IMPROVING STUDENTS' SPEAKING SKILL BY USING SHOW AND TELL TECHNIQUE AT SMPN 4 NGRAYUN IN ACADEMIC YEAR 2020/2021

THESIS

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THESIS

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ABSTRACT

JARWATI . 2021. *Improving Student's Speaking Skill by Using Show and Tell Technique at SMPN 4 Ngrayun in Academic Year 2020/2021*. **Thesis**, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo. Advisor: Nurul Khasanah, M.Pd.

Keyword : Speaking Skill, Show and Tell.

Speaking ability is one of ability to express one's interaction or the ability to report acts or situation in precise word, or ability to converse, or to express a sequence of ideas. Show and Tell technique as a technique of learning in which students tell about an object or process that has been or ever experienced. This technique Speaking is a form a language skill as communicative competence that can be develop when it is really used in real life as means communication is conducted in the classroom as a technique for speaking skills.

The purpose of this research was to improve the student's speaking skill by using Show and Tell Technique at SMPN 4 Ngrayun in academic year 2020/2021 who where not taught by this technique before. This research applied classroom action research technique. The subject of the research was VIII.B class of SMPN 4 Ngrayun which consist of 26 students. It consisted of two cycles which there

were four phases in each cycle, they are : planning, acting, observing, and reflecting. The data were obtained through qualitative and quantitative methods. To collect the qualitative data, the instruments used observation sheets. And to collect the quantitative data the researcher used test.

After analyzed and evaluated student's progress, the data showed that student's activeness and speaking skill had improved. This can be seen on how they asked their friends and answered the questions and also can be seen on how they presented their descriptive of something in front of the class.

In cycle 1 the students still show the low result with 46, 15% of students who got D score and just 11, 53% students who got A score for their ability of speaking. But after the researcher try to explain more about the rule of this learning, in cycle 2 the students show a good progress with 30,76% students got A score and only 3, 84% student who get D score.

The conclusion of this research stated that the student's speaking skill can be improved by using Show and Tell technique. Because the students have a lot of chance to speak and express what they want.

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Ponorogo,19 Februari 2021

Yang membuat pernyataan

Jarwati

DEDICATIONS

I lovingly dedicate this thesis to:

My beloved father Sukirno and my lovely mother Soirah for their endless support, prayers, love and care.

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My beloved friends Ulva Diana, Viviana setya M, Lilis Setyo A, Eva leonisa, Fitriani N.h, who always give e support to finish my thesis soon.

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Also to my self, thanks to finished this thesis although a little late.

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MOTTOS

“Evaluate yourself before you get evaluated on accountability day”

-Umar bin Khatab-

``Never use your life experiences as the absolute basis of truth in the live of other``

-Ps. Jeffery Rachmat-

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Ponorogo, 19 February 2021

The writer

Jarwati

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CHAPTER I
INTRODUCTION

A. Background of the Study

Language has an important rule for human life by using language the people will express their ideas, emotion, and desires, and it is used to interact with other people, to fulfills their daily needs. English has been the most important language in international communication. The people all over the world speak the English language when they meet one another in every international meeting, workshop, or conference. All countries in the world have set the English language as one of the compulsory subject studied at school.

In learning as foreign language, one is considered to have mastered the target language when she is able to utilization speaking. David Nunan states that to most people, mastering the art of speaking is the most important aspect of learning a foreign language and success is measured in terms of the ability to carry out a conversation in the language.[1]

Speaking is important for them to practice their capability and their understanding, how to send idea, and how to spell word well; in this case the students' motivation

[1]David Nunan, *Language Teaching Methodolog:* A *Textbook for instructor. English Language Teaching.*(New York: Prentice Hall, 1991), 39.

and interest are very needed to make the process of their understanding more easily.[2]

O'Malley and Pierce say that speaking seems to be an important skill that a learner should acquire. It is very important in order to enable students to communicate effectively through oral language because the disability of the students to speak may lead them to be unable to express their ideas even in a simple form of conversation. In addition, Burn and Joyce, state that one of the aims of most language programs is to develop spoken language skills and most programs aim to integrate both spoken and written language.[3]

A common problem that occurs in a speaking class is that instructors frequently feel it difficult to involve students in the speaking activities. In fact, English instructors should work hard to attract the students to speak a lot in the class. Its also occurs at SMPN 4 Ngrayun. Based on the research conducted on 3rd of March by interviewing some of students researcher found that many students had such personality problems, for instance they were not confident, reluctant, and afraid of practicing and using their English. One of the major obstacles learners had to overcome in learning to speak is the anxiety generated over the risks of blurting things out that are wrong, stupid, or incomprehensible.

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[2] Bambang Setiadi,*Teaching Englihs as a foreigin language* (Yogyakarta;graham ilmu. 2006).,24.

[3]Abudira. *Improving The Students Speaking ability trough role playing technique*. (Wordpress.2012), 24.

English teacher of SMPN 4 Ngrayun also used a traditional teaching technique. Teacher gave an explanation about the theme of the study without looked at the students understanding. The teacher continued the lesson based on the guidance book and ignored the students interest, so its make the students felt boring and difficult to understand what teacher say.

Most of Students at SMPN 4 Ngrayun is the students who had a less of confidence. They were rare to asked to the teacher about the lesson that actually they don't understand. They also felt that it would be useless for them to understand the lesson because they would not use English language everyday.

Base on the result of interview that has been do by the researcher while collecting some data before quarantine , the students of SMPN 4 Ngrayun said that the biggest factor of their disinterest of English is because of how the teacher teach them. The teacher delivered the lesson with the traditional teaching technique as the other lesson. Meanwhile the English lesson is more difficult. Because of it, the students rarely to speaking English. They don't have a chance to speak even in English class.

There are so many teaching techniques that can be used by the teacher to improving their students skill especially for speaking skill. One of them is Show and Tell technique that never be used in SMPN 4 Ngrayun before.

Show and tell is the process of showing an audience something and telling them about it.[4] In the process, a student will bring something from home and explain to the classmates why they chose the object, from which they get it, and other important information. One of the best aspects of the Show and Tell is the method can be applied to students in all age groups.

Steps in Show and Tell method can be described as follows: students bring an object to tell in the classroom. Then, the teacher asks them to describe. Teacher also gives some related questions and lets the students discuss about the object. After that, the students come forward to present the object that has been brought and analyzed. The researcher though that this technique can be suitable to that school because it easy to understand and do by students who study at the village

Based of that explanation the researcher conducted the title of the research**"Improving Students Speaking Skill by Using Show and Tell Technique at SMPN 4 Ngrayun in academic year 2020/2021"**

B. Identification and Limitation of the Study

This research focused on improving students speaking skill using Show and Tell technique. In this research there are some scope :

[4] Jean Donald boen,Tesol. *Technique and Procedure*. (Newbury; Newbury house publisher.), 8.

1. The subject of the research was the second grade students of SMPN 4 Ngrayun in 2020/2021 academic year
2. The object of the research were improving students speaking skill by using Show and Tell technique. Time of the Research will conduct at the second semester in 2020/2021 academic year.
3. Place of the Research The research was conducted at SMPN 4 Ngrayun.
4. English teacher at SMPN 4 Ngrayun still use a traditional technique to teach so its make the students feel borried.
5. Students of SMPN 4 Ngrayun are difficult to understand the English lesson.
6. Students of SMPN 4 Ngrayun don't have a chance to speak English even in English class.

C. Research Question

From the background of the study, the present propose to answer the question as follow :

Is students' speaking skill at the second grade of SMPN 4 Ngrayun can be improved by using Show and Tell Technique ?

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D. Research Objective

At the end of the research, the researcher tried to improving the students speaking skill by using Show and Tell Technique in SMPN 4 Ngrayun

E. Research Impact

After doing this research the researcher hopes it has benefited as follows:

1. Theoretically
   a. By using the Show and Tell technique, it is hoped that the students are more interest and motivated in learning speaking, so can improve their speaking skill.
   b. By using the Show and Tell technique the teacher gets inspiration and information about an alternative technique in the teaching-learning process. The teacher can develop their technique in teaching speaking.
2. Practically
   ca Students

   It is expected that this research can provide useful input improving the students speaking skill.

   cb Teachers

   As information to English teachers that the Show and Tell technique can give an alternative technique to teaching speaking.

   cc Reader

   After read this research the researcher hope that the reader can get the information about a kind of teaching technique that suitable for teaching English effectively.

F. Organnization of the Study

The researcher writes this study into five chapters, it has related to each other. The aim is to organize the study easily. The organizations of the study are:

The first chapter is an introduction that contains the background of the study, identification and limitation of the study, research question, research objective, research impact and organization of the study.

The second chapter is a review of related study, review of literature that describes theories related to the variable of the study,, conceptual framework, and the hypothesis that show the answer of study.

The third chapter is a research method that consists of research object, research setting and subject, research variable and research procedure.

