	Grammar and word order errors make comprehension must often rephrase sentences and/or restricts himself to basic patterns.
	1-4	Errors in grammar and word order, so severe as to make speech virtually unintelligible.
Vocabulary	17-20	Use of vocabulary and idioms is virtually that of a native speaker.
	13-16	Sometimes use inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
	9-12	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	5-8	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1-4	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	17-20	Speech as fluent and effortless as that of a native speaker.
	13-16	Speed of speech seems to be slightly affected by language problems.
	9-12	Speed and fluency are rather strongly affected by

		language problems.
	5-8	Usually hesitant; often forced into silence by language limitations.
	1-4	Speech is so halting and fragmentary as to make conversation virtually impossible
Interaction	17-20	Almost always responds appropriately and always tries to develop the interaction.
	13-16	Communicates effectively; generally responds appropriately and keeps trying to develop the interaction.
	9-12	Tries to communicate, but sometimes does not respond appropriately or clearly.
	5-8	Purposes are not clear; need a lot of help communicating; usually does not respond appropriately or clearly.
	1-4	The situation so awkward and silence because almost nothing interaction.

Hajoran, 14 September, 2020

Known By:

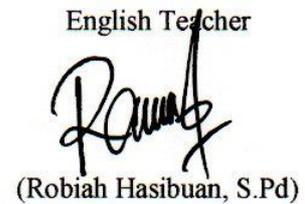
Principal of MTs. PP Tarbiyah Islamiyah Hajoran



(Dra. Halwiyah Nasution)

NIP:

English Teacher



(Robiah Hasibuan, S.Pd)

Researcher



(Nurul Hafizhoh Dalimunthe)

NIM: 03.04.161.05.4

**APPENDIX 2****LESSON PLAN II***(Cycle II)***School : MTs. PP Tarbiyah Islamiyah Hajoran****Subject : English****Class/Semester : VIII-C/1****Material : Simple Past Tense****Allocated of Time : 3 x 30 Minutes (2 Meetings)****A. Standard Competence**

Comprehending the meaning in functional oral text and simple short conversation of descriptive and recount for interaction and communication with the immediate environment.

**B. Basic Competence**

Responds to the meaning contained in the short and simple conversation with descriptive and recount form for interaction and communication with the immediate environment.

**C. Indicators**

- Describe the physical characteristics of objects or items brought from home orally.
- Describe the objects brought from home about why the student chose the object or items.
- Provide information about objects or items brought from home orally.

**D. The Purpose of Learning**

At the end of teaching learning process, the students can:

- Describe the physical characteristics of objects or items brought from home orally using English.

- Describe and provide an explanation of why the student chooses that object or item orally using English.
- Students can provide information about objects or items brought from the home using English.

**E. Learning Material**

- Simple Past Tense

**F. Learning Method and Strategy**

- Show and Tell Method

**G. Teaching Learning Procedure**

- **First Meeting**

ACTIVITIES	LEARNING STEPS	TIME
<p><b>Pre Activities/Opening</b></p>	<ul style="list-style-type: none"> <li>• Greetings between teacher and students.</li> <li>• The teacher asks the students condition.</li> <li>• All the students pray together.</li> <li>• The teacher checks the student attendance list.</li> <li>• The teacher gives information about the purpose of study.</li> <li>• The teacher gives students motivation and appreciation.</li> <li>• The teacher explains about the learning steps.</li> <li>• The teacher asks the students about previous lesson.</li> </ul>	<p>10 Minutes</p>
<p><b>Main Activities</b></p>	<p><b>Exploration</b></p>	<p>60 Minutes</p>

