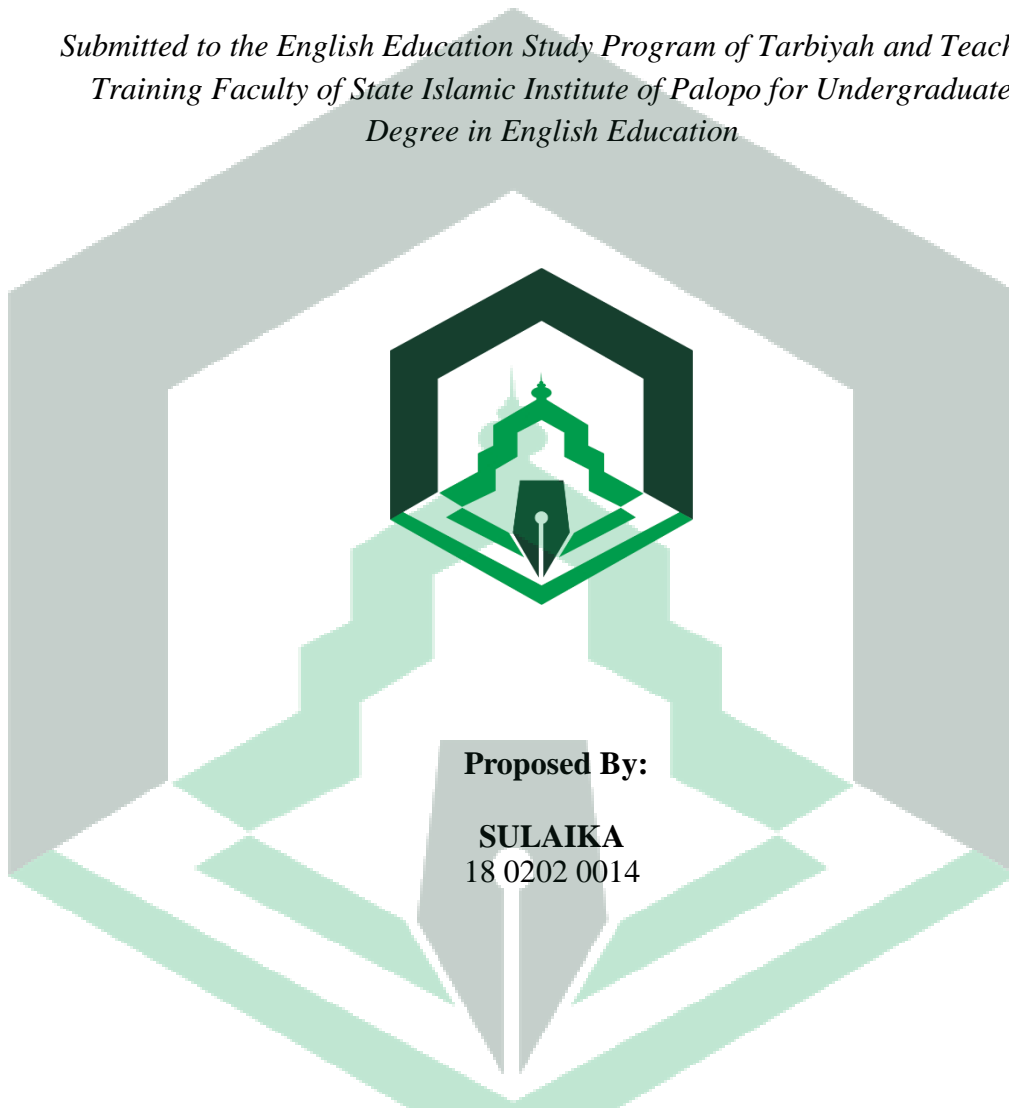


**THE USE OF SHOW AND TELL TECHNIQUE TO IMPROVE
STUDENTS' SPEAKING SKILL AT THE EIGHTH GRADE
OF SMP NEGERI 1 LAROMPONG**

Thesis

*Submitted to the English Education Study Program of Tarbiyah and Teacher
Training Faculty of State Islamic Institute of Palopo for Undergraduate
Degree in English Education*



Proposed By:

SULAIKA
18 0202 0014

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
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2023**

STATEMENT OF AUTHENTICITY

I, who undersigned below:

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Stating exactly that:

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



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THESIS APPROVAL

This thesis entitled “The Use of Show and Tell Technique to Improve Students’ Speaking Skill at the Eighth Grade of SMP Negeri 1 Larompong,” which was written by Sulaika, Reg. Number 18 0202 0014, a student of English Language Education Study Program Tarbiyah of State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session which was carried out on January, 26th 2022. Coincided with Rajab, 4th 1444 H, it is authorized and acceptable as fulfilment for undergraduate degree in English Language Education Study Program.

Palopo, January 26th 2023

COMMITTEE OF EXAMINATION

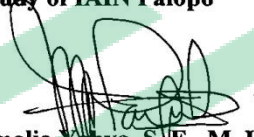
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HALAMAN PERSETUJUAN TIM PENGUJI

Skripsi berjudul *The Use of Show and Tell Technique to Improve Students' Speaking Skill at the Eighth Grade of SMP Negeri 1 Larompong* yang ditulis oleh Sulaika, Nomor Induk Mahasiswa (NIM) 18 0202 0014, mahasiswa Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palopo, yang telah diujikan dalam sebuah seminar hasil penelitian pada hari Kamis, 01 Desember 2022 telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan dinyatakan layak untuk diajukan pada ujian *munaqasyah*.

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Assalamu'alaikum Wr. Wb.

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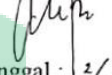
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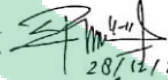
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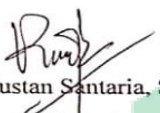
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Assalamu 'alaikum wr. wb.

Setelah melakukan bimbingan, baik dari segi isi, bahasa maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini:

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wassalamu 'alaikum wr. wb.