The fourth chapter is the result of the research that consists of brief description of the research location, data explanation of the cycle, data analysis process of the cycle, and discussion

The fifth chapter is closing that consists of a conclusion and suggestion. this is easier for the reader who takes the essence of this study.

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CHAPTER II
PREVIOUS RELATED STUDY, LITERATURE REVIEW, CONCEPTUAL FRAMEWORK, AND HYPOTHESIS

A. Previous Related Studies

There are many related study about improving students speaking skill by using Show and Tell technique that have been conducted before. The researcher took some to be guidance to finish this study. The researcher founded previous studies that relevant with this research.

The first study from M. Darrin zuhri. The title of his research is "Improving Studencs' Speaking Ability Through Show and Tell Technique To The Eight Grade Of SMPN 1 Pademawu - Pamekasan". The objective of this research is how to improve the students speaking ability through Show and Tell technique. It is because the researcher and the collaborator found some problems faced by students dealing with student's speaking skill performance. The research design of this research is classroom action research which is conducted in a classroom setting to develop a certain method to improve the quality of teaching. The result of the observation was not successes yet, in cycle one, because there were 40% students that reached the target mean score. But, in cycle II, there was an increase in the number of active students and also in the mean score. Based on the data, it can be said that the action in cycle II brought a success. It can be concluded that by using show and tell, it helps students solve problems related to their speaking skill performance.

The research from M. Darrin have a similarities with the writer research that also focused on ability of students in their speaking skill. How to improve the students speaking skill by using something around them. but it also have a differences on the process of research. M. Darrin accompanied by one English teacher and collab their lesson plan, implement, observe the action, analysis , and make a reflection. But ,in this research, the researcher only use their own idea, plan, and analyzed the result alone . The English teacher just accompanied without do anything.

Secondly, its from Yogi Endarweni the title of the research is Implementing the Show and tell Technique to Improve the Speaking Skill of Grade VIII StudentS at SMP Pembaharuan Puroworejo. Based on the problems, the researcher aimed to improve students speaking skill for Grade VIII of SMP Pembaharuan Purworejo using the Show and Tell technique .The research was a classroom action research. The stages of action consist of four stage, planning, action, observation, and reflection .The result of this study shows that the implementation of the Show and Tell technique was effective to improve the student's speaking ability. It could be seen from the students' interest, motivation, and active participation in joining the speaking learning process. Besides, the student's speaking test also improved. It could be seen in the result of the pre-test which was done before the action, and post-test which was done in the end of the action. From the evidences, it could be conclude that Implementing Show and Tell technique could improve the speaking ability in English teaching and

learning process for grade VIII students of SMP Pembaharuan Purworejo.

This research have a similarities with the writer's research. This research also have a problem as in SMPN 4 Ngrayun that the teacher used traditional model of teaching. It made the students have a limited chance for speaking and feel boring in the class. This research also have a differences with the writer's research on the number of participants, Yogi's research took 30 students from VIII grade and the writer' research only took 26 students.

The third research is from Novia Ayu Lestari the title is "Applying Show and Tell method to Enhanced Student's Speaking skill of Describing". The objective of his research is how Show and Tell Method enhance student's speaking skill of describing at the eight grade of Mtsn Kota Tanggerang Selatan. In conducting this research, the researcher used Classroom Action Research (CAR). It is an action research that is implemented on the class during teaching and learning process.

The similarities this research with the writer research is that the research also choose Show and tell technique to improve the students speaking skill. But it also have differences that Novia's research not only focused on speaking but also on how to describing fluency.

B. Review of Literature

1. Speaking

a. Definition of Speaking

Speaking is a form a language skill as communicative competence that can be develop when it is really used in

real life as means communication. Speaking ability is described as ability to express one's interaction or the ability to report acts or situation in precise word, or ability to converse , or to express a sequence of ideas.[5]

Speaking is the productive, oral skill.[6] Speaking is a process of conveying meaning (spoken message) from one to another person by using verbal or non-verbal symbols. Speaking is a way to express emotions, feelings, thoughts or whatever is perceived to others with symbols that have been defined or anyone else can understand what is disclosed.

Speaking is one of important part of second language teaching and learning. Speaking is one of the four skills that have an important role in mastering English. In foreign language teaching, the ability to speak is the most essential skill since its become the basic for communication. Speaking skill is important for people in the world to communicate with other in every situation. They speak to give or share the information, and also to share information that they need. However, today world requires that the goal of teaching speaking is to improve students' communicative skill, in order to make the students can express themselves and learn how to communicate with other.

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[5] Robert Lado , *Language Testing* , (Longman : 1961), 240.

[6] Kathleen M. Bailey, *Practical English Language Teaching speaking,* 3.

b. Aspects of Speaking

Speaking skill has many different aspects. It is useful to look them under these heading:

1) Accuracy

Accuracy involves the correct use of vocabulary, grammar and pronunciation. In controlled and guided activities the focus is usually on accuracy and the teacher makes it clear from feedback that accuracy is important [7].

When choosing the word that best expresses the intent, some writers and speakers mistake one word for another similar one. None the differences in the pairs and groups of the words that follow.[8] Accuracy in this context refers to the ability to speak properly – that is, selecting the correct words and expressions to convey the intended meaning, as well as using the grammatical patterns of English.

2) Fluency

Fluency is he capacity to speak fluidly, and at a rate consistent with the norms of the relevant native community.[9] Although the word "fluency" has long been used in everyday speech to mean speaking rapidly and well, in our field it has largely come to

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[7]PennyUr .*A Course in Language Teaching* (United Kingdom : Cambridge University Press , 1996), 20.

[8] Margaret Shertzer, *The Elements of Grammar* (New York: McMillan Publishing Company, 1986), 141.

[9]KathelenM.Bailey, *Practical English Language Teaching Speaking*, 5.

mean speaking rapidly and smoothly but not necessary grammatically.[10] Fluency is the speedy in speaking which listener can understand what we share.

The fact is that while students' ability in terms of fluency has been improved, they often cannot communication appropriately in English due to a lack of grammatical knowledge have advanced and well aware of, but was told to speak not so smooth because each wants to talk, they think first that is was exactly what its grammar yet. Indeed, it does not consider how its grammar, more fluent speech even though its wrong.

3) Comprehension

Comprehension is the power of understanding an exercised aimed at improving or testing ones understanding of a language in written or spoken.[11] Comprehension is one of many components that should be paid attention to increase students speaking ability in order to speak better

c. Purposes of speaking

When we want to start to speak, it is better for us to know what are the purposes we going to speak. Acroding to Wrench, there are three purpose of speaking, as follow:[12]

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[10]*Ibid*., 124.

[11]Hornbby,AS, *Oxford advanced leaner,s Dictionary of current Language* (New York : Oxford University Press, 1995), 1225.

[8] Jason S. Whrech, et. Al, *Public speaking: Practice and ethnics,* vol. 1.0., a Creative commons by-nc-sa3.0, (2012), 138-149.

1) To inform

The first purpose of speaking is to inform. It means that people need some information that they need. Information is called as informative speaking, and the purpose of informative speaking is to make the listener understand the topic that the speakers deliver.

2) To persuade

Purpose of speaking is to persuade its mean when the speaker give their speech or information, they should have evidence in order to convince people to change their ideas. Its called persuasive speaking that influence people attitude, behavior, value, and beliefs.

3) To entertain

The goal of this speaking is to entertain the listeners who listen to the speaker. In this speaking, speaker should focus on the content of the speech and think how to make the listener enjoy during the speech.

d. Types of speaking

According to Douglas, they are two types of speaking, monolog speaking and dialog speaking.[13]

1) Monolog speaking

In the monolog type, the speaking uses spoken language for many activity in a long time, such as

[9] H. Douglas Brown, *Teaching by principles: An Interactive Approach to Language Pedagogy*, (New York: Pearson Education co, 2001). Vol 2, 251.

teachers, speech, or news broadcaster. There are two kind of monolog speaking, they are planed an unplanned monolog. Planed monolog is quite difficult to be understood because they manifest little redundancy. For example are speeches, or pre-written. Unplanned monolog show more redundancy so its make this type easier to understood by listener such as lectures or teachers.

2) Dialog speaking

Dialog consist of two or more participants of speakers and divided in two kinds. They are interpersonal and transactional. Interpersonal is purpose to promote the social relationship, and transactional is purpose to inform and share factual information.

e. Speaking activities

According to Hayrine Kayi, they are thirteen kinds of speaking activities, as follow.[14]

1) Discussion

Discussion can be held for various reason. The students may aim to arrive at a conclusion, share ideas about the event, or find solutions in their group discussion. Before the discussion, the purpose of this activities is set by the teacher. In this way, the

[14] Hayrine Kayi, *Teaching Speaking: Activities to Promote in a Second Language, Teaching English as a Second Language*, (TESL journal, vol. xii, no 11, 2006), 1.

discussion points are relevant to the purpose, so that's the students do not spend their time to chatting with their friends out of the topic.