	<p>In exploration activities, the teacher:</p> <ul style="list-style-type: none"> <li>• Introduction and explains the topic and the show and tell method that will be taught to the students.</li> <li>• Asks the students about what they have known about Simple Past Tense.</li> <li>• Gives the examples about the topic by using show and tell method with Indonesian and English.</li> </ul> <p><b>Elaboration</b></p> <p>In elaboration activities, the teacher:</p> <ul style="list-style-type: none"> <li>• Students are asked to choose their favorite object from home, (personal object, food, images/pictures)</li> <li>• Asks the students to bring their favorite objects in next meeting.</li> <li>• Tell the students the technical of doing the task.</li> </ul> <p><b>Confirmation</b></p> <p>In confirmation activities, the teacher:</p> <ul style="list-style-type: none"> <li>• The teacher asks the students about what they do not understand about the</li> </ul>	
--	---	--

	<p>topic.</p> <ul style="list-style-type: none"> <li>The teacher answers about the topic asking and giving information that they does not understand.</li> </ul>	
<b>Post Activities/ Closing</b>	<p>In closing activities, the teacher:</p> <ul style="list-style-type: none"> <li>Asks about the students difficulties in showing and telling the object.</li> <li>Teacher and students make a conclusion about the material or topic that has been taught.</li> <li>Gives feedback of the process and the result of learning.</li> <li>Delivering the lesson for the next meeting.</li> </ul>	7 minutes

• **Second Meeting**

<b>ACTIVITIES</b>	<b>LEARNING STEPS</b>	<b>TIME</b>
<b>Pre Activities/Opening</b>	<ul style="list-style-type: none"> <li>Greetings between teacher and students.</li> <li>The teacher asks the students condition.</li> <li>All the students pray together.</li> <li>The teacher checks the student attendance list.</li> <li>The teacher gives information about the purpose of study.</li> </ul>	10 Minutes

	<ul style="list-style-type: none"> <li>• The teacher gives students motivation and appreciation.</li> <li>• The teacher explains about the learning steps.</li> <li>• The teacher asks the students about previous lesson.</li> </ul>	
<b>Main Activities</b>	<p><b>Exploration</b> In exploration activities, the teacher:</p> <ul style="list-style-type: none"> <li>• Repeat the lesson previous meeting to remind again about the topic last week.</li> </ul> <p><b>Elaboration</b> In elaboration activities, the teacher:</p> <ul style="list-style-type: none"> <li>• Asks the students to prepare their favorite objects (personal object, food, and picture) that they brought from home.</li> <li>• Gives the students a chance to perform and notify objects brought from home when the students will appear the center of attention for their friends.</li> <li>• The teacher will choose the students randomly to appear in front of the class.</li> <li>• Asks the others students to ask questions to the students who perform in front of the class.</li> </ul> <p><b>Confirmation</b></p>	60 Minutes

	<p>In confirmation activities, the teacher:</p> <ul style="list-style-type: none"> <li>• Giving positive feedback to the students and appreciate them for their confidence appear in front of the class.</li> <li>• Asks the students about what they do not understand about the topic.</li> <li>• Answers about the topic asking and giving information that they do not understand and about their performance in front of the class.</li> <li>• Gives appreciation to the students that perform in front of the class.</li> </ul>	
<p><b>Post Activities/ Closing</b></p>	<p>In closing activities, the teacher:</p> <ul style="list-style-type: none"> <li>• Asks about the students difficulties in showing and telling the object.</li> <li>• Teacher and students make a conclusion about the material or topic that has been taught.</li> <li>• Gives feedback of the process and the result of learning.</li> </ul>	<p>8 minutes</p>

**H. Media**

- The students' favorite objects

**I. Learning Source**

- English Hand book of VIII Grade Junior High School
- Internet

**J. Evaluation & Assessment**

- Kinds of instrument : Oral test
- Technique of test : Performance
- Instrument :

Aspects	Score	Indicator
Pronunciation	17-20	There are few traces of foreign accent.
	13-16	Always intelligible, though one is conscious of a definite accent.
	9-12	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	5-8	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
	1-4	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	17-20	Makes few (any) noticeable errors of grammar or word order.
	13-16	Occasionally make grammatical and/or word order errors which do not, however, obscure meaning.
	9-12	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	5-8	Grammar and word order errors make comprehension must often rephrase sentences and/or restricts himself to basic patterns.