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Palopo, February 1st 2023

Sulaika



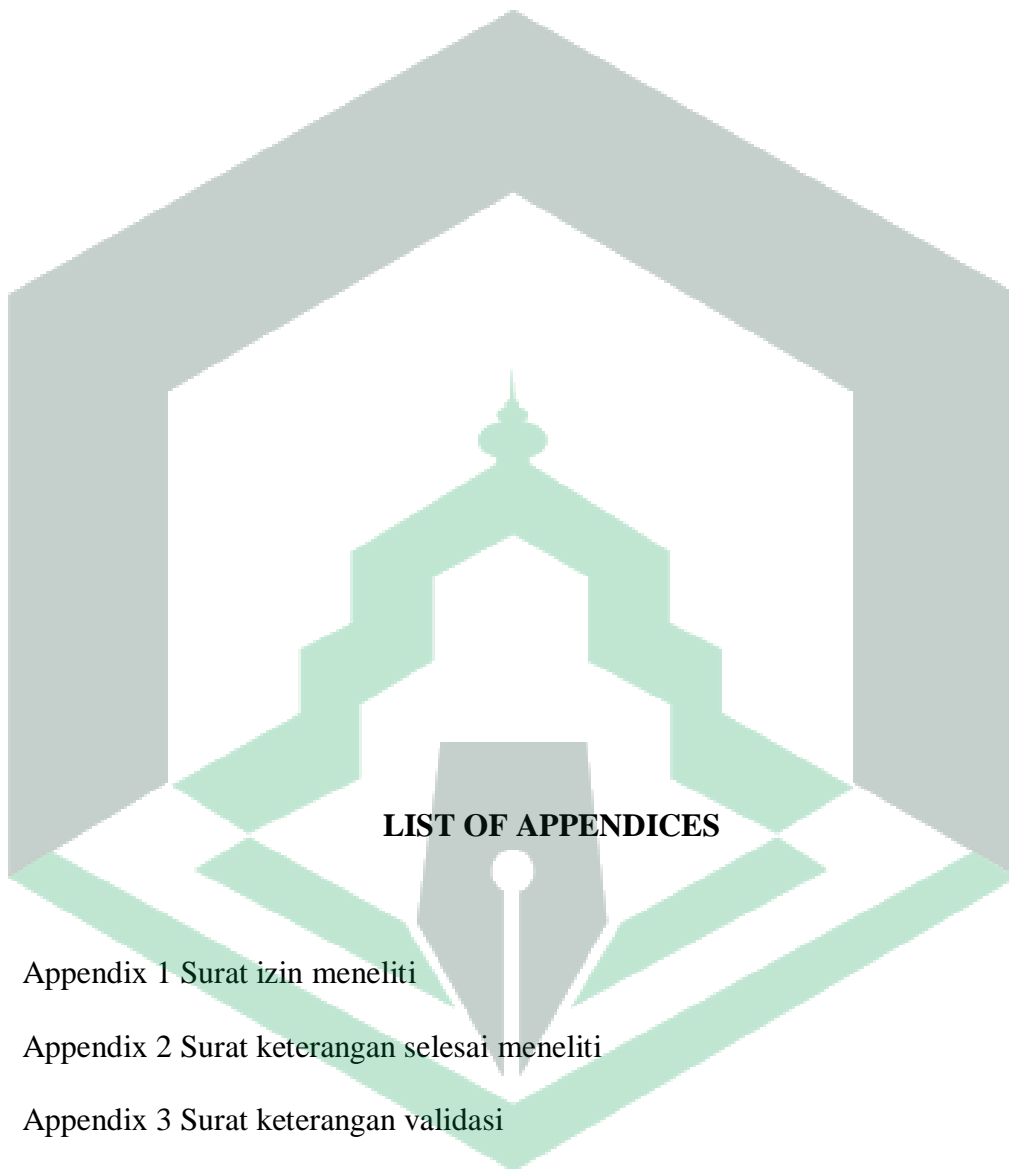
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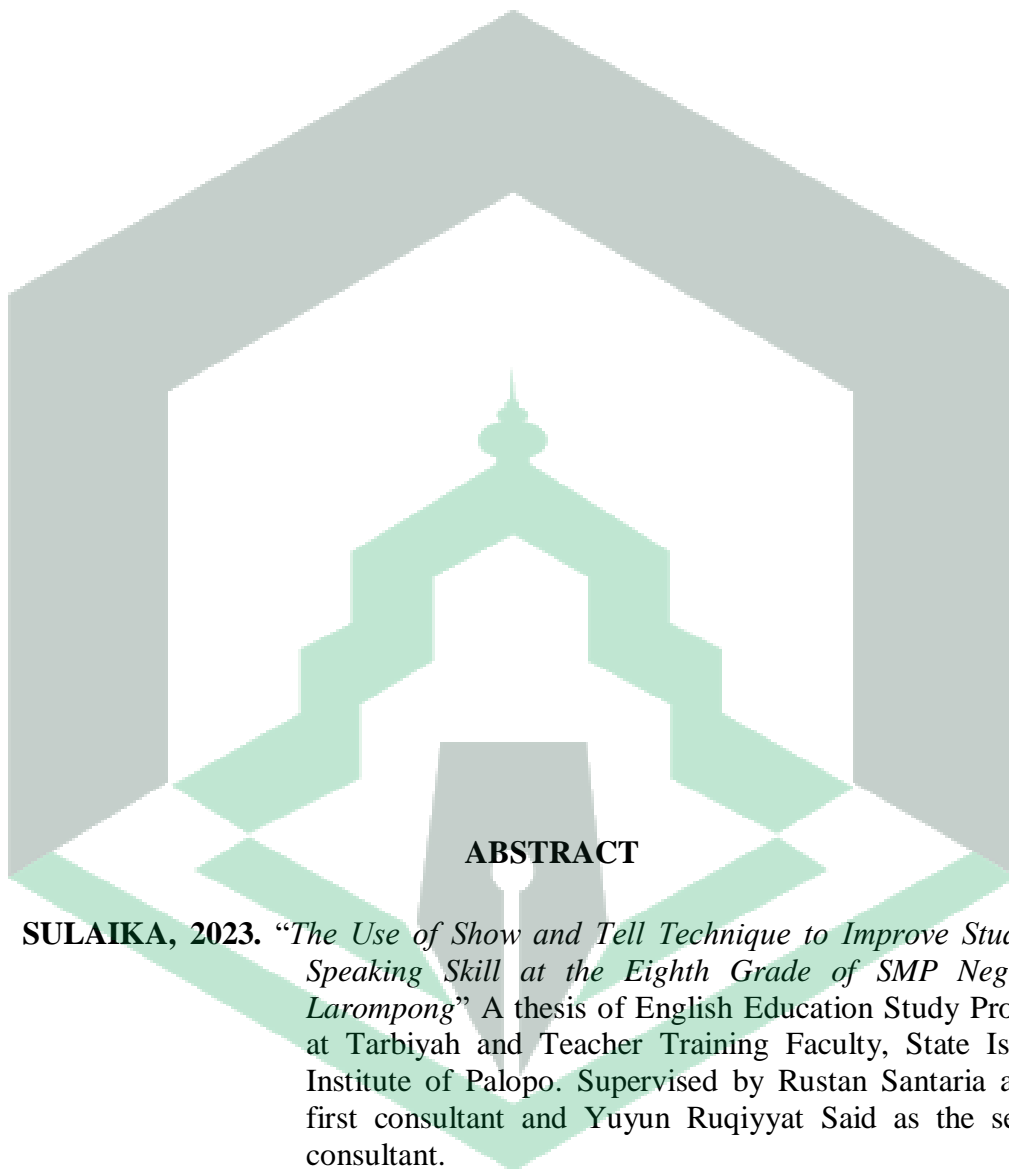
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Appendix 4 Rencana pelaksanaan pembelajaran (RPP)

Appendix 5 PPP Lesson Plan

Appendix 6 Pre-test and post-test

Appendix 7 Documentation



ABSTRACT

SULAIKA, 2023. *“The Use of Show and Tell Technique to Improve Students’ Speaking Skill at the Eighth Grade of SMP Negeri 1 Larompong”* A thesis of English Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Supervised by Rustan Santaria as the first consultant and Yuyun Ruqiyat Said as the second consultant.

This research focused on improving the speaking skills of eighth grade students at SMPN 1 Larompong by using the show-and-tell technique. This research used the classroom action research method, the researcher in the class through self-reflection with the aimed of improving their performance so that student learning outcomes increase. This method consists of 2 cycles, the instruments in this research used a pre-test, post-test, and observation checklist. The sample of the research in eighth class b was 34 students, with only took of 18 students. In this

research, the pre-test results only showed a value of 44.55, then the score in post-test 1 was 67.2, with this number still not fulfilling the KKM; therefore, the researcher continued on post-test 2, which showed a fantastic result of 78,5. From the three aspects of speaking assessment, the researcher found that the process and student learning outcomes were more dominant or prominent in fluency and comprehensibility aspects.

Keyword : Speaking skill, show and tell technique



CHAPTER I

INTRODUCTION

A. Background

Speaking is an essential skill in learning a language besides reading, listening, and writing. Everyone should have the ability to speak, especially in English, because the fact shows that, without a language, we would find difficulties in our life, especially in communication, because we cannot communicate with other people, we cannot express our feeling, thoughts, idea and give a name for something. In this modern era, the language which has become the key to entering the door of global communication is English.¹ Speaking is one of the skills in English that emphasizes pronunciation. Speaking skills have benefits in every life, both in the community and in the school environment. Learning about speaking means that the speaker can master pronunciation fluently.

In the learning process requires clear techniques in order to achieve efficient and effective goals, the technique is a method used by the teacher in conveying teaching materials to students in order to obtain maximum results. Speaking is the ability to speak that can be applied using several learning techniques, one of which is show and tell. Show and tell is a learning technique in which students show and describe that thing, therefore the relationship between speaking and this technique is that in using this technique students have the

¹Rusdi, "Improving Students' Speaking Skill Through Simulation At The Second Semester Students Of English Study Program Tarbiyah Departmen Iain Palopo," 1 (2015).

opportunity to speak and argue so students can more easily improve students' speaking skills.