2) Role play

Students pretend they are in various social contexts and have a variety of social roles. In role play activities, the teacher give the information to the learners such as who they are or what they feel.

3) Simulations

Simulation are very similar with role plays but what make simulation different with role play that they more elaborate. In simulations, students can bring something to the class to create a realistic environment. For example. Is the students is acting as a singer they should bring a microphone.

4) Information gap

In this activity, students working in pair. One student will have the information and share it and the other students should guess it.

5) Story telling

Students can summarize a story and tell it in the class. Story telling helps students to express their ideas, development , and ending including the characters and setting of the story.

6) Brainstorming

In this activity, the teacher gives students one topic than students can produce idea in limited time. Its help the students to produce their ideas quickly and freely.

7) Interview

In this activity, students can conduct an interviews base on the topic with various people. Teacher prepare a rubric for the students , but the students also need to learn to make their own interview question. Interview helps the students to improve their speaking skill inside \or outside the class.

8) Story completion

This activity is very enjoyable. In this activity, students sit in a circle and the teacher start to tell story. After a few sentences, the teacher stop narrating and the students start to ask to continue the story. Students can add a new character, events, and other.

9) Reporting

Students should find and information or everything that have they read from a newspaper or magazine. In the next day, the teacher ask to report what they have read to their friends.

10) Playing card

Teacher can divided the students into some groups. Every group should present a topic. Every student in a group will choose a card then they should write some questions related to the topic.

11) Picture narrating

In this activity, students ask to tell the story taking place in the sequential picture by paying attention to the criteria n the rubric from the teacher.

12) Picture describing

The role of this activity, the teacher give students one picture and ask the to describe it.

13) Find the differences

In this activity, students work in pairs. Then the teacher give one or two different picture and the students should discuses about the differences of the picture then tell it to the class

f. Successful speaking activity

In class of speaking many student feel shy and afraid to practice it. Teachers help the students to practice in speaking activity. They are four characteristic of successful speaking activity:[15]

1) Learners talk a lot

The period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken by the teacher talk.

2) Participation is even

Classroom discussion is not dominated by a minority of talk active participants. All of the student get chance to speak, and contribution are fairly evenly distributed.

3) Motivation is high

The students of the learners are eager to speak. It is because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

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[15] Penny Ur, *A Course in Language Teaching: Practice and Theory*, 120.

4) Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to one another, and of an acceptable level of language accuracy.

g. Problems of speaking

In Indonesia, teaching and learning English is focused on the ability of communication of the students. For Indonesian, speaking English is not easy, because their mother tongue is not English . Indonesian people also rarely use English language for communication because most of them didn't understand about English .

According to Sayuri, there are several problems of speaking as follow:[16]

1) Knowledge factor

Knowledge factor means that the learners did not know the language aspects or communication strategies.

2) Skills factor

In this factor, skill factor means that the learners knowledge is not enough to ensure fluency. To become a good English speaker, the learners should had linguistic knowledge such us purpose of speaking, how to organize and connect the utterance and others.

3) Personal factor

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[12] Sayuri, *English Speaking Problems of EFL Learners of Mulawarman University*, Indonesian Journal of EFL and Linguistics, vol. 1, No, 1 (2016), 49-50.

Reason in facing problem on English speaking were not only on having limited skills and limited knowledge, but also their personal problem such as lack of confidence, shy to perform speaking, limited vocabulary and lack of speaking practice

2. Show and Tell
   a. Definition of Show and Tell

Show and Tell technique is described as a technique of learning in which students tell about an object or process that has been or ever experienced. This technique is conducted in the classroom as a technique for speaking skills.

Learning English as a second language takes much guided practice.[17] One strategy to engage students in practicing effective communication skills is to structure a targeted Show and Tell experience. Teaching students how to engage in dialogue through questioning and making connections, and providing students with specific, but open-ended topic suggestions can turn a traditional Show and Tell experience into a language-rich opportunity for English language practice.

Marian says that one major goal of this technique is the reversal of the role of students as a teacher in order that a student can explain a concept to someone else. Hubbard gives other goal in Show and Tell technique. That is improving speaking skill, socializing

[17] Novia Ayu Lestari, *Appliying Show and Tell Method to Enhance Students Speaking Skill of Describing*, (Jakarta), 26.

skill, problem solving, and analyzing skill of phenomenon.

b. The Scope of Show and Tell

One strategy to engage students in practicing effective communication skills is to structure a targeted Show and Tell experience.[18] Teaching students how to engage in dialogue through questioning and making connections, and providing students with specific, but open-ended topic suggestions can turn a traditional Show and Tell experience into a language-rich opportunity for English language practice. Nathwani stated this technique can be used with almost any example. However, the concept to be explained by the students should be relatively simple and straight forward. The purpose of this exercise is to facilitate the students exploring issues in a creative way. It may be useful for the teacher to know beforehand what the students plan to present.

c. The Application of Show and Tell

In the process, a student will bring something from home and explain to the classmates why they chose the object, from which they get it, and other important information. One of the best aspects of the Show and Tell is the method can be applied to students in all age groups.[19]

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[18] *Ibid*., 28.

[19] Gerry Bohning, *Show and Tell: Assessing Oral Language Abilities*, Reading Horizon: Journal of Literacy and Language Arts, vol. 22, (1981), 1.

Steps in Show and Tell method can be described as follows: students bring an object to tell in the classroom. Then, the teacher asks them to describe. Teacher also gives some related questions and lets the students discuss about the object. After that, the students come forward to present the object that has been brought and analyzed .

d. Advantages of Show and Tell

In the Show and Tell‘ technique the role of the student is reversed to that of a teacher, thereby encouraging another perspective on the issue. The basic premise of this technique is that if one can explain a concept to someone else then he/she truly understands the concept. The old adage of the best way to learn is to teach‘ clearly follows. In practice a student or a group of students could explain a given theory to the rest of the class and also demonstrate an example that helps visualize this theory. This technique has several benefits and advantages as follows.

1) Students learn to speak and listen.
2) Students can learn how to be an audience and introduce themselves
3) Students can learn to ask questions according to the theme discussed.
4) Students can learn to link responses among the students.
5) Students can learn to anticipate and observe.
6) Students can practice critical reasoning skill.
7) Students learn storytelling.
8) Students learn to use descriptive language.

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Improving self-confidence.[20]

d. Disadvantages of Show and Tell

Besides of some advantages of this technique, Show and Tell also have some disadvantages, as follow:

1) This method should always be done by the teacher' supervisor. Because students requires guidance if they find a difficulty when they describe object used.
2) This method cannot be used in a sudden condition, because to use this method need some preparation.
3) Time of study at the school is limited, but show and tell takes much time, because all of the students should perform one by one at that moment.[21]

e. Teaching Through Show and Tell

Teaching speaking by using Show and Tell technique help the students to improve their speaking skill and practice in front of audience. Beside that, when the teacher use show and tell technique when teach the students, its can makes the atmosphere of the class become happy. The students share about

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[20] Laurie Patalides, *The Reason Children need Show and Tell in the Classroom.*, 8.

[21] Dalley Kathelen, Sharing *Center: An Alternative Approach to Show and Tell*, Early Childhood Education Journal,(1997), 223-227.

something special, taking about their feeling, and excited pround of it. this method also give the opportunity to students to develop their language skill. There are several step to teaching speaking using show and tell:

1) At certain time, students asked to bring favorite object to be shown and told in front of the class.
2) The teacher gives the students chance to perform and notify objects brought from home when the child will appear in the center of attention for his friends
3) Other children ask question to children who are appear.[22]

C. Conceptual Framework

As we know that communication is the activity of sharing information or the activity of expressing ideas and feelings or of giving people information. There are many ways to communicate with many people for giving them a lot of information, one of them is by speaking. To share information clearly, it needs a good speaking ability to make the listeners get the information easily. In order to improve students‘ speaking skill, they need to practice their speaking with some kinds of speaking materials, for example some monologue texts; speeches, recount, short dialogue, and so on.

[22] *Ibid.*, 36.

Related to speaking learning process in school, one of the purposes of English subject in junior high school is to develop the communication competence in spoken or written language to achieve the level of functional literacy. Unfortunately, it is extremely difficult to implement the goal. There are many problems, such as the problem of students or the problem of teachers. Students are still difficult to speaking English. They don't have much vocabulary, and also cannot to speech well. Besides, the problem of teacher is related to the teaching method. Teachers still use traditional way in teaching speaking.

Every student in every school has different characteristic. Consequently, they have to be treated differently based on their characteristics. Therefore, teachers have to be creative in selecting the teaching method and techniques. Teachers have responsibility for making a good situation in the classroom to encourage students' motivation and better attitude towards learning.