	1-4	Errors in grammar and word order, so severe as to make speech virtually unintelligible.
Vocabulary	17-20	Use of vocabulary and idioms is virtually that of a native speaker.
	13-16	Sometimes use inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
	9-12	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	5-8	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1-4	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	17-20	Speech as fluent and effortless as that of a native speaker.
	13-16	Speed of speech seems to be slightly affected by language problems.
	9-12	Speed and fluency are rather strongly affected by language problems.
	5-8	Usually hesitant; often forced into silence by language limitations.
	1-4	Speech is so halting and fragmentary as to make conversation virtually impossible
Interaction	17-20	Almost always responds appropriately and always tries to develop the interaction.
	13-16	Communicates effectively; generally responds appropriately and keeps trying to develop the interaction.
	9-12	Tries to communicate, but sometimes does not respond appropriately or clearly.
	5-8	Purposes are not clear; need a lot of help communicating; usually does not respond

		appropriately or clearly.
	1-4	The situation so awkward and silence because almost nothing interaction.

Hajoran, 14 September, 2020

Known By:



Principal of MTs. PP Tarbiyah Islamiyah Hajoran

(Dra Halwiyah Nasution)

NIP:

English Teacher

(Robiah Hasibuan, S.Pd)

Researcher

(Nurul Hafizhoh Dalimunthe)

NIM: 03.04.161.05.4

### **APPENDIX 3**

#### **PRE-TEST**

The test in this pre-test is oral test. The students looking for personal object around the class and bring it in front of class and show the object and then tell about the object such as where she/he found it or what kind the object to their friends In front of the class.

**APPENDIX 4****POST-TEST I****(Cycle I)**

The test in post-test is oral test. The students ask to bring their favorite food from their home to school and show the object in front of the class and tell about the object to their friends in front of the class.

**APPENDIX 5****POST-TEST II****(Cycle II)**

The test in post-test is oral test. The students ask to bring their favorite photo/picture from their home to school and show the object in front of the class and tell about the object to their friends in front of the class.

## APPENDIX 6

### INTERVIEW SHEET REPORT

#### A. Interview with the English Teacher

**Date:** August 25<sup>th</sup>, 2020

**Time:** Break time

**Location:** in office

- Researcher : Apakah Siswa di kelas ibu suka belajar bahasa inggris?
- English Teacher : Sebahagian, lebih banyak yang tidak suka dari pada suka, Karena mereka masih banyak kesulitan dalam belajar B. Inggris terutama mengenai reading-nya, writing-nya, listening-nya apalagi speaking-nya.
- Researcher : Metode apa yang ibu gunakan saat mengajarkan speaking di dalam kelas?
- English Teacher : metode menjelaskan, metode menghafal, dan masih banyak yang lainnya.
- Researcher : Media apa yang ibu gunakan saat mengajarkan speaking di dalam kelas?
- English Teacher : pertama medianya buku pegangan, kemudian terkadang saya membawa media ruler atau alat-alat yang ada didalam kelas seperti kapur atau pena, buku, dll. Untuk mengenalkan benda-benda didalam kelas.
- Researcher : Apakah ibu menggabungkan keempat skill bahasa inggris dalam satu kali pembelajaran?
- English Teacher : saya gabungkan, dalam belajar saya sering menerapkan berbicara B. Inggris didepan siswa supaya mereka terbiasa dan mengetahui arti dari B. Inggris yang saya ucapkan. Contohnya: “present mam!”, ketika mengabsen. Atau “any question?”, “raise your hand!”. Dan jika bertanya harus menggunakan B. Inggris.