According to Pengestuti (2016) in Kadek, the explanation of the show and tell method is a learning method with children showing objects and expressing opinions, expressing feelings, desires, and experiences related to these objects. With the show and tell method, it is hoped that the child's speaking ability will be stimulated and the child's vocabulary development can increase. The show and tell method itself explains that show and tell requires the teacher or educator to act as a facilitator, advisor and communicator. Educators facilitate children to choose objects to be used in show and tell activities, provide advice to children about the material and content of show and tell, and help children communicate what they think and feel. Children act as message messengers, message owners and peer listeners. In show and tell activities, the child is the actor who conveys the message (shows and tells an object as needed), it is the child who has the message so that for him he is free to show his identity and desires.²

In the research of the influence of the show and tell technique, the students were given the freedom to issue and convey opinions and intentions. In learning the show-and-tell technique, the teacher is not the center of learning whose activities are only lectures, but children are given time to express their intentions and opinions. The show-and-tell technique, which means showing and explaining,

²Ni Kadek Tania Permatasari, Desak Putu Parmiti, And Putu Aditya Antara, "Pengaruh Metode Show And Tell Terhadap Kemampuan Berbicara Anak Kelompok B Taman Kanak-Kanak," *Jurnal Pendidikan Anak Usia Dini Undiksha* 6, No. 2 (2018): 952–62, <https://doi.org/10.23887/Paud.V6i2.15324>.

gives more time for the child to explain about the objects that the students brings or experiences that the child has done to other people.

The show and tell technique is a learning technique that can develop students' speaking skills because, in its application, students are invited to do easy activities such as choosing items, then the show and tell it in front of the class. The show-and-tell technique also has advantages compared to other techniques, such as encouraging students' speaking courage, helping the development of students' discourse structures, and helping students' vocabulary development.

Based on observation at SMP Negeri 1 Larompong, the researcher found several problems faced by students in speaking English, namely: students can not speak English fluently, then students' learning motivation tends to be low, and most students still view English as a subject, which is challenging to learn because it is not their mother tongue. They are also too shy and afraid to take part in the conversation. That is why many of them decide to avoid using English communicatively in class and daily communication.

Be based the problems mentioned, it is important to find alternative ways to improve students' speaking ability. One solution is to choose the right technique, such as the show-and-tell technique, to solve the problem above.

Found the description above, the researcher conducted a study entitled "The Use Of Show And Tell Technique To Improve Students' Speaking Skill At The Eight Grade Of SMP Negeri 1 Larompong."

B. Formulation of the Problems

In this research the researcher wanted to find out whether the show and tell technique could improve students' speaking skills at the Eighth b grade of SMP Negeri 1 Larompong. The researcher identified several problems in the classroom as follow accuracy, fluency and comprehensibility.

C. Research Question

Based on the problems that have been described in the background, the researcher formulates a research statement as follow:

“How can show and tell technique improve students’ speaking skill at the eight grade of SMP Negeri 1 Larompong?”

D. Objective of The Research

The researcher state the objectives of the research is : to improve students ability in speaking skill.

E. Significance of The Research

The finding of the research will be useful in some ways. Theoretically and practically, this Research findings are expect to enrich English teaching theory regarding speaking ability. In practice the findings of this research are expect will be beneficial to English teacher. As a result, teacher can make teaching English easier and encourage students to speak English in class. Researcher give this technique should help students learn English especially when they will be to express themselves verbally.

F. Scope of The Research

This research is focused in improving speaking skills using show and tell technique at the eight of SMP Negeri 1 Larompong. It is focus on three aspects of

speaking namely accuracy, fluency and comprehensibility. The researcher consist of describing thing material.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

In this research, the researcher found some research related which make eager to hold the research, are:

Betty Kasita Bangun (2018) "Improving Student's Speaking Skill By Using Show And Tell Method." This research employed a qualitative study using Classroom Action Research. The result of the research suggested that the students showed tremendous improvement during the teaching-learning process when the Show and Tell Method was applied. The students' participation and vocabulary mastery were increased; they were more active, enthusiastic, and confident in speaking.³ This research is similar in using show and tell to improve students' speaking skills. While the differences in this study are in the object of research and the location of the study.

Choiril Anwar (2016) "Role Play And Show And Tell In Grade 5 Students' Speaking Learning." This research employed an experimental study with a randomized pre-test and post-test control group design. The results showed that role-play and show-and-tell were effective in learning to speak for grade 5 students.⁴ The similarity of this study is to uses the show and tell technique, and the difference in this study is that the researcher focuses on improving students'

³Betty Kasita Bangun, 'Improving Students' Speaking Skill By Using Show And Tell Method: A Classroom Action Research', *International Journal of Language Teaching and Education* 2, no. 1 (31 March 2018): 41–48, <https://doi.org/https://doi.org/10.22437/ijolte.v2i1.4517>.

⁴Choiril Anwar, "Role-Play and Show-and-Tell in Grade 5 Student's Speaking Learning," *Journal of English Education, Literature, and Culture* I, no. 1 (n.d.): 77, <http://lppmunissula.com/jurnal.unissula.ac.id/index.php/edulite/article/view/678>.

speaking skills by using the show and tell technique for 8th graders, while Choiril, in his research, focuses on comparing which is more effective between role-playing and show and tell in learning speaking for grade 5 students.

Yogi Endarweni (2014) "Implementing The Show And Tell Technique To Improve The Speaking Skill Of Grade Viii Students At SMP Pembaharuan Purworejo." This action research is conducted collaboratively and focuses on applying show-and-tell techniques to deal with teaching and learning speaking problems. This research is quantitative and qualitative. The results of this study indicate that the application of the show-and-tell technique can improve speaking skills in the teaching and learning process of English for class VIII students of SMP Pembaharuan.⁵ The similarity of this study is the use of show-and-tell techniques to improve students' English speaking skills, and the difference is in the object and location of the study.

(Rohaeti, 2011) in Juma Atmasari dkk, "Show and Tell is an activity in learning that shows an object/item to the audience and then explains or describes the object/item. "The show and tell method is a method of showing and telling stories (show and tell) learning activities that study objects then observed after that they were told related to the thing or told their experiences related to the thing in front of the class. This method is expected students can talk to tell a story about media objects that interest these students. This method is expected to explore

⁵Yogi Endarweni, "Implementing the Show and Tell Technique To Improve," *International Journal of Language Teaching and Education*, 2014, <https://pdfs.semanticscholar.org/19fa/171789f7>.

students' speaking abilities better.⁶ The similarity of this study is the use of show-and-tell techniques to improve students' English speaking skills, and the difference is in the material, object, location, and method of the research.

B. Concept of Theory

1. Speaking Skill

a. Definition Speaking Skill

According Hamdy Ali in research "Technology In Teaching Speaking Skill," of all four key language skills, speaking is deemed to be the most important in learning a second or foreign language. It is an important part of everyday interaction and most often the first impression of a person is based on students ability to speak fluently and comprehensively. So, teacher have a responsibility to prepare the students as much as possible to be able to speak in English in the real world outside the classroom.⁷ Meanwhile, according to Brown speaking is a productive skill that can be observe directly and ampirically productive skills are skill use by a person to product language. In this case, the speaker's performance can be directly observed and measured ampirically is the speaking process.⁸

Speaking is one of the branch English skill which should be mastered by student. By speaking student may convey themselves in basic interactive skills such as greeting, apologizing, thanking, introducing, asking or offering for

⁶Juma Atmasari, Rusdial Marta, and Yenni Fitra Surya, 'Implementation of the Show and Tell Method to Improve Speking Skills in Elementary School', *Jurnal Edumaspul* 5, no. 2 (2021): 187, <https://doi.org/https://doi.org/10.33487/edumaspul.v5i2.2041>.

⁷Hamdy Ali, "Technology In Teaching Speaking Skill," N.D.

⁸H Douglas Brown, "Principle Of Language Learning And Teaching," (San Frascisco: San Francisco University Press, 2001).

something. Some people suppose that somebody master English well if he or she has a good performance in speaking. Speaking is the process of building and sharing meaning through the use of verbal symbols, in variety of contexts. This definition explain that focusing speaking should have partner, thus somebody can share their mind and thought to each other so the communication among of them will occur.

b. Aspects of Assessing Speaking Skill

Rasyid and Hafsa J. Nur device speaking skill into two features, firstly is competency features that consists of fluency and accuracy. Second is performance features that consists of content and interaction.⁹

Based on statement above, the speaking skill are divided into three main components, as follows:

1) Fluency

Fluency in speaking is the ability to convey ideas, opinions, feelings, or thoughts smoothly and easily. Students are free from long pauses when they speak. They do not show frequent halts in their speaking or leave their sentences incomplete.¹⁰ Fluency is ability to produce what one wishes to say smoothly and without undue hesitation and searching.¹¹ Speaking without to great and effort with a fairly wide ranges of expression in the past researches. Rasyid and Nur found that in the students' speaking skill, they were fairly fluent interaction with

⁹Muhammad Amin Rasyid and Ahmad J. Nur, "Teaching English as a Foreign Language (tefl) in Indonesia," (Ujung Pandang; Department of English Education, 1997), 198

¹⁰Indri Astutik, "Inter-Correlation Among Speaking Components Of The Fourth Semester Students' Speaking Ability Of English Education Program," *Didaktika* 13, No. 1 (N.D.): 50, <https://doi.org/http://jurnal.unmuhjember.ac.id>.