Speaking is one of language skills which is important. In general, people are considered to master a certain language if they are able to communicate using it in the daily speaking. Moreover, the current issue of globalization requires people to be able to communicate using English as the international language. Some students think that speaking is the most difficult skill to master. Therefore, the teacher needs to know the good technique and strategy in improving the students' speaking ability. It is because students have a high possibility to get bored easily.

The Show and Tell technique was applied in each meeting. Each meeting consists of three steps; those are:

pre-teaching, whilst teaching, and closing. The method is conducted at the pre-teaching, whilst teaching steps. It is expected that there will be some changes in the speaking learning process at second grade of SMPN 4 Ngrayun.

D. Hypothesis

In the process of formulating a research problem, in the case of quantitative research, there are two important considerations: the use of concepts and the construction of hypotheses. According to Gorge J. Mouly, a hypothesis is an assumption whose testability is to be tested on the basis of the compatibility of its implications with empirical evidence and previous knowledge.

The hypothesis in this study as formulation as follows:

Ha : There are significance improvement in students speaking skill after taught by using Show and Tell Technique.

Ho : There are not significance improvement in students speaking skill after taught by using Show and Tell Technique.

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CHAPTER III
RESEARCH METHOD

A. Research Objects

The following research objects were design to carry out this action research:

1. To implement Show and Tell technique in second grade of SMPN 4 Ngrayun.
2. To improve the students speaking skill exactly on their ability to speak fluently, pronounce the sentence correctly, and be active and participate in classroom by using Show and Tell technique.

B. Research Setting and Subject

The researcher conducted the action classroom research at SMPN 4 Ngrayun which located on Jl. Ponorogo – Pacitan, Baosan Kidul village. Actually this location is so far from the district of Ngrayun. It is about 20km from the district and more than 36km from the central city of Ponorogo . The writer chose this location because mostly students had a low ability and interest on English especially on speaking. The researcher did the research in SMPN 4 Ngrayun and choose the VIII.B class with 12 female and 14 male students. Totally there are 26 students as the subject of the research.

C. Research Variable

In this research the researcher had two variables are students speaking skill at SMPN 4 Ngaryun and teaching technique.

The first variable is about the activeness of the students during teaching and learning process. The second variable is the studying result of the students after learning by using Show and Tell Technique

D. Research procedure

The research used classroom action research. Therefore, the research used cycle in doing the research and this research was hold in two cycles. There were four step of classical process; plan, action, observation, and reflection. The four steps on the first cycle can describe as follow:

1. Planning

Planning usually start with something like a general idea. This phrase was the first step of the research procedure. In this phrase the researcher prepare everything need in the research as the following:

a. Choose the material

The researcher select the material that will be taught to the student. The material should be suitable to the students comprehension to make them easier to understand the materials. The material is about Descriptive text as follow :

1) Definition : descriptive text is a text which say what a person or a thing is like.
2) Function : to describe person, thing, or places in specific.
3) Generic structure : identification, Description
4) Language feature : specific participant (has a certain object, is not common and unique or only one. Use of the adjective to clarify the noun. Use the simple present tense and action verb.

5) Topic : my favorite place, my pet, my favorite thing.

Example of the descriptive text :

My Small House

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

b. Made the lesson plan

Show and Tell technique is a new technique that will be use in that school so the researcher need a new lesson plan include the Show and Tell technique inside. The complete lesson plan can be seen in the appendix. For this research, the researcher chose standard competency ; Express meaning in short, simple oral transactional and interpersonal

conversations to interact with the environment, based competency of ; Analyze social functions, text structures, and linguistic elements of several oral and written descriptive texts by providing and requesting information regarding favorite tourist attractions, objects and other things in a short and simple manner, according to the context their use. Capturing contextual meanings related to social functions, text structures, and linguistic elements of descriptive, oral and written, short and simple texts related to favorite tourist attractions and favorite objects. Compiling oral and written descriptive texts, short and simple, related to favorite tourist attractions and favorite objects, taking into account social functions, text structures, and linguistic elements, correctly and in context.

The indicators of this lesson plan are ; Identifying members' expressions and requesting information regarding favorite tourist attractions, objects and other things. Identify different ways of expressing each context. Understand the text structure of expressions of giving and asking for information regarding favorite tourist attractions and favorite objects. Understand the linguistic elements of member expressions and ask for information regarding favorite tourist attractions and favorite objects. Compile sentences asking for information related to favorite tourist attractions and favorite objects. Answering questions about favorite tourist attractions and favorite objects submitted to him. Compiling oral and written descriptive texts, short and simple, related to favorite

tourist attractions and favorite objects, taking into account social functions, text structures, and linguistic elements, correctly and suitable with the context.

c.Prepared the observation checklist and field note for the students

Checklist and Field note is use to make the conclusion and the result of this study so that is important for the researcher to prepare this item. Table bellow was the result of the first meeting at the SMPN 4 Ngrayun to check the students activeness.

Tabel 3. 1

Observation checklist of students activeness

No	Name	Asking	Answering	Not responding
1.	Aditya Eka S			
2.	Agus Saqiful A			
3.	Aisyah Putriningsih			
4.	Arvian Aziz P.			
5.	Arnanda Arga K.			
6.	Athaya Linda P.			
7.	Auliya Dewi Artika			
8.	Edi Seswanto			
9.	Ester Vena Cantika			
10.	Fendika Septa D. P.			

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11.	Filza Febriansyah			
12.	Fitriani			
13.	Nuraini			
14.	Nusianto			
15.	Putri Elyawati			
16.	Ricky Febriansyah			
17.	Rifki Pratama			
18.	Rio Hermawan			
19.	Rusmiatin			
20.	Sahrul Effendi			
21.	Sri Rahayu			
22.	Tegar Adi Saputra			
23.	Wahyu Amanudin			
24.	Yogi Noviana Sari			
25.	Yulfaidah			
26.	Indri Eka Safutri			

2. Acting

In this step, the researcher implement the solution of the problem of low students speaking ability by using Show and Tell technique to improve their speaking skill. The first steps of action, the researcher prepared the steps in the first circle as give an great opening lesson to make the students interest to the lesson. After that the researcher as the teacher give an general explanation about the material of the day. Give the student apperception before start the lesson is important to make the students be conducive. The researcher explain the what Descriptive

text is and show the example of describing something by using Show and Tell technique. The researcher ask the students to pay attention to researcher's perform and write some questions related to the research presentation. After that the researcher asked randomly to the students what theirs question and answer it.

After show the rule of the lesson the researcher ask to the students to describe something around them and presented to their friends in front of the class .The other students have to make a question. After several minutes the researcher asked randomly to the student to present their descriptions in front of the class. During this session, the researcher observing the students comprehension on speaking by look at their presentation. After some students finished their presentation the researcher evaluated the meeting with the students and asked to the students that they should bring something from home for the next meeting and describe it to increase their skill more than this first cycle.

3. Observing

Observation was all activities aim to identify, and document every indicator of process and achieved good result generated .In the observation it must be made the students were fun, enjoy and motivate in learning speaking collaboratively. Then check whether the solution or using Show and Tell was successful or not to create relax atmosphere in the classroom.

4. Reflecting

In this part, the researcher analyzed, reviewed and responded to the previous learning process in the first cycle to create the next plan for the next cycle. These steps occur until the expected condition research. These steps and activities in the next cycles were similar to those in cycle 1. Because at the first cycle the students still not deeply understand to the role and still hard to speak English the researcher continued the research to the second cycle.

1. Planning

At this second cycle the researcher made the other plan that have a little differences with the first cycle. Apart from preparing the observation checklist the researcher also chose the material that will be taught to the students for this second cycle. The material is about Descriptive text and the topic is about Special Thing, so the students should bring their special thing from home and present it in front of the class.

2. Acting

At the second cycle the researcher still used the step as the first cycle but more focus on the students activeness. After checking the students presention and give a great opening to make the students more enthusiastic , the researcher start to called the students one by one to come in front of the class. In the turn they presented their description of something that they bring. Some of them show the picture of some place and the other show their favorite

thing. In this second cycle the students look more active than the first cycle. It could be seen on their confidence when the researcher called their name to presentation. The participant of the other students also increased seen from their enthusiastic to ask the question to their friends. At the end of the meeting the researcher give the appreciation to the students and told that they have successful to increased their skill of speaking, confidence, and fluently.

3. Observing

The researcher do the observation during the learning process. Using the observation checklist the researcher checked the student`s activeness and also the student`s ability of speaking. The observation checklist as follow ;

Table 3.2

Observation checklist of students activeness cycle 2

No	Name	Asking	Answering	Not respo nding
1.	Aditya Eka S			
2.	Agus Saqiful A			
3.	Aisyah Putriningsih			
4.	Arvian Aziz P.			
5.	Arnanda Arga K.			
6.	Athaya Linda P.			