- Researcher : Menurut ibu apa yang menyebabkan siswa ibu tidak menguasai English speaking?
- English Teacher : kendalanya yang pertama, mereka kesulitan dalam membaca alphabet dalam B. Inggris, mereka juga susah dalam menghafal sehingga kosa kata mereka juga terbatas, kosa kata didalam kelas juga belum mereka ketahui semuanya. Karena bagi mereka beda tulisan beda juga bacaanya, dan artinya juga, intinya mereka kurang menguasai vocabulary dan dari keempat skill tersebut yang paing sulit menurut mereka adalah speaking.

## **B. Interview with the Students**

- **Before the Implementation of Show and Tell Method**

**Date: August 19<sup>th</sup>, 2020**

**Time: Break time**

**Location: in the class**

Researcher : Apakah adik suka belajar bahasa inggris?

Students 1 :Lumayan suka miss.

Student 2 :Suka miss.

Student 3 :Lumayan miss

Researcher : Mengapa adik suka/tidak suka belajar bahasa inggris?

Students 1 :Karena kadang susah mahaminya miss.

Student 2 :kerena enak miss,belajar B. inggris walaupun susah.

Student 3 :kerna susah ngomongnya miss, beda yang ditulis sama yang diucapkan.

Researcher : Skill apa yang paling sulit dalam belajar bahasa inggris menurut adik?

Students 1 : Speaking miss.

Student 2 : Speaking miss

Student 3 : Listening miss

Researcher : Apakah guru sering mengajarkan English speaking di dalam kelas pada saat pembelajaran?

Students 1 :Sering miss.

Student 2 :Sering miss

Student 3 :Lebih sering menjelaskan

Researcher : Apakah metode guru menyenangkan dan mudah dipahami saat mengajarkan speaking di dalam kelas?

Students 1 : Lumayan miss.

Student 2 : Mudah dipahami miss.

Student 3 : Ada miss.

- **After the Implementation of Show and Tell Method**

**Date: September 9<sup>th</sup>, 2020**

**Time: Break time**

**Location: in the class**

Researcher : Apakah adik suka belajar bahasa Inggris terutama speaking dengan metode show and tell method ini?

Students 1 : Suka miss.

Student 2 : yes, Suka miss.

Student 3 : Suka miss

Researcher : Bagaimana menurut adik kemampuan speaking adik setelah belajar speaking dengan menggunakan show and tell method?

Students 1 : Ada miss.

Student 2 : Ada miss.

Student 3 : Ada miss



	<b>11</b>	The teacher gives the students a chance to perform and notify objects brought from home when the students will appear the center of attention for their friends.	✓	
	<b>12</b>	The teacher choose the students randomly to appear in front of the class	✓	
	<b>13</b>	The teacher asks the other students to ask questions to the student who perform in front of the class.	✓	
	<b>14</b>	The teacher gives positive feedback to the students and appreciate them for their confidence appear in from of the class	✓	
	<b>15</b>	The teacher asks the students about what they do not understand about the topic.	✓	
	<b>16</b>	The teacher answers about the topic asking and giving information that they does not understand and about their performance in front of the class.	✓	
	<b>17</b>	The teacher gives appreciation to the students that perform in front of the class.	✓	
	<b>18</b>	The teacher asks about the students difficulties in showing and telling the object	✓	
	<b>19</b>	The teacher and students make a conclusion about the material or topic that has been taught.	✓	
	<b>20</b>	The teacher gives feedback of the process and the result of learning.	✓	

FOCUS	NO	CRITERIA	YES	NO
<b>Students</b>	1	The students bring their favorite object such as personal objects, food, and pictures from home.	✓	
	2	The students prepare their favorite objects such as personal objects, food, and pictures that they brought from home to be shown in front of the class.	✓	
	3	The students perform and notify or show and tell the objects to their friends.	✓	
	4	The students give the question to their friends who perform in front of the class.	✓	
	5	The students who perform answer the questions that given by their friends.	✓	

Hajoran, 29 Agustus, 2020

The Observer



(RobiahHasibuan, S.Pd)

## APPENDIX 8

## OBSERVATION SHEETS CYCLE II

Give a sign checklist on the table, if the researcher as the teacher does the criteria and if the students do the criteria checklist "YES" and if the teacher and students do not do the criteria checklist "NO".