¹¹Wilga M. Rivers, "Teaching Foreign Language Skill," (London; The University Chicago Press, 1981), 372

speak of 75-89 words per minute with no more than 3 false and repetition and not more than 7 fillers words per 100 words.

2) Accuracy

Accuracy can be interpreted as your ability to use the language system accurately, either in writing or orally. The language system in this case refers to things including vocabulary, grammar, and tenses. Accuracy is demonstrating the ability to speak and read in using vocabulary, grammar, proper use of punctuation, use of past tense verb forms present tense, etc., articles (a, an, and the) and prepositions (in, on, from). The ability to speak is very important when socializing in the family, community and so on. This is also very important not only when speaking but also when writing, if the accuracy is not right then the grammar or sentence function will look unprofessional.

3) Comprehensibility

Comprehensibility is the ability to understand quite well to the topic nomination with considerable repetition and rephrasing. Comprehension is exercise to improve and understanding. Comprehensibility is one criterion of the speaking assessment which focus on how far the speakers are able to understand what their interlocutor mean when performing speaking.

c. Purpose of Speaking

The ability to speak a second or foreign language well is very complex task if we try to understand the nature of what appears to be involve. To begin with, speaking is use for many different purpose, and each purpose involves

different skill.¹² Learning to speak especially to students really helps them in the future, where students are taught to express their opinions in public it has been said to be an increase in self-confidence.

2. Teaching Speaking

a. Definition of Teaching Speaking

For many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. Today's world requires that the goal of teaching speaking should improve the students' communicative skills, because only that way the students can express themselves and learn how to follow the social and cultural rules appropriate in each communication circumstance.¹³

The teaching and learning of speaking are a vital part of any language education classroom; not only does the spoken language offer 'affordances' for learning as the main communicative medium of the classroom, but it is also an important component of syllabus content and learning outcomes. However, teaching speaking remains challenging for many English teachers. A key issue here is whether what happens in a speaking classroom is concerned with 'doing' teaching or 'teaching' speaking.¹⁴

Teaching speaking is to teach our learners to:

- a. Produce the English speech sounds and sound patterns.

¹²Jack C Richards and Willy A. Renandya, "Methodology In Language Teaching An Anthology of Current Practice," 2002.

¹³Dewi Sri Kuning, 'Technology in Teaching Speaking Skill', *Journal of English Education, Literature and Linguistics* 2, no. 1 (2019): 53, <https://doi.org/10.31540/jeell.v2i1.243>.

¹⁴Anne Burns, "Concepts for Teaching Speaking in the English Language Classroom 1," *LEARN Journal: Language Education and Acquisition Research Network Journal* 12, no. 1 (n.d.): 1, <https://files.eric.ed.gov/fulltext/EJ1225673.pdf>.

- b. Use word and sentence stress, intonation patterns and the rhythm of the second language.
- c. Select appropriate words and sentences according to the proper social setting audience.
- d. Situation and subject matter.
- e. Organize their thoughts in a meaningful and logical sequence.
- f. Use language as a means of expressing values and judgments.
- g. Use the language quickly and confidently with few unnatural pauses, which is called as fluency (Nunan, 2003).¹⁵

b. Characteristics of Teaching Speaking

Harmer (2007: 345-348) states some important points related to the teaching of speaking. They are the reluctance of the students to speak and take part and the teacher's role. He adds some useful ways to minimize the students' reluctance in speaking, including :

- 1) Preparation Giving enough time to think about how they were speak, or it may mean letting them practice dialogues in pairs before having to do anything more public.
- 2) The values of repetition allowed them to improve on what they did before, getting chance to analyze what they have already done, and getting them to repeat and repeat 24 their speaking.
- 3) Big groups, small groups. Making sure that they get chances to speak and interact in big or small groups.

¹⁵Kuning, 'Technology in Teaching Speaking Skill'.

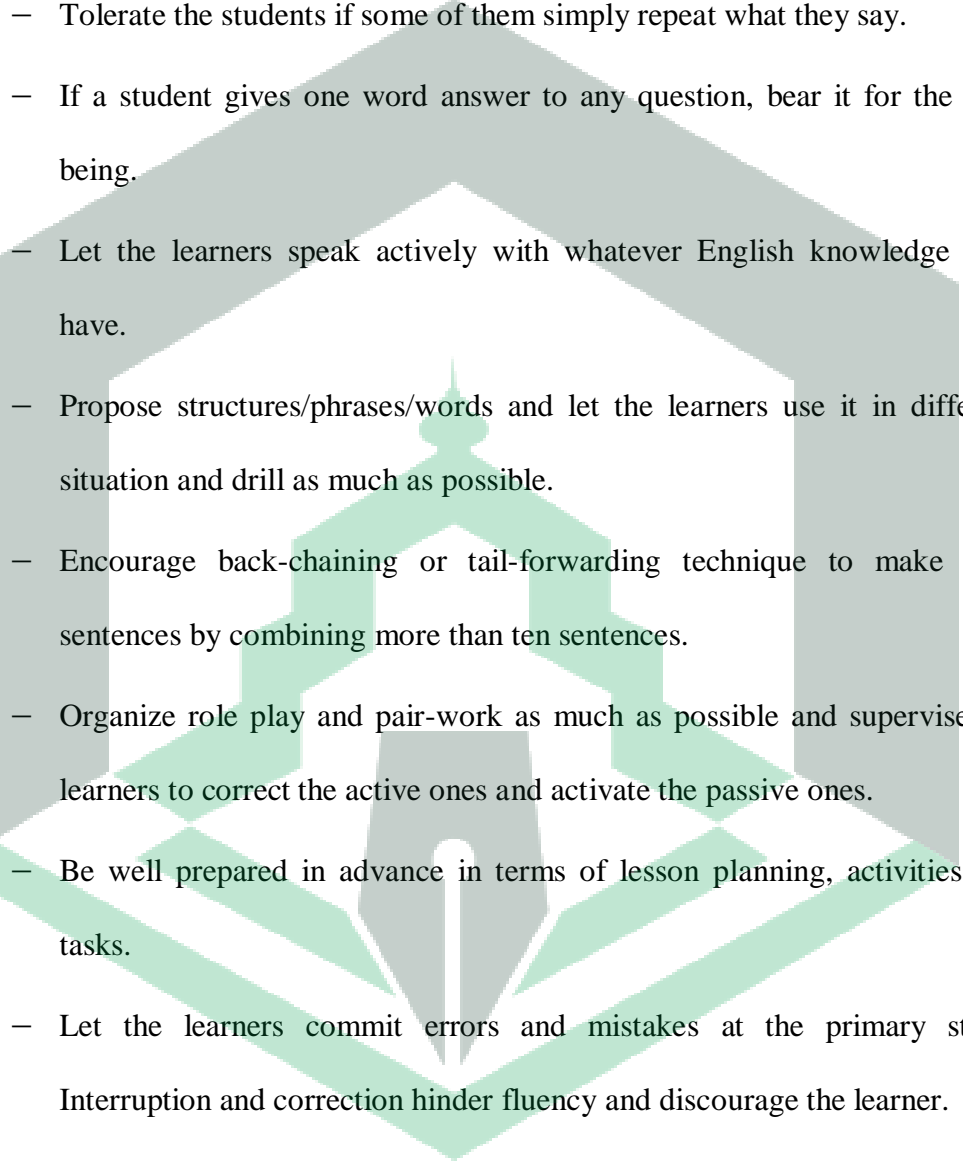
4) Mandatory participation. Allowing the students to equally in a task without knowing who gets the turn first and who gets the next.

In addition, there are three stages in teaching speaking (Harmer, 2007:118). They are introduction the new language, practice, and communicative activities.