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7.	Auliya Dewi Artika			
8.	Edi Seswanto			
9.	Ester Vena Cantika			
10.	Fendika Septa D. P.			
11.	Filza Febriansyah			
12.	Fitriani			
13.	Nuraini			
14.	Nusianto			
15.	Putri Elyawati			
16.	Ricky Febriansyah			
17.	Rifki Pratama			
18.	Rio Hermawan			
19.	Rusmiatin			
20.	Sahrul Effendi			
21.	Sri Rahayu			
22.	Tegar Adi Saputra			
23.	Wahyu Amanudin			
24.	Yogi Noviana Sari			
25.	Yulfaidah			
26.	Indri Eka Safutri			

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For checking the student`s ability of speaking the researcher also make the other checklist as follow;

Table 3.3

Observation checklist of student`s comprehensions of speaking

No	Name	Fluently	Pronunciation	Vocab	confidences	Total	Result
1	Aditya Eka S						
2	Agus Saqiful A						
3	Aisyah Putriningsih						
4	Arvian Aziz P.						
5	Arnanda Arga K.						
6	Athaya Linda P.						
7	Auliya Dewi Artika						
8	Edi Seswanto						
9	Ester Vena Cantika						
10	Fendika Septa D. P.						
11	Filza Febriansyah						
12	Fitriani						
13	Nuraini						
14	Nusianto						
15	Putri Elyawati						
16	Ricky Febriansyah						
17	Rifki Pratama						
18	Rio Hermawan						
19	Rusmiatin						
20	Sahrul Effendi						
21	Sri Rahayu						
22	Tegar Adi Saputra						
23	Wahyu Amanudin						
24	Yogi Noviana Sari						
25	Yulfaidah						
26	Indri Eka Safutri						

4. Reflecting

In this part the researcher analyzed, reviewed the result of cycle 2 and compared with the result of cycle 1. The researcher founded the progress of the student`s activeness and student`s ability of speaking by using Show and Tell technique. At the first cycle the students still shy and not give responds to the researcher but at the second cycle they were active and enthusiasts to follow the

learning process. Its mean that the researcher didn`t need to make the third cycle because there has been significant progress at the student`s ability of speaking.

E. Research Schedule

This research conducted at SMPN 4 Ngrayun Ponorogo in academic year 2020/2021. The researcher conducted the research on 30th November for the first cycle and 3rd of December for the second cycle. The schedule of this Classroom Action Research as bellow:

No	Activities	Meeting	Date	Theme
1	Observation	-	June 3rd 2020	Describing Thing
2	Cycle 1	Meeting 1	November 30th 2020	Describing Thing around them
3	Cycle 2	Meeting 2	December 3rd 2020	Describing thing

CHAPTER IV

RESEARCH RESULT

A. Brief Description of Research Setting

This classroom action research was conducted on SMPN 4 Ngrayun that located on Baosan Kidul village 36km from the city center of Ponorogo. The researcher choose VIII.B class as the subjects of e research with 26 students inside.

B. Explanation Data per Cycle

1. Cycle 1

This cycle is the first cycle of this classroom action research that was conducted on 30th of November 2020. In this cycle the researcher made the some steps that would be describe as follow.

a. Planning

In this step the researcher prepared everything need for the research. The researcher started to prepared the material that suitable with the students at SMPN 4 Ngrayun. Because of the condition of the students that have a low ability on English, the researcher choose the material that easy for understand by the student.

The material is about descriptive text that describe about something around them. The researcher also made the lesson plan to made the process of learning more directed.

The researcher also made the observation checklist and field note for observing the students during the research.

b. Acting

In this step the researcher applied the Show and Tell technique during the learning process. The researcher gave the explanation about Descriptive text and gave the example of describing something using Show and Tell.

After the students understood about it the researcher asked them to make their own descriptive text about something around them. Some of the students looks so seriously to made the descriptive text, but most of them still busy with their own activity like playing with other and ignored the researcher.

But after some students appointed by the researcher to come in front of the class to presented their descriptive text, the other students started to be seriously. Some of students started to asked to the researcher about anything and made their descriptive text.

After that, the researcher asked the students to presented their description one by one. But not all of them would be the participants, some of them still shy and did not brave to come inn front of the class.

Look at that condition the researcher asked to the students who not come in front of the class to made the list of question for the presenter. After that some students started to asked their friend about something presented.

After this section was ended the researcher give the conclusion of the learning process today and asked the student to make the presentation about describing something for the next meeting.

c. Observing

During the process of classroom action research the researcher also observing the students comprehension on speaking. By using the field note the researcher explain the result of the first cycle as below:

Table 3.4

Observation Checklist of Students Activeness Cycle 1

No	Name	Asking	Answering	Not responding
1.	Aditya Eka S			√
2.	Agus Saqiful A			√
3.	Aisyah Putriningsih		√	
4.	Arvian Aziz P.			√
5.	Arnanda Arga K.			√
6.	Athaya Linda P.		√	
7.	Auliya Dewi Artika	√		
8.	Edi Seswanto			√
9.	Ester Vena Cantika	√	√	
10.	Fendika Septa D. P.	√		
11.	Filza Febriansyah			√

12.	Fitriani			√
13.	Nuraini			
14.	Nusianto			√
15.	Putri Elyawati	√	√	
16.	Ricky Febriansyah			√
17.	Rifki Pratama			√
18.	Rio Hermawan			√
19.	Rusmiatin	√		
20.	Sahrul Effendi			√
21.	Sri Rahayu		√	
22.	Tegar Adi Saputra			√
23.	Wahyu Amanudin			√
24.	Yogi Noviana Sari	√		
25.	Yulfaidah			√
26.	Indri Eka Safutri			√

The table above showed us the result of the observation of the student`s activeness in the class during the research on cycle 1. Based on the table there

are still so many students that keep silent and did not give a responds to the researcher as the teacher on that learning process. Most of them still ignored the learning process by busying themselves like playing with their friends or just be silent all the time. From the table above, 15 students of the class still have a low of activeness and like to be silent. But some of the students look so enthusiastic to follow the learning process. There are 6 students who keep asking to the researcher about the lesson and asking their friends as the rule of the learning process. And also there are 5 students that active to answered the questions from the researcher or from their other friends.

This table showed us that the result of cycle 1 are still low and did not give more progress for the student`s activeness. So the researcher should do the next cycle.

The researcher also made the other table for observed the students comprehension of speaking.

Table 3.5

Observation checklist of student's comprehension of speaking Cycle 1

No	Name	Fluently	Pronunciation	Vocab	confidences	Total	Result
1	Aditya Eka S	1	1	1	1	4	D
2	Agus Saqiful A	1	1	1	1	4	D
3	Aisyah Putriningsih	2	3	3	2	10	B
4	Arvian Aziz P.	2	2	2	3	9	B
5	Arnanda Arga K.	1	1	1	1	4	D
6	Athaya Linda P.	3	2	2	3	10	B

7	Auliya Dewi Artika	3	3	3	4	13	A
8	Edi Seswanto	1	1	1	1	4	D
9	Ester Vena Cantika	3	4	3	4	14	A
10	Fendika Septa D. P.	2	2	1	3	8	C
11	Filza Febriansyah	1	1	1	1	4	D
12	Fitriani	2	2	2	2	8	C
13	Nuraini	2	2	2	2	8	C
14	Nusianto	1	1	1	1	4	D
15	Putri Elyawati	3	3	3	4	13	A
16	Ricky Febriansyah	1	1	1	1	4	D
17	Rifki Pratama	1	1	1	1	4	D
18	Rio Hermawan	1	1	1	1	4	D
19	Rusmiatin	3	4	2	3	12	B
20	Sahrul Effendi	1	1	1	1	4	D
21	Sri Rahayu	2	2	3	3	10	B
22	Tegar Adi Saputra	1	1	1	1	4	D
23	Wahyu Amanudin	1	1	1	1	4	D
24	Yogi Noviana Sari	3	2	3	3	11	B
25	Yulfaidah	2	2	2	3	9	B
26	Indri Eka S	2	3	2	3	10	B

Scoring :

1. 13 - 16 : A
   1. A : Best
2. 9 - 12 : B
   2. B : Good
3. 5 - 8 : C
   3. C : Less
4. 1 - 4 : D
   4. D : Not Good

The table above showed the result of the student`s ability of speaking. By using some indicators and assessment materials the researcher got the result of student`s ability of speaking are still low. There are just

3 students who got the best score (A) and 8 students got B score. The other students got C score for 3 students and 12 students got D score. It means that the student`s ability of speaking are still low and just give a little progress from the first observation. So the researcher did not stop the research and continued to cycle 2 to get the satisfactory result.

d. Reflection

From all of the process of this research on the first cycle the researcher conclude that the result of this research are still low. Look at the checklist observation research that still there are many students that have low score.But this result are more better than the participants of the students at the observation before.