FOCUS	NO	CRITERIA	YES	NO
<b>The Researcher as the Teacher</b>	1	The teacher greets the students.	✓	
	2	The teacher asks the students condition.	✓	
	3	The teacher asks the students to pray together.	✓	
	4	The teacher checks the attendance of the students.	✓	
	5	The teacher gives motivation to the students.	✓	
	6	The teacher Introduces and explains the topic and the show and tell method that will be taught to the students.	✓	
	7	The teacher asks the students about what they have known about the topic.	✓	
	8	The teacher gives the examples about the topic by using show and tell method.	✓	
	9	The teacher asks the students to bring their favorite object (personal objects, food, or picture).	✓	
	10	The teacher asks the students to prepare their favorite objects (personal object, food, and picture) that they brought from home.	✓	

	<b>11</b>	The teacher gives the students a chance to perform and notify objects brought from home when the students will appear the center of attention for their friends.	✓	
	<b>12</b>	The teacher choose the students randomly to appear in front of the class	✓	
	<b>13</b>	The teacher asks the other students to ask questions to the student who perform in front of the class.	✓	
	<b>14</b>	The teacher gives positive feedback to the students and appreciate them for their confidence appear in from of the class	✓	
	<b>15</b>	The teacher asks the students about what they do not understand about the topic.	✓	
	<b>16</b>	The teacher answers about the topic asking and giving information that they does not understand and about their performance in front of the class.	✓	
	<b>17</b>	The teacher gives appreciation to the students that perform in front of the class.	✓	
	<b>18</b>	The teacher asks about the students difficulties in showing and telling the object	✓	
	<b>19</b>	The teacher and students make a conclusion about the material or topic that has been taught.	✓	
	<b>20</b>	The teacher gives feedback of the process and the result of learning.	✓	

FOCUS	NO	CRITERIA	YES	NO
<b>Students</b>	1	The students bring their favorite object such as personal objects, food, and pictures from home.	✓	
	2	The students prepare their favorite objects such as personal objects, food, and pictures that they brought from home to be shown in front of the class.	✓	
	3	The students perform and notify or show and tell the objects to their friends.	✓	
	4	The students give the question to their friends who perform in front of the class.	✓	
	5	The students who perform answer the questions that given by their friends.	✓	

Hajoran, 09 September, 2020

The Observer



(RobiahHasibuan, S.Pd)

## APPENDIX 9

### DIARY NOTES

- **First Meeting (Wednesday, August 19<sup>th</sup> 2020)**

The first meeting of the research was the pre-test. The first the researcher introduce herself to the students and told the students what was the purpose of the researcher and after that the researcher gave the students the pre-test to know the students' speaking before the researcher started the treatment. The researcher gave the students speaking test about looking for their personal object in the class and asked them to tell and show the object in front of their friends. But the students seemed very difficult to start speaking and some of them just kept silent and kept discussed with their friends, but there were some student tried their best to show in front of their friends seriously without nerves. But most of them did not know how to start speak although they had something to say. It could be seen from their face and expression. They looked confused and did not know what to do. So many problems have been found during the pre-test. The condition of classroom was not active. So, it could be concluded that the students still had difficulties in speaking skill.

- **Second Meeting (Wednesday, August 26<sup>th</sup> 2020)**

On the second meeting the researcher acted like teacher start from greeting and then introduced and explained the material about Simple Present Tense and following the instruction in lesson plan, the researcher asked the students what they known about simple present tense and given the example of Simple present tense by using Show and Tell. In this meeting the researcher gave the example of show and tell method about favorite toys and explained what the relation show and tell about favorite toy with Simple Present Tense. And the end of the meeting, the researcher asked the students to bring their favorite food for the test on the next meeting. And during the teaching learning process some students active and focused and given some questions to the researcher, but some students still make noise and played with their friends while the researcher explained the material.