- Introduction the new language, English is the new language for the students; it should be introduced as its meaning, forms, and functions. The meaning relates to its denotation, connotation, and culture. The function relates to the social life and the form relates to its linguistics.
- Practice, practicing a new language is not just once. A teacher should reinforce again and again so that the students become familiar and automatic in producing the language. The teacher can create an atmosphere in which the students can find the words to make them speak in real situaton.
- Communicative activities, communicative activities should be aimed at the communication that happens daily. Most of the time, the students are prepare to learn speaking within the text available in the students' book. These models of dialogs, of course, are limited because the students have no chance to express their own ideas and they have no challenge to create a new situation. Because of that, the communicative activities be occurred.

c. Principles of Teaching Speaking

According to Anuradha et al (2014), following are the principles of teaching speaking skills:

- 
- Encourage students to speak right from the first day. If not, as early as possible and not to wait till she teaches them a stock of words, phrases or sentences.
 - Tolerate the students if some of them simply repeat what they say.
 - If a student gives one word answer to any question, bear it for the time being.
 - Let the learners speak actively with whatever English knowledge they have.
 - Propose structures/phrases/words and let the learners use it in different situation and drill as much as possible.
 - Encourage back-chaining or tail-forwarding technique to make long sentences by combining more than ten sentences.
 - Organize role play and pair-work as much as possible and supervise the learners to correct the active ones and activate the passive ones.
 - Be well prepared in advance in terms of lesson planning, activities and tasks.
 - Let the learners commit errors and mistakes at the primary stage. Interruption and correction hinder fluency and discourage the learner.
 - Individual weaknesses should be taken into account and the teacher should be sympathetic in outlook for individual attention.¹⁶

¹⁶ Shafaat Hussain, 'Teaching Speaking Skills in Communication Classroom', *International Journal of Media, Journalism and Mass Communications* 3, no. 3 (2017), <https://doi.org/10.20431/2454-9479.0303003>.

3. Show and Tell Technique

a. Definition Show and Tell

In this case, show and tell, dealing with the learning of speaking students, will show what they bring from home and then try to describe the objects to others in the classroom. To improve their speaking, the students can prepare well for a good performance in front of their classmates.¹⁷

Show and tell technique is 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 for speaking skills, especially for elementary school students. In the process, a student will bring something from home and explain to the classmates why they chose the object, from which they got 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 the show-and-tell technique can be described as follows: students bring an object to tell in the classroom. Then, the teacher asks them to describe. The teacher also asks related questions and lets the students discuss the thing. After that, the students present the object that has been brought and analyzed (Shepley, 2010).¹⁸

The show-and-tell technique for developing social skills has advantages compared to other technique (habituation, modeling, and learning), namely the educative show-and-tell technique encourages children's speaking courage, assist

¹⁷Anwar, "Role-Play and Show-and-Tell in Grade 5 Student's Speaking Learning".

¹⁸Phil Shepley, "What Is Show And Tell?", *Ed Bronwyn Harris*, 2010, <http://www.wisegeek.com/what-is-show-and-tell.htm>.

the development of the child's discourse structure, help the development of students' vocabulary; and help the pragmatic development of children.¹⁹

The show-and-tell technique is expected to be able to encourage students' self-confidence and be able to improve students' speaking skill. In the show-and-tell technique, students describe the pictures or items they have on themselves, and they can solve problems through pictorial products. Show and tell technique can make the student's self-confidence improve when learning English, and also students were more audacious and more regular in telling a story to the teacher or their friends, they can do their tasks by themselves.

b. The procedure of Show and Tell

Show and tell is a technique where students develop their speaking skill by displaying the object they have found or worked on. Share experiences and how they get and make these objects. In this case, students describe what they have learned from home in front of the class. Therefore, students must prepare things well so that their appearance is as expected.

c. Benefits of Show and Tell

According to (Patsalides: 2010) in Musfiroh, show and tell 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.

¹⁹Tadkiroatun Musfiroh, "Show and Tell Edukatif Untuk Pengembangan Empati, Afiliasi-Resolusi Konflik, Dan Kebiasaan Positif Anak Usia Dini," *Kependidikan* 41, no. 2 (2011): 35–36.

- 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.
- 9) Improving self-confidence.²⁰

One of the benefits that students can get from applying for the show-and-tell technique is that they can communicate with their friends through appearances in front of them. They tell what has been obtained, such as their objects or experiences. Students can feel they have the knowledge and gain confidence by appearing in front of the class even though sometimes it is forced on them.

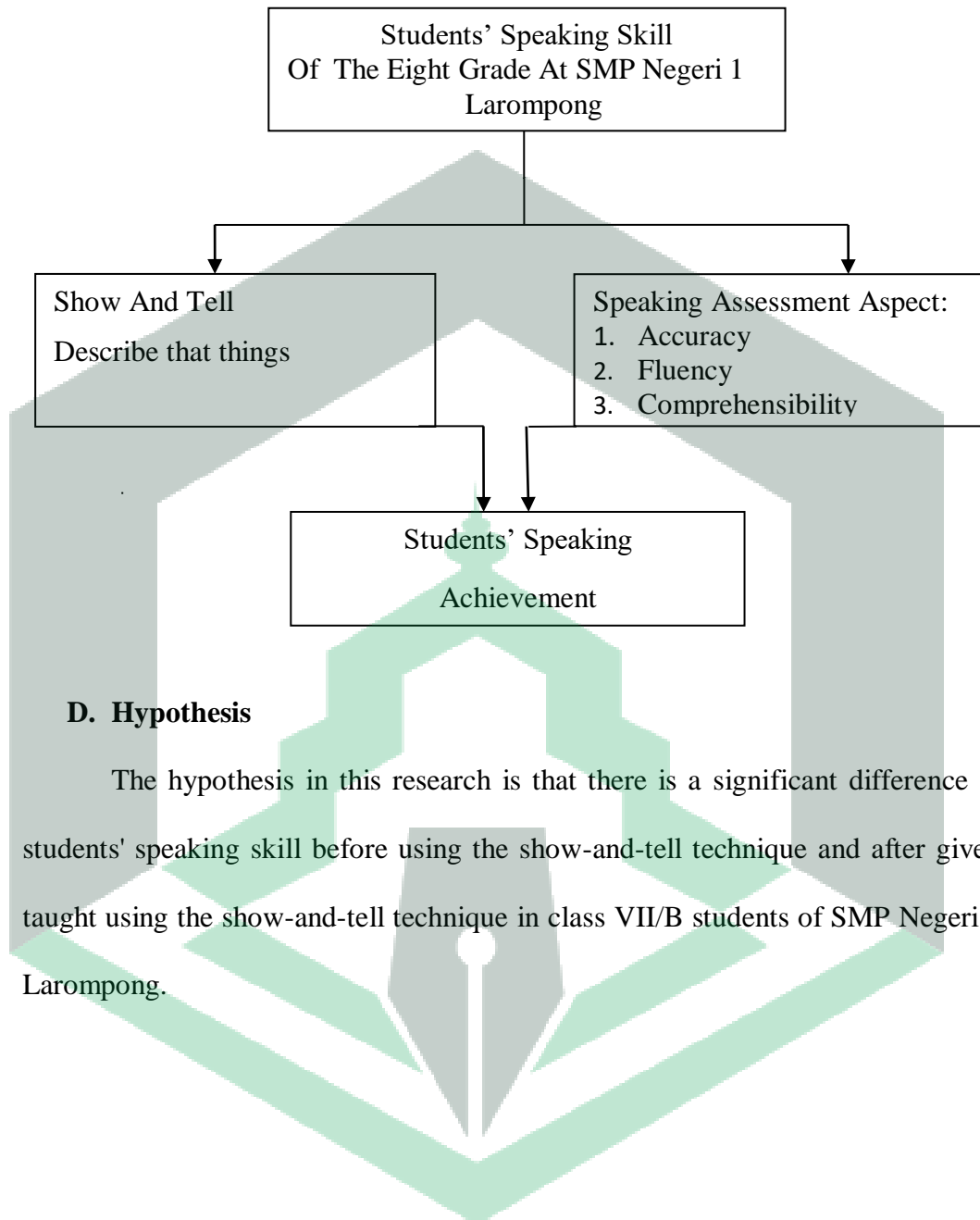
C. Conceptual Framework

Those processes are formulated as follows:

. In this study, researcher applied classroom action research to see the effects of students' speaking skills. The show and tell can help students to build their skills in speaking. In this research, the researcher explain the show and tell technique to get the students ready with the technique. The researcher consist of two cycles, six meettings every cycles researcher gave same material about describing thing. The theme in cycle 1 is about describing thing (in house) and cycle 2 is about describing thing (in around).