2. Cycle 2

a. Planing

In this step the researcher changed the topic of the learning. If at the first cycle they describe something around them, in cycle 2 they should brought something from home and presented it. The researcher prepared the other preparation checklist to know the student's development of activeness and speaking.

b. Acting

At this step the researcher give the great openingas the first cycle to make the students more enthusiast to joined the class. After that the researcher give a simple

explanation about the rule of the lesson today that all of the students should give their own presentation by presenting something that they have been bring from home.

The researcher also give them the example to presented well. How to describing something using Show and Tell technique, how to speak fluently and rich of vocabulary and also speak confidently.

After that the students come in front of the class one by one to presented their description. Some of them brought the special thing like a little doll or picture of them, books and others.

The students look so enjoyed the learning process and so enthusiast to follow all the rule. They presented their description of something in front of the class and the other start to made the questions.

At this second meeting the students look more ready and confidence to speaking. They presented their description with a good English and rich of vocabulary and also answered their friend's questions well.

At the end of meeting the researcher give a conclusion and tell them that they have been improved their ability of speaking based on the researcher observation during the learning process.

c. Observing

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The researcher observing the students ability of speaking using the observation checklist and the result of the second cycle as bellow :

Table 3. 6

Observation Checklist of Students Activeness
Cycle 2

No	Name	Asking	Answering	Not responding
1.	Aditya Eka S			√
2.	Agus Saqiful A	√		
3.	Aisyah Putriningsih		√	
4.	Arvian Aziz P.		√	
5.	Arnanda Arga K.			√
6.	Athaya Linda P.		√	
7.	Auliya Dewi Artika	√		
8.	Edi Seswanto	√		
9.	Ester Vena Cantika		√	
10.	Fendika Septa D. P.	√		
11.	Filza Febriansyah		√	
12.	Fitriani	√		

13.	Nuraini		√	
14.	Nusianto			√
15.	Putri Elyawati		√	
16.	Ricky Febriansyah	√		
17.	Rifki Pratama	√		
18.	Rio Hermawan		√	
19.	Rusmiatin	√		
20.	Sahrul Effendi		√	
21.	Sri Rahayu	√		
22.	Tegar Adi Saputra		√	
23.	Wahyu Amanudin			√
24.	Yogi Noviana Sari	√		
25.	Yulfaidah		√	
26.	Indri Eka Safutri		√	

PONOROGO

In the second cycle the students showed a good progress. By look at the table above researcher concluded that the student`s activeness are increasing. By using Show and Tell technique in this next cycle the students more active and enjoyed the learning process. Most of the students look so enthusiastic to

follow the rule by show and tell the thing that they have prepared. About 10 students who asked something to the researcher or to their friends. They asked about the English lesson or make the question to the other students who give the presentation. Students who answering the questions also increased, if in the cycle 1 just 5 students in cycle 2 there are 12 students who can answering the questions from the researcher or from their friends.

The researcher also observed the student's progress of speaking using observation checklist and the result is as follow :

Table 3.7

Observation checklist of student'scomprehension of speaking Cycle 2

No	Name	Fluently	Pronunciation	Vocab	Confidences	Total	Result
1	Aditya Eka S	1	1	1	2	5	C
2	Agus Saqiful A	1	1	1	2	5	C
3	Aisyah .P	3	3	4	3	13	A
4	Arvian Aziz P.	2	2	2	3	9	B
5	Arnanda .A K.	1	1	1	1	4	D
6	Athaya .L P.	3	2	4	4	13	A
7	Auliya Dewi A	2	4	4	4	14	A
8	Edi Seswanto	1	1	1	2	5	C
9	Ester Vena .C	3	4	4	4	15	A
10	Fendika Septa D. P.	2	3	2	3	10	B
11	Filza F.	2	1	3	2	8	C
12	Fitriani	2	2	3	3	10	B
13	Nuraini	2	3	3	3	11	B

PONOROGO

14	Nusianto	2	2	2	2	8	C
15	Putri Elyawati	4	4	4	4	16	A
16	Ricky F.	2	2	2	3	9	B
17	Rifki Pratama	2	2	3	2	9	|B
18	Rio Hermawan	2	2	2	3	9	B
19	Rusmiatin	4	4	4	3	15	A
20	Sahrul Effendi	2	1	2	3	8	C
21	Sri Rahayu	4	4	4	4	16	A
22	Tegar Adi S.	2	2	2	3	9	B
23	Wahyu A.	2	2	1	2	7	C
24	Yogi Noviana s	4	4	3	4	15	A
25	Yulfaidah	3	3	3	3	12	B
26	Indri Eka S	3	2	3	3	11	B

In the table above we can see the result of observation checklist of student`s ability of speaking. Different with the cycle 1, in cycle 2 the students showed a good progress on their speaking ability. By using Show and Tell technique, they look more active and speaking English fluently. They used a good pronunciation and rich of vocabulary to tell us about the things that have they bring. From the table above we can see that there are 8 students who got the best score (A), 10 students got B score, 7 students got C score, and just 1 students who get a bad score (D). It means that the cycle 2 are successfully to increased the student`s ability of speaking by using Show and Tell technique so the researcher stopped the research at cycle 2.

e. Reflecting

The researcher founded many progress that occur during this second cycle. The students look more confidence and ready for speak. They also have a rich vocabulary to describe thing that they have been brought from home. The researcher have been observed and made a conclusion based on the result of observation checklist and also field note during this action class research. The researcher conclude that the students have improved their ability of speaking by using Show and Tell technique. By using this technique the students look more confidence and enthucias to follow the learning process. It is means that the action class was ended and do not need to continue to the other cycle.

C. Data Analysis Process per Cycle

1. Cycle 1

At the cycle 1 the activities carry out are planing, acting observing and reflecting. Based on the classroom action research that have been done the researcher get two kinds of data they are student's activeness and student's ability of speaking. The result of cycle 1 as follow :

PONOROGO

Table 3.8

Result of the research of student's activeness cycle 1

Asking	Answering	Not responding	Total
6 students	5 students	15 students	26 students

Based on the table of student's activeness above the students that still not give respond are more than a half of class. They still silent or some of them still play with their friend. Some of them said that they still doubt and confused about English but about 11 students in the class give responds by asking some question to the researcher as the teacher at this learning process. Not only ask the questions, some of them also answering the researcher question so they give feedback to what the researcher said.

This cycle show that the students activeness are still low, so the researcher continued to the cycle 2 to maximize the result of the research.

PONOROGO

The focus of this research is about the student's ability of speaking so the researcher is also observed the result of student's ability of speaking in cycle 1 at the table as follow :

Table 3.9

Observation research result of student's ability of speaking cycle 1

Indicator	F	%
A	3	11, 53%
B	8	30, 76%
C	3	11, 53%
D	12	46, 15%

The result of student's ability of speaking in cycle 1 are still low. The table show that 46, 15 % students still get D score (1 - 4) and the students who get the best score (13 - 16) just 3 students or 11,53% totally. The result of cycle 1 make the researcher continued to the cycle 2 to see the increased of student's ability of speaking at SMPN 4 Ngrayun.

2. Cycle 2

As the cycle 1, the cycle 2 still used the same action procedure as cycle 1, but the researcher changed the topic and instruction to make the students more enthucias and interested to english lesson so they can improve their ability of speaking English. At the table bellow are the result of observation of student's

activeness and ability of speaking English by using Show and tell technique.

Table 3.10

Result of student's activeness cycle 2

Asking	Answering	Not responding	Total
10 students	12 students	4 students	26 students

Based on the table above showed that there are significant increased of students activeness in cycle 2. the students more active and enjoyed the learning process by using Show and Tell technique. They followed the rule and active to asking the questions and also give the answer to another questions.The followed table is the result of the observation checklist of student's ability of speaking English.

Table 3.11

Result of student's ability of speaking cycle 2

Indicator	f	%
A	8	30,76%
B	10	38,46%
C	7	26,92%
D	1	3,84%

Based on that table the researcher concluded that the research was successfully increased the student's ability of speaking English. The table show that 30, 76% students get the highest score (13 - 16) and the lowers score just 3, 84%. It is show that the students have increased their ability of speaking by using |Show and Tell technique. They more active and enthucias to follow the learning process and finally they successfully improving their ability of speaking English so this classroom action research was ended on cycle 2.