- **Third Meeting (Saturday, August 29<sup>th</sup> 2020)**

On the third meeting the researcher also start with greeting and asked the students about the previous lesson and the researcher repeated a little bit the lesson in previous meeting to refreshed their memory and also the researcher followed the instructions of lesson plan. After repeat the previous lesson the researcher gave the post-test of cycle I, the researcher asked the students to prepare themselves and their favorite food to appear in front of the class and did show and tell method and the researcher gave the score of the students' speaking skill, because the limitation of time there were a half of students did not do the test yet and it would be continued in the next meeting

- **Fourth Meeting (Wednesday, September 02<sup>nd</sup> 2020)**

On the fourth meeting the researcher continued the test until all of the students did the test. And during the test still many students seems difficult to speak in front of the class, but there were also many students' speaking skill test score increase from the pre-test, but the result still unsatisfied so the researcher still did the cycle II

- **Fifth Meeting (Saturday, September 05<sup>th</sup> 2020)**

On the fifth meeting researcher gave a treatment to the students with simple past tense topic and made the example with show and tell method, in this meeting the researcher also following the instruction in lesson plan, in this meeting almost all of the students listened to the researcher during the teaching and learning process, the students seemed focus and enjoy the lesson in those day, the students also could answered what the researcher asked about the topic and in the end of class the researcher asked the students to bring their favorite photos/pictures (family photo, friends photo or idol photo) for the post-test II in cycle II.

- **Sixth Meeting (Wednesday, September 09<sup>th</sup> 2020)**

On this the last meeting was the post-test II in cycle II, the researcher asked the students to prepare themselves and their favorite photos or pictures to do the test appear in front of the class and did show and tell method and the

researcher gave the score of the students' speaking skill, this was the last test and during the test almost all of the students listen to their friends and gave the question about what their friend show and tell in front of the class and according the test result there was a significant changed and increased of the students speaking skill test score in post test II and this research could be stopped because the show and tell method could improved the students speaking skill in the second grade.

## APPENDIX 10

## STUDENTS' ATTENDANCE LIST DURING THE RESEARCH

NO	STUDENTS NAME	MEETING					
		I	II	III	IV	V	VI
1	ARH	√	√	√	√	√	√
2	AR	√	√	√	√	√	√
3	AAP	√	√	√	√	√	√
4	AFR	√	√	√	√	√	√
5	AW	√	√	√	√	√	√
6	AR	√	√	√	√	√	√
7	AS	√	√	√	√	√	√
8	DFS	√	√	√	√	√	√
9	DSH	√	√	√	√	√	√
10	HAK	√	√	√	√	√	√
11	IAH	√	√	√	√	√	√
12	JS	√	√	√	√	√	√
13	J	√	√	√	√	√	√
14	KJH	√	√	√	√	√	√
15	LTR	√	√	√	√	√	√
16	MNH	√	√	√	√	√	√
17	MRS	√	√	√	√	√	√
18	MHH	√	√	√	√	√	√
19	MH	√	√	√	√	√	√
20	MJH	√	√	√	√	√	√
21	NBN	√	√	√	√	√	√
22	NMR	√	√	√	√	√	√
23	PR	√	√	√	√	√	√
24	RS	√	√	√	√	√	√
25	RA	√	√	√	√	√	√

26	RN	√	√	√	√	√	√
27	RA	√	√	√	√	√	√
28	RH	√	√	√	√	√	√
29	RD	√	√	√	√	√	√
30	RS	√	√	√	√	√	√
31	TB	√	√	√	√	√	√
32	TR	√	√	√	√	√	√
33	WS	√	√	√	√	√	√
34	WS	√	√	√	√	√	√
35	YHD	√	√	√	√	√	√
36	BRD	√	√	√	√	√	√
37	WSS	√	√	√	√	√	√
38	SPH	√	√	√	√	√	√