²⁰ Musfiroh.

The schema of a conceptual framework to teach speaking skill is as below:



D. Hypothesis

The hypothesis in this research is that there is a significant difference in students' speaking skill before using the show-and-tell technique and after given taught using the show-and-tell technique in class VII/B students of SMP Negeri 1 Larompong.

CHAPTER III

METHOD OF RESEARCH

A. Research Method

The method used the CAR (Classroom Action Research). It aimed to determine the effectiveness of show and tell in improving speaking skills. Classroom action research is practical research that intends to enhance classroom learning. This research was one of the efforts of teacher or practitioners in the form of various activities to improve the quality of learning in the classroom. Classroom action research is reflective research carried out in cycles by the teacher. It is said so because classroom action research begins with planning, acting, observing, and reflecting.

B. Population and Sample

1. Population

The Population of this research was the students of the eight grade at SMP Negeri 1 Larompong. The total population is 64 students from two class.

2. Sample

The researcher used purposive sampling to choose students as the samples in this research. The class that eighth grade at SMP Negeri 1 Larompong sample was 18 students in class B. The researcher took a sample of 18 students because only a few students took part in the learning process and tests. Therefore researcher took class 8 B because from the results of initial observations, the researcher found that in class b, students were less active. Therefore the researcher chose that class.

C. Instrument of The Research

In this research, the researcher wanted to use a speaking test in collecting data during the process of the research. The speaking test consist of pre-test and post-test were using to measure the students' speaking before treatment and after giving treatment. The form of the speaking test was an oral test. In the pre-test, students are given two minutes to speaking about describing things and in the post-test students are given two minutes to speaking about describing the things. The assessment of the speaking skills focus of three aspects of speaking, that are accuracy, fluency and comprehensibility. Beside that the researcher used observatoin checklist in students activity.

D. Procedure of Data Collection

The researcher used the classroom action research principle in collecting the data. There are four steps in one cycle for doing actions research those are planning, acting, observing and reflecting. In this research, the researcher conduct the research into two cycles: cycle I, and cycle II. The researcher collaboration with the English teacher who teaches in the class of eight. The activities in each cycle as follows:

1. Cycle I

Researcher used Show And Tell technique that can improve student's speaking ability in English.

a. Planning

At this stage, the researcher plans what actions would be taken in the research used and apply show and tell technique in speaking English. Activities in planning are present as follows:

- 1) Choose materials with the teacher's annual program based on: Syllabus.
- 2) Prepare materials, make lesson plans and design the steps in taking action.
- 3) Prepare a checklist of student and teacher observation cycles I (to find out the situation of the teaching learning process when technique applied).
- 4) Prepare pre-test and post-test cycle I.
- 5) Compile a list of student names and assessment cycle II.

The preparation design to achieve the objectives of teaching and learning process. Students should improve their speaking skills with the give material.

b. Acting

After the preparation is complete, the researcher conducts teaching and learning activities process. In this section, the learning process is lead by the teacher. In the act as a stage of implementation, preparation, researcher are present as follows:

- 1) Provide pre-post test for students.
- 2) Provide materials
- 3) Explain the material and implementation using show and tell technique.

4) Provide opportunities for students to practice their speaking skills using show and tell technique.

5) Give post-test

In this phase, researcher and students work together. Students get the material in depth. Meanwhile, teacher assist, guide, and monitor students.

c. Observing

The researcher observes the students activity by using observation checklist.

d. Reflecting

Reflecting is a research finding analysis. At this point, the researcher reflected on, evaluate, and describe the effects of the action. This is to record what happens in observation. Reflection seeks to make sense of processes, problems and real issues in strategic action. Reflection is an aspect of evaluation; it asks the researcher to weigh experience, to assess whether the technique can solve the problems and to improve students' speaking skill.

- 1) Researcher evaluate the activities that have been carried out.
- 2) Class teacher and researcher discuss to make reflection on what they will do to fix the problem.
- 3) Analyzing data from the observation checklist and student learning out comes test scores in cycle I.

2. Cycle II

a. Planning

- 1) Prepare lesson plans.

- 2) Choose appropriate materials for the teaching and learning process.
- 3) Prepare an observation checklist.
- 4) Prepare student attendance list.

b. Acting

In this phase, the researcher conducts one meeting by teaching speaking using the show and tell technique.

c. Observation

- 1) Student activities in conversational learning.
- 2) Student responses during the teaching and learning process.
- 3) Students' self-confidence when practicing conversation.

d. Reflection

- a) Analyzing observational data.
- b) The teacher and researcher will discuss the results of the observations.
- c) Make a conclusion from cycle II

E. Data Analysis

1. Scoring Classification

The researcher must assess the significance of the data while studying it scoring classification, including accuracy, fluency, and comprehensibility.

a. Accuracy

Table 3.1 Classification of accuracy in speaking aspect

Classification	Score	Criteria
Excellent	6	Pronunciation very slightly influence by the mother tongue. Two or three minor grammatical and lexical

error.

Very Good 5 Pronunciation is slightly influence by the mother tongue. A view minor grammatical and lexical errors but most utterance are correct.

Good 4 Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only causing confusing.

Average 3 Pronunciation is seriously influenced by mother tongue only a few serious phonological errors, some of which because confusion.

Poor 2 Pronunciation is seriously influenced by mother tongue with errors because a break down in communication. Many “basic” grammatical and lexical errors.

Very Poor 1 Serious pronunciation errors as well as many “basic” grammatical and lexical errors. No evidence of having mastered any of the language skill and areas practiced in the course.

b. Fluency

Table 3.2 Classification of fluency in speaking aspect

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very Good	5	Has to make an effort at times to search nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make and search for words, there are no too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average	3	Has to make an effort for much of time. Often has to search for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression..
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting

		delivery.
Very Poor	1	Full long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

c. Comprehensibility²¹

Table 3.3 Classification of comprehensibility in speaking aspect

Classification	Score	Criteria
Excellent	6	Easy for listener to understand and speaker's intention and general meaning. Very few interruption or clarification required.
Very Good	5	The speakers' intention and general meaning are fairly clear. A few interruption by the listener for the shake of clarification are necessary.
Good	4	Most of what speaker says is easy to follow. His intention is always clear but several interruption are necessary to help him convey message or to seek clarification.
Average	3	The listener can understand a lot what is said, but he must constantly seek clarification. Can not understand many of speakers' more complex or longer sentences.

²¹ Heaton, J. B. "Writing English Language Test." (New York Longman), 100

Poor

2

Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is listening the speaker.

Very Poor

1

Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.³

2. Scoring the students

The score has been translated to a complete score collection using the following basic formula : $X = (\sum X)/N$

Where:

X = The mean of the students score

$\sum X$ = The total score

N = The member of the students

3. Calculating the rate percentage of the students' score by used the following data:

$$P = \frac{F}{N} \times 100\%$$

P = Rate percentage

F = Frequency

N = the total number of students

Activities of students during the learning process: this was analyzed by considering the students' participation and classified into passive and active classification.

Where :

1. Very Active : the students is responsive and participated fully in all activities in the learning and teaching process.
2. Active : the students response the material and interacting with other, wither to the teacher or his/her friends.
3. Less Active : the students pay attention and gives responses once in a while.
4. Not Active : the students does not give response to the material, she/he looks confused, bored, and sometimes lives the class, sleepy, fiddling mobile, write or something beyond of the students.
4. Classifying the students' score

The student's performance will be divided into five levels: the teenagers' speaking skills' scoring classification.

Table 3.4 The classification score for test

Scale	Score	Classification
6	86-100	Excellent
5	71-86	Very good

4	56-70	Good
3	41-55	Average
2	26- 40	Poor
1	25-0	Very poor



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of this study discuss the statistically analyzed data. This section consists of students' scores in the pre-test and post-test. Furthermore, there are statistical test results that contain the average value and standard deviation of the scores on the pre-test and post-test.