D. Discussion

At this part, presented the result of the total cycle in a summary tables and graphs. The tables and graphs will explain the changes that have occurred along with a clear and detailed discussion.The result of the research show that the student's ability of speaking by using Show and Tell technique show the satisfactory result as what the researcher hoped. Not only increased the student's ability of speaking but also the student's activeness. Comparison data can be see at the table as follow :

PONOROGO

Table 3. 12

Comparison result of student's activeness

Activeness	Cycle 1		Cycle 2	
	F	%	F	%
Asking	6	23,67%	10	38,46%
Answering	5	19,23%	12	45,15%
Not responding	15	57,69%	4	15,38%

Based on the table of student's activeness we can conclude that the student's activeness have been increased. If at the cycle 1 57, 69% students did not give respond to the researcher, at cycle 2 students who did not give respond just 15, 38% or just about 4 students that still silent and did not focused to the lesson. But the active students increased start from who asked 23, 67% in cycle 1 and 38, 46% in cycle 2 and the students who give answer from 19, 23% in cycle 1 to 45, 15% in cycle 2. Not only the student's activeness that have been increased in this research but also the focused of this research, the student's ability of speaking English by using Show and Tell technique. The result of this research can be seen at the table as follow :

Table 3.13

Observation result of the student's ability of speaking English

Indicators	Cycle 1		Cycle 2	
	F	%	F	%
A	3	11, 53%	8	30, 76%
B	8	30, 76%	10	38, 46%
C	3	11, 53%	7	26, 92%
D	12	46, 15%	1	3, 84%

The comparison of observation result of student's ability of speaking show the significant progress. At the cycle 1 the students who git the lowest score (1 - 4) are 46, 15% but at the cycle 2 the students who got the lowest score just 1 students or 3, 84%. The highest score in cycle 1 is 11, 53% or 3 students and in cycle 2 increased to 30, 76% or 8 students. The result of this research are successful increased the students ability of speaking English so the researcher stopped this classroom action research on cycle 2 because all the students have showed a good progress on speaking and activeness.

PONOROGO

CHAPTER V

CLOSING

A. CONCLUSION

In this part the researcher concluded the result of this classroom action research that the researcher have been implemented Show and Tell technique by applying the steps of it. There are 2 cycle in this research and every cycle have four steps they are : planning, acting, observing, and reflecting. This research use the second grade od SMPN 4 Ngrayun as the subject of the research with 26 students inside.

In cycle 1 the result of the research are still low. 57, 69% students did not give responds, and on the speaking test just 11, 53% students who got a good score (A). But after changed the topic and also give more explanations, in cycle 2 the students show the significant progress. Only 15, 38% students who not give responds and the students who got the best score increase to 30,76% (8 students) from 11, 53% (3 students). It is mean that the rresearch was successfully and ended because the students have show the good progress on their ability in speaking English.

PONOROGO

B. SUGGESTION

Based on the conclusion above, it can be delivered some recommendation or suggestion that maybe useful for English teacher, students, and the other researcher.

1. English Teacher

   In teaching English maybe the teacher not to always do more talk, but also give the chance for the students to speak a lot. By change the teaching method from traditional to the modern technique like Show and Tell, the students have lot of time and more chance to express and share their ideas.

2. The Students

   The researcher hoped that the students should pay more attention to the teacher when English teaching and learning process. They also are hoped to have a great motivation in learning, especially in English lesson. So, they have a desire to improve their English ability.

3. The Other Researcher/Readers

   For the researcher or the readers who have been read this research, the researcher hope that the result of this research can be useful as reference for a future research concerning with improving student`s ability of speaking by using Show and Tell Technique.

PONOROGO

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PONOROGO

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Satuan Pendidikan : Smp

Kelas : VIIIMata Pelajaran : Bahasa InggrisTopik: Descriptive text

Skill : Speaking

Alokasi Waktu : 2 x 40 menit

A. Standar Kompetensi3.1 Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar dan Indikator pencapaian

Kompetensi Dasar	**Indikator**
3.2 Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata faforit, benda – benda dan suatu lainya secara pendek dan sederhana, sesuai dengan konteks penggunaannya.	• Mengidentifikasi ungkapan-ungkapan member dan meminta informasi terkait tempat wisata faforit, benda-benda dan suatu lainya . • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata faforit dan benda benda kesayangan • Memahami unsure kebahasaan dari ungkapan member dan meminta informasi terkait tempat wisata faforit dan benda kesayangan
3.3 Teks deskriptif Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsure kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata faforit dan benda	• Menyusun kalimat meminta informasi terkait tempat wisata faforit dan benda kesayangan. • Menjawab pertanyaan tentang tempat wisata faforit dan benda kesayangan yang diajukan kepadanya • Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata faforit dan benda

kesayangan 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata faforit dan benda kesayangan, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks	kesayangan, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.

C. Karaker :

1. Dapat dipercaya (trustworties).
2. Berani (courage).
3. Tekun (diligent).
4. Tanggung jawab (responsible).

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi ungkapan yang digunakan untuk mengundang, menerima dan menolak ajakan.
2. Siswa dapat merespon undangan secara sederhana.
3. Siswa dapat menolak udangan secara sederhana.4. Siswa dapat mengidentifikasi ekspresi-ekspresi yang diguanakan dalam invitation melaui dialog.

E. Materi

A. Materi Pembelajaran

Contoh text descriptive yang diajarkan :

My Small House

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via

Facebook and so on.

My Doll

(Identification)

I have a favorite doll. It is an original Teddy Bear from America. My boyfriend gave it to me as my birthday present last year. I was very happy. I put it on a cabinet next to my bed. Sometimes I use it as a pillow.

(Description)

My Teddy Bear is very big, and the colour is cream. It is about 180 and the width is about 50 centimeters. When I put it on my bed it will occupy half of it. It is almost as big as my body. It is made of typical kind of fabric called rasfur. The head is round with the size of 25 centimeters. It has two ears which located on top of its head. The shape of the ear is half circle and the size is half of my palm. The colour of its eye is dark brown. I think it is made of glass since I can see through it. It has a blue shirt encircling its body. On the sole of each foot, there is a paw pattern made of smooth fabric.

G. Media Pembelajaran

1. Media
   a) Worksheet atau lembar kerja siswa
   b) Lembar penilaian
2. Alat/Bahan
   a) Penggaris, spidol, papan tulis
   b) Laptop dan proyektor

H. Sumber Belajar

1. Internet
2. Kamus Bahasa Inggris
3. LKS
4. Pengalaman peserta didik dan guru

I. langkah – langkah kegiatan

Pertemuan ke-satu

Kegiatan pembuka :

1. Guru mengucapkan salam sebagai penanda pembukaan dimulainya pembelajaran.
2. Guru mengecek kehadiran siswa
3. Guru memberikan apersepsi terkait pelajaran hari ini dengan memberikan pertanyaan sederhana yang berhubungan dengan kegiatan sehari-hari.
4. Guru menjelaskan secara singkat tentang pelajaran hari ini dengan memberikan contoh sederhana

Kegiatan inti :

1. Guru menjelaskan secara detail terkait materi

2. Guru meminta siswa untuk mencari sumber yng luas terkait tema mendeskripsikan sesuatu.
3. Guru memberikan contoh penerapan descriptive text secara lisan dan non lisan.
4. Guru memberikan contoh dengan cara menunjukan suatu gambar kemudian mendeskripsikan gambar tersebut didepan siswa.
5. Guru meminta siswa agar mempersiapkan teks descriptivenya sendiri untuk dipresentasikan
6. Siswa secara bergantian mempresentasikan hasil teks deskripsi masing – masing didepan kelas.
7. Guru meminta agar siswa lain menyiapkan pertanyaan terkait presentasi siswa .
8. Siswa melakukan Tanya jawab dengan siswa lain terkait sesuatu yang diseskripsikan.
9. Guru memberikan penilaian.

Kegiatan penutup :

1. Guru mengevaluasi pemahaman belajar siswa dengan cara menanyakan kembali materi tentang Descriptive text.
2. Guru memberikan tugas untuk pertemuan selanjutnya agar menambah pemahaman siswa terhadap materi
3. Guru menutup pelajaran dengan motivasi untuk semangat belajar dan memberikan salam penutup.

Pertemuan ke-dua

Kegiatan pembuka :

1. Guru memberikan salam dan mengecek kehadiran siswa
2. Sebelum memulai pelajran guru terlebih dahulu memberikan apersepsi terkait dengan pelajaran kemarin dengan cara mengkaitkan materi dengan kehidupan sehari-hari.
3. Guru bertanya kepada siswa tentang materi pelajaran kemarin untuk memastikan pemahaman siswa.

Kegiatan inti :

1. Guru menjelaskan kembali tentang materi descriptive text secara detail.
2. Siswa mempersiapkan diri untuk presentasi terakait description something or place sesuai dengan yang telah disepakati.
3. Secara bergiliran siswa mempresentasikan hasil deskripsinya.
4. Siswa lain menyiapkan pertanyaan terkait presentasi siswa lain.
5. Siswa melakukan Tanya jawab dan bertukar informasi tentang sesuatu yang dideskripsikan.

Kegiatan penutup :

1. Guru menanyakan terkait sejauh mana pemahaman siswa terhadap materi hari ini.
2. Guru meminta siswa untuk merangkum point penting pada pembelajaran hari ini.
3. Guru memberikan kesimpulan tentang kegiatan belajar hari ini.
4. Guru memberikan motivasi semangat belajar pada siswa dan menutup pembelajaran dengan salam.