**APPENDIX 11**

**DOCUMENTATION**









## APPENDIX 12

## PERMIT LETTER



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN**  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
**Jl. Williem Iskandar Pasar V Medan Estate 20371**  
**Telp. (061) 6615683-6622925 Fax. 6615683**

Nomor : B-8693/ITK/ITK.V.3/PP.00.9/07/2020

27 Agustus 2020

Lampiran : -

Hal : **Izin Riset**

**Yth. Bapak/Ibu Kepala MTs. PP. Tarbiyah Islamiyah Hajoran**

*Assalamulaikum Wr. Wb.*

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

**Nama** : Nurul Hafizhoh Dalimunthe  
**NIM** : 0304161054  
**Tempat/Tanggal Lahir** : Sibuhuan, 07 April 1998  
**Program Studi** : Pendidikan Bahasa Inggris  
**Semester** : VIII (Delapan)  
**Alamat** : HAJORAN Kelurahan HAJORAN Kecamatan SUNGAI KANAN

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTs. PP. Tarbiyah Islamiyah Hajoran, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

***Improving Students' Speaking Skill by Using Show and Tell Method at the Second Grade of MTs. PP Tarbiyah Islamiyah Hajoran***

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 27 Agustus 2020  
 a.n. DEKAN  
 Wakil Dekan dan Bidang  
 Akademik dan Kelembagaan



*Digitally Signed*

**Drs. RUSTAM. MA**

NIP. 196809201995031002



**YAYASAN ISLAMIYAH HAJORAN  
MADRASAH TSANAWIYAH PP. TARBIYAH ISLAMIYAH**

Alamat : HAJORAN, KECAMATAN SUNGAI KANAN, KABUPATEN LABUHANBATU SELATAN  
No. Izin Operasional 1260 Tahun 2018. NPSN :69725365. NSM : 121212220040. Akreditasi "B"

**SURAT KETERANGAN**  
**Nomor : MTs. b 28/965/PPTIH/2020**

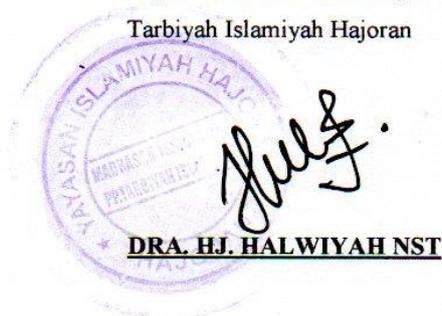
Dengan Hormat, Sehubungan dengan Surat dari Universitas Islam Negeri Sumatera Utara Medan Nomor: B-6693/ITK/ITK.V.3/PP.00.9/07/2020 Tanggal 27 Agustus 2020 Perihal Mohon Ijin Riset, maka dengan ini kami Kepala Madrasah Tsanawiyah Tarbiyah Islamiyah Hajoran menerangkan:

Nama	: NURUL HAFIZHOH DALIMUNTHE
NIM	: 0304161054
Tempat/Tanggal Lahir	: Sibuhuan, 07 April 1998
Program Studi	: Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: Hajoran, Kec. Sungai Kanan Kab. Labuhan Batu Selatan.

Telah mengadakan Riset di Madrasah Tsanawiyah Tarbiyah Islamiyah Hajoran yang kami pimpin pada tanggal : 19 Agustus s/d 09 September 2020, dengan judul Skripsi: *"Improving Students' Speaking Skill by Using Show and Tell Method at the Second Grade of MTs PP. Tarbiyah Islamiyah Hajoran"*. dan telah terlaksana dengan baik

Demikian Surat Keterangan ini kami perbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Hajoran, 14 September 2020  
Kepala Madrasah Tsanawiyah  
Tarbiyah Islamiyah Hajoran

  
**DRA. HJ. HALWIYAH NST**