Table 4.1 The result of data from pre-test

No.	Respondents	The aspect of speaking			Total	Score of test
		Accuracy	Fluency	Comprehensibility		
1	RD 1	2	2	3	7	39
2	RD 2	3	3	3	9	50
3	RD 3	3	3	2	8	44
4	RD 4	2	3	2	7	39
5	RD 5	1	3	3	7	39
6	RD 6	3	3	4	10	55
7	RD 7	3	4	3	10	55
8	RD 8	3	2	2	7	39
9	RD 9	3	1	2	6	33
10	RD 10	2	2	3	7	39
11	RD 11	3	3	4	10	55
12	RD 12	3	2	3	8	44
13	RD 13	2	3	3	8	44
14	RD 14	3	4	3	10	55
15	RD 15	2	2	3	7	39

16	RD 16	3	3	3	9	50	
17	RD 17	2	3	2	7	39	
18	RD 18	3	2	3	8	44	
		46	50	52		802	
Total						Mean score	44,55

The table above shows the speaking skill scores on the pre-test. The table explain that higher score was 55 and the lower was score 33. There are 5 students who got score of 55, 2 students who got score of 50, 4 students who got score of 44 and 7 students who was got score of 39. Calculating the mean score of the students' speaking skill test of pre-test:

$$\begin{aligned}
 X &= \frac{\sum x}{N} \\
 &= \frac{802}{18} \\
 &= 44,55
 \end{aligned}$$

Table 4.2 The students' accuracy percentage in pre-test

Pre-test				
No.	Classification	Rating	Frequency	Percentage
1	Excellent	6	-	-
2	Very good	5	-	-
3	Good	4	-	-
4	Average	3	11	61,1%
5	Poor	2	6	33,4%
6	Very poor	1	1	5,5%

The table above shows that score of accuracy in the pre-test were varieties; in which none of students got “excellent,” “very good and good,” 11 students got “average,” 6 students “poor” and 1 students got “very poor.”

Table 4.3 The students’ fluency percentage in pre-test

No.	Classification	Rating	Pre-test	
			Frequency	Percentage
1	Excellent	6	-	-
2	Very good	5	-	-
3	Good	4	2	11,1%
4	Average	3	9	50%
5	Poor	2	6	33,4%
6	Very poor	1	1	5,5%

The table above shows that score of accuracy in the pre-test were varieties; in which none of students got “excellent and very good,” “2 students got “good,” 9 students “average,” “6 students “poor” and 1 students got “very poor.”

Table 4.4 The students’ comprehensibility percentage in pre-test

No.	Classification	Rating	Pre-test	
			Frequency	Percentage
1	Excellent	6	-	-
2	Very good	5	-	-
3	Good	4	2	11,11%
4	Average	3	11	61,11%
5	Poor	2	5	27,78%

The table above shows that score of accuracy in the pre-test were varieties; in which none of students got “excellent and very good,” 2 students good,” 11 students “average,” 5 students “poor” and 1 students “very poor.”

1. Explanation cycle 1

a. Planning

Based on the results of the pre-test that has been given, the researcher found that the students' ability in English, especially speaking, was very low. students find it difficult to express something in front of the class. Therefore, the researcher applied the show and tell technique to improve students' speaking skill. researcher also collaborated with English subject teachers. then the researcher makes a lesson plan where the material provided is about describing things.

b. Action

In this cycle 1 at 14 and 19 Oktober 2022. The researcher began to teach material about describing things (in house) used the show and tell technique. starting from following the lesson plans that were previously made and then explaining the describing things material.

First meeting: Friday, October 14 2022

- For the first, the researcher explained about describing thing material, gave students examples
- The researcher uses English and Indonesian in greeting and teaching
- The researcher said, “good morning students?” RD: “good morning miss.”

Then the researcher checked the attendance of all students

- Provide an explanation regarding the meaning of describing things, provide a description of things formula, and provide examples of describing things
- The researcher showed a picture of a glass to the students and the researcher said “please describe the object,” the RD 12, RD 2, RD 5, RD 1, RD 4, RD 10, RD 8, RD 6, RD 13 said in the first row “iye miss, “a glass, the glass is medium, it is made of..glass, it's glass used..to drink...”
- After that the researcher showed pictures of tablespoons to RD 3, RD 7, RD 9, RD 14, RD 19, RD 15, RD 11, RD 18 in the second row, "a spoon.. it is clean, it is small, the spoon is made of iron, the spoon is used for eating, it is long, it is.....white color..
- The researcher corrects the wrong word, improves the way of reading sentences, and students repeats the corrected word
- At the end of the lesson the researcher gave the assignment “your task is to find one of the objects in each house and then take a photo of that object” “tugas kalian adalah foto salah satu benda yang ada di rumah kalian” RD “yes miss”

Second meeting Wednesday, 19 October 2022

- Researcher greet students, and the otherwise
- The researcher asked about the assignment given last week
- Students take out object where there are, RD1 ring, RD2 hair clip, RD3 tv, RD4 book, RD5 pen, RD6 spoon, RD7 cup, RD8 fans, RD9 helmet, RD10 scissor, RD11 rice cooker, RD12 wipes, RD13 toothbrush, RD14 hanger , RD15 teflon, RD16 stove, RD17 table, RD18 mortar

- Then the researcher began to check the student pictures one by one
- The researcher re-explained the material describing things, the description of things formula
- After that the students then take a roll call, and come forward one by one to describe pictures of objects in front of the class
- Researchers began to analyze student errors in the example on RD17 “this table is rectangular” corrected to “circle,” the word circle reads “cirkel” the sentence “this table..used to put some...thing” is still stuttering in mentioning the word
- At the end of the lesson the researcher explains about describing things, and closes the lesson

c. Observation

The researcher made a student activity table where the teacher could see how enthusiastic the students were during the lesson. The following are the results of the checklist observations from Cycle 1:

Table 4.5 Table observation checklist on students activities cycle 1

Respondents	Very Active	Active	Less Active	Not Active
RD 1			✓	
RD 2	✓			
RD 3			✓	
RD 4			✓	
RD 5			✓	
RD 6	✓			
RD 7		✓		
RD 8			✓	

RD 9			✓	
RD 10			✓	
RD 11		✓		
RD 12			✓	
RD 13				✓
RD 14	✓			
RD 15				✓
RD 16		✓		
RD 17				✓
RD 18		✓		
Total	3	4	8	3

Where:

- Very active : The students were responsive and participated fully in all activities in learning and teaching process, especially presentation in front of class.
- Active : The students' presentation in front of class and interacting with others, they are friends and teacher.
- Less active : The student pays attention and gives responses once in a while.
- Not active : The student does not give response to the material, student looks confused, bored and sometimes leaves the class.

d. Reflection

After passing through cycle 1 and it was known that the student's score was still below the average, the researcher continued in this second cycle. In this cycle students still lack accuracy, therefore the researcher improved the lesson

plan by using describing thing (in around) material so that the vocabulary students found was simpler and easier for them to pronounce, then the researcher also changed the individual model to a group model, so that it was easier for them to interact and exchange ideas.

Table 4.6 The result of data from post-test in cycle 1

The aspect of speaking						
No.	Respondents	Accuracy	Fluency	Comprehensibility	Total	Score of test
1	R D 1	4	4	3	11	61
2	RD 2	4	4	4	12	66
3	RD 3	4	4	5	13	72
4	RD 4	3	4	4	11	61
5	RD 5	3	4	4	11	61
6	RD 6	5	5	4	14	77
7	RD 7	4	5	5	14	77
8	RD 8	3	4	4	11	61
9	RD 9	3	3	3	9	50
10	RD 10	4	4	4	12	66
11	RD 11	5	5	5	15	83
12	RD 12	4	3	3	10	55
13	RD 13	3	4	4	11	61
14	RD 14	5	5	5	15	83
15	RD 15	4	4	3	11	61
16	RD 16	6	5	5	15	83
17	RD 17	4	4	4	12	66
18	RD 18	4	4	4	12	66

	52	75	73	1.210
Total		Mean score		67,2

The table above shows the speaking skill scores on the pre-test. The table explain that higher score was 83 and the lower was score 50. There are 3 students who got score of 83, 1 student who got score of 72, 2 students who got score of 77, 4 students who was got score of 66, 5 students got score 61 and 1 student who got score 50.

Calculating the mean score of the students' speaking skill test of pre-test:

$$\begin{aligned}
 X &= \frac{\sum x}{N} \\
 &= \frac{1.210}{18} \\
 &= 67,2
 \end{aligned}$$

Table 4.7 The students' accuracy persentage in post-test cycle 1

No.	Classification	Rating	Post-test	
			Frequency	Percentage
1	Excellent	6	-	-
2	Very good	5	4	22,22%
3	Good	4	9	50%
4	Average	3	5	27,78%
5	Poor	2	-	-
6	Very poor	1	-	-

The table above shows that score of accuracy in the post-test cycle 1 were varieties; in which none of students got “excellent, poor and very poor.” 4 students very good,” 9 students “good,” and 5 students “average.”