J. Penilaian Hasil Pembelajaran

1. Keaktifan (pertemuan 1)

PONOROGO

No	Name	Asking	Answering	Not responding
27.	Aditya Eka S			√
28.	Agus Saqiful A			√
29.	Aisyah Putriningsih		√	
30.	Arvian Aziz P.			√
31.	Arnanda Arga K.			√
32.	Athaya Linda P.		√	
33.	Auliya Dewi Artika	√		
34.	Edi Seswanto			√
35.	Ester Vena Cantika	√	√	
36.	Fendika Septa D. P.	√		
37.	Filza Febriansyah			√
38.	Fitriani			√
39.	Nuraini			
40.	Nusianto			√
41.	Putri Elyawati	√	√	
42.	Riky Febriansyah			√
43.	Rifki Pratama			√
44.	Rio Hermawan			√
45.	Rusmiatin	√		
46.	Sahrul Effendi			√
47.	Sri Rahayu		√	

48.	Tegar Adi Saputra			√
49.	Wahyu Amanudin			√
50.	Yogi Noviana Sari	√		
51.	Yulfaidah			√
52.	Indri Eka Safutri			√

PONOROGO

3. Kemapuan Berbicara (pertemuan 1)

No	Name	Fluently	Pronunciation	Vocab	confidences	Total	Result
1	Aditya Eka S	1	1	1	1	4	D
2	Agus Saqiful A	1	1	1	1	4	D
3	Aisyah Putriningsih	2	3	3	2	10	B
4	Arvian Aziz P.	2	2	2	3	9	B
5	Arnanda Arga K.	1	1	1	1	4	D
6	Athaya Linda P.	3	2	2	3	10	B
7	Auliya Dewi Artika	3	3	3	4	13	A
8	Edi Seswanto	1	1	1	1	4	D
9	Ester Vena Cantika	3	4	3	4	14	A
10	Fendika Septa D. P.	2	2	1	3	8	C
11	Filza Febriansyah	1	1	1	1	4	D
12	Fitriani	2	2	2	2	8	C
13	Nuraini	2	2	2	2	8	C
14	Nusianto	1	1	1	1	4	D
15	Putri Elyawati	3	3	3	4	13	A
16	Ricky Febriansyah	1	1	1	1	4	D
17	Rifki Pratama	1	1	1	1	4	D
18	Rio Hermawan	1	1	1	1	4	D
19	Rusmiatin	3	4	2	3	12	B
20	Sahrul Effendi	1	1	1	1	4	D
21	Sri Rahayu	2	2	3	3	10	B
22	Tegar Adi Saputra	1	1	1	1	4	D
23	Wahyu Amanudin	1	1	1	1	4	D
24	Yogi Noviana Sari	3	2	3	3	11	B
25	Yulfaidah	2	2	2	3	9	B
26	Indri Eka S	2	3	2	3	10	B

PONOROGO

Scoring :

1. 13 - 16 : A
2. 9 – 12 : B
3. 5 - 8 : C
4. 1 – 4 : D

1. A : Best
2. B : Good
3. C : Less
4. D : Not Good

4. Lembar keaktifan (pertemuan 2)

No	Name	Asking	Answering	Not responding
27.	Aditya Eka S			√
28.	Agus Saqiful A	√		
29.	Aisyah Putriningsih		√	
30.	Arvian Aziz P.		√	
31.	Arnanda Arga K.			√
32.	Athaya Linda P.		√	
33.	Auliya Dewi Artika	√		
34.	Edi Seswanto	√		
35.	Ester Vena Cantika		√	
36.	Fendika Septa D. P.	√		
37.	Filza Febriansyah		√	

38.	Fitriani	√		
39.	Nuraini		√	
40.	Nusianto			√
41.	Putri Elyawati		√	
42.	Ricky Febriansyah	√		
43.	Rifki Pratama	√		
44.	Rio Hermawan		√	
45.	Rusmiatin	√		
46.	Sahrul Effendi		√	
47.	Sri Rahayu	√		
48.	Tegar Adi Saputra		√	
49.	Wahyu Amanudin			√
50.	Yogi Noviana Sari		√	
51.	Yulfaidah		√	
52.	Indri Eka Safutri			

5. Lembar kemampuan berbicara (pertemuan 2)

No	Name	Fluently	Pronunciation	Vocab	Confidences	To l
1	Aditya Eka S	1	1	1	2	
2	Agus Saqiful A	1	1	1	2	
3	Aisyah .P	3	3	4	3	1
4	Arvian Aziz P.	2	2	2	3	
5	Arnanda .A K.	1	1	1	1	
6	Athaya .L P.	3	2	4	4	1
7	Auliya Dewi A	2	4	4	4	1
8	Edi Seswanto	1	1	1	2	
9	Ester Vena .C	3	4	4	4	1
10	Fendika Septa D. P.	2	3	2	3	1
11	Filza F.	2	1	3	2	
12	Fitriani	2	2	3	3	1
13	Nuraini	2	3	3	3	1
14	Nusianto	2	2	2	2	
15	Putri Elyawati	4	4	4	4	1
16	Ricky F.	2	2	2	3	
17	Rifki Pratama	2	2	3	2	
18	Rio Hermawan	2	2	2	3	
19	Rusmiatin	4	4	4	3	1
20	Sahrul Effendi	2	1	2	3	
21	Sri Rahayu	4	4	4	4	1
22	Tegar Adi S.	2	2	2	3	
23	Wahyu A.	2	2	1	2	
24	Yogi Noviana	4	4	3	4	1

	s					
25	Yulfaidah	3	3	3	3	1
26	Indri Eka S	3	2	3	3	1

IAIN PONOROGO

DOCUMENTATIONS

IAIN
PONOROGO

PONOROGO

DATA ADMINISTRASI KELAS

The Strongest Hope a Miracle

Words Cut more than Swords

The Strongest Hope a Miracle

The Strongest Hope a Miracle

The Strongest Hope a Miracle

CURRICULUM VITAE

Jarwati or usually called Jeje. She is now 23 years old. She was born in Ponorogo, 1st Agustus 1997. She has been so thankfull for living on earth as a daughter of Mr Sukirno and Mrs Soirah. She have a sister named Sinta Aprilia Wati. They are simple family who lives in a little village. Her father is a farmer and her mother is a housewife. They live in Baosan Kidul village, one of the little villages in Ponorogo. She graduated SDN 4 Ngrayun in 2010 and then continued her education in SMPN 4 Ngrayun and SMA Pemberdayaan bangsa for Junior and Senior High School. She finished her education at SMA Pemberdayaan Bangsa in 2016. In 2016, she continue her college education in IAIN Ponorogo at English department.

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SURAT KETERANGAN
Nomor :157/III.4.AU/A/2021

Yang bwertanda tangan dibawah ini Kepala SMPN 4 Ngrayun Ponorogo, dengan ini menerangkan bahwa :

Nama	: Jarwati
Nim	: 210916056
Jurusan	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Perguruan Tinggi	: IAIN Ponorogo

Yang bersangkutan benar-benar telah melakukan kegiatan penelitian dalam rangka penyususan *Skripsi* di SMPN 4 Ngrayun pada tanggal 31 November sampai dengan 3 Desember 2020, dengan judul penelitian : *Improving Student's Speaking Skill by Using Show and Tell Technique at SMPN 4 Ngrayun in Academic Year 2020/2021.*

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

Ponorogo, 18 Januari 2021
Kepala Sekolah

Drs. Achmad Muhkam Tanzil, M.Pd.
NIP : 196707101998021008

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Ponorogo, 18 Mei 2020

Nomor : **B-0780/In.32.2/PP.00.9/05/2020**
Lampiran : **1 (Satu) Eksemplar Proposal**
Perihal : **PERMOHONAN IZIN UNTUK PENELITIAN INDIVIDUAL**

Kepada
Yth. **Kepala SMPN 4 Ngrayun**
Di
Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat kami sampaikan bahwa mahasiswa di bawah ini :

Nama	:	**JARWATI**		
NIM	:	**210916056**		
Semester	:	**VIII (delapan)**	Tahun Akademik	: **2019/2020**
Fakultas/ Jurusan	:	**Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris**		

dalam rangka menyelesaikan studi / penulisan skripsinya yang berjudul :
"IMPROVING STUDENTS' SPEAKING SKILL BY USING SHOW AND TELL TECHNIQUE AT SMPN 4 NGRAYUN IN ACADEMIC YEAR 2019/2020 "
Perlu mengadakan penelitian secara individual yang berlokasi di :
SMPN 4 NGRAYUN
Sehubungan dengan hal tersebut diatas, kami mohon dengan hormat kiranya saudara berkenan memberikan izin dan petunjuk / pengarahan guna kepentingan penelitian dimaksud. Demikian dan atas perkenan saudara kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan,
Wakil Dekan I,

Dr. H.M. MIFTAHUL ULUM, M.Ag.
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