Table 4.8 The students’ fluency percentage in post-test cycle 1

Post-test				
No.	Classification	Rating	Frequency	Percentage
1	Excellent	6	-	-
2	Very good	5	5	27,78%
3	Good	4	11	61,11%
4	Average	3	2	11,11%
5	Poor	2	-	-
6	Very poor	1	-	-

The table above shows that score of accuracy in the post-test cycle 1 were varieties; in which none of students got “excellent, poor and very poor.” 5 students very good,” 11 students “good,” and 2 students “average.”

Table 4.9 The students’ comprehensibility percentage in post-test cycle 1

Post-test				
No.	Classification	Rating	Frequency	Percentage
1	Excellent	6	-	-
2	Very good	5	5	27,78%
3	Good	4	9	50%
4	Average	3	4	22,22%
5	Poor	2	-	-
6	Very poor	1	-	-

The table above shows that score of accuracy in the post-test cycle 1 were varieties; in which none of students got “excellent, poor and very poor.” 5 students very good,” 9 students “good,” and 4 students “average.”

2. Explanation for cycle 2

a. Planning

In this section, the lesson plan given has been modified, in accordance with the explanation in reflection cycle 1, but the researcher still used the same material and technique. In this second cycle students will be given assignments in groups.

b. Action

After passing through cycle 1 and it was known that the student's score was still below the average, the researcher continued in this second cycle. in this cycle consists of 2 meetings, at the first meeting the researcher explain again how to describing thing (things in around), they begin to understand. The researcher began to give the task of describing things (things in around) with image media, each group getting one image, before that students were divided into five groups and began to complete the tasks given by discussing. Students per group go to the front of the class and show pictures of thing, each student speaks.

Third meeting Friday, 21 October 2022

- Provide an explanation regarding of describing things (in around) material, provided a description of things formula, and provide examples of describing things

- Then the researcher showed examples of thing (in around): car tires, old bicycle. Each student chose an object and described it in front of the class. The old RD7 bicycle said "it's big, it is bro...wn in color, it is used for riding, it is made of iron, it is dirty and old"
- At the end of learning students are reminded again about the material of describing things

Forth meeting Wednesday, 26 October 2022

- Check student attendance
- The researcher divided the students into 6 groups randomly
- Each group was distributed pictures of thing such as; refrigerator, car, motorcycle, door, table, window
- The researcher re-explains the material describing thing (in around)
- Then the researcher called the groups one by one to the front of the class, and each student in one group said one to two sentences. Group 1 RD4; "a door, it's big, this thing is not heavy, RD3; the door is made of wood, it's used for in and out, RD9; this is clean and it's brown color"
- The researcher listened to them all speak up to the last group and the researcher corrected errors in the fluency, clarity, and understanding of the students, overall the students were able to pronounce the whole formula from the description of things
- At the end of the lesson, the researcher reminded the students again by discussing the material describing things.

c. Observation

Based on the results of observing student activities in this second cycle, the researcher were very impressed because the enthusiasm and responses from students had increased with the implementation of describing things material using the show and tell technique in groups. Students confidently go to the front of the class without hesitation and shyness. The following is a student activity table:

Table 4.10 Table observation checklist on students activities in cycle 2

Respondents	Very Active	Active	Less Active	Not Active
RD 1		✓		
RD 2	✓			
RD 3		✓		
RD 4		✓		
RD 5		✓		
RD 6	✓			
RD 7	✓			
RD 8		✓		
RD 9		✓		
RD 10		✓		
RD 11	✓			
RD 12		✓		
RD 13			✓	
RD 14	✓			
RD 15		✓		
RD 16		✓		

RD 17		✓			
RD 18	✓				
Total	6	11	1	-	

Where:

- Very active : The students were responsive and participated fully in all activities in learning and teaching process, especially presentation in front of class.
- Active : The students' presentation in front of class and interacting with others, they are friends and teacher.
- Less active : The student pays attention and gives responses once in a while.
- Not active : The student does not give respond to the materil, student looks confused, bored and sometimes leaves the class.

d. Reflection

After the second post-test cycle was completed, seeing a remarkable increase in student scores in the second post-test was at KKM 75. Because of that this research was successful in the second cycle, therefore the researcher decided to end the learning process. The following table of values from the post test cycle 2:

Table 4.11. The result of data from post-test in cycle 2

The aspect of speaking						
No.	Respondents	Accuracy	Fluency	Comprehensibility	Total	Score of test
1	RD 1	4	5	5	14	77

2	RD 2	6	6	5	17	94
3	RD 3	4	5	5	14	77
4	RD 4	4	4	4	12	66
5	RD 5	4	4	4	12	66
6	RD 6	5	6	6	17	94
7	RD 7	5	5	5	15	83
8	RD 8	4	5	5	14	77
9	RD 9	4	3	4	11	61
10	RD 10	4	5	5	14	77
11	RD 11	6	5	6	17	94
12	RD 12	4	4	5	13	72
13	RD 13	3	4	4	11	61
14	RD 14	6	6	5	17	94
15	RD 15	4	4	5	13	72
16	RD 16	6	5	5	17	94
17	RD 17	4	5	5	14	77
18	RD 18	4	5	5	14	77
		81	89	88		1.413
	Total		Mean score			78,5

The table above shows the speaking skill scores on the post-test 2. The table explain that higher score was 94 and the lower was score 61. There are 5 students who got score of 94, 1 student got score of 83, 6 students who got score of 77, 2 students who was got score of 72, 2 students got score 66 and 2 students got 61.

Calculating the mean score of the students' speaking skill test of pre-test:

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

$$= \frac{1.413}{18}$$

$$= 78,5$$

Table 4.12 The students' accuracy percentage in post-test cycle 2

Post-test				
No.	Classification	Rating	Frequency	Percentage
1	Excellent	6	4	22,22%
2	Very good	5	2	11,11%
3	Good	4	11	61,11%
4	Average	3	1	5,56%
5	Poor	2	-	-
6	Very poor	1	-	-

The table above shows that score of accuracy in the post-test cycle 2 were varieties; in which none of students got “poor and very poor.” 4 students “excellent,” 2 students “very good,” 11 students “good” and only 1 student “average.”

Table 4.13 The students' fluency percentage in post-test cycle 2

Post-test				
No.	Classification	Rating	Frequency	Percentage
1	Excellent	6	4	22,22%
2	Very good	5	8	44,44%
3	Good	4	5	27,78%

4	Average	3	1	5,56%
5	Poor	2	-	-
6	Very poor	1	-	-

The table above shows that score of accuracy in the post-test cycle 2 were varieties; in which none of students got “poor and very poor.” 4 students “excellent,” 8 students “very good,” 5 students “good” and only 1 student “average.”

Table 4.14 The students’ comprehensibility percentage in post-test cycle 2

No.	Classification	Rating	Post-test	
			Frequency	Percentage
1	Excellent	6	2	11,11%
2	Very good	5	12	66,67%
3	Good	4	4	22,22%
4	Average	3	-	-
5	Poor	2	-	-
6	Very poor	1	-	-

The table above shows that score of accuracy in the post-test cycle 2 were varieties; in which none of students got “poor and very poor.” 2 students “excellent,” 12 students “very good” and 4 students “good.”

B. Discussion

In this research, we can see previously that the 8b grade students of SMPN 1 Larompong have low in speaking skills. Students are quite difficult in fluency, accuracy, and comprehensibility in speaking. In fluency, students still stammer in

speaking because students lack practice speaking English, in accuracy students in mentioning sentences sometimes still used incorrect wording, and in the comprehensibility students are less able to understand what has been said. The effect of this is the lack of accuracy and fluency. Of the 18 students who were sampled, some of them lacked confidence in expressing one's opinion. The problem encountered by researchers when researching is that students do not quickly mingle with new people, then the learning process becomes awkward and stiff, some students always come in and out during the learning process. In this situation, the researcher began to study the characters of students in the class, with a nature that was not rigid, so students became more comfortable and enjoyed during the learning process.

At the time of the pre-test, the researcher gave instructions to students how to describe things using the theme of objects in class. Then they were given time to prepare and then go forward one by one, the researcher recorded the students when the students started speaking at the end of the meeting the researcher began to give students corrections and suggestions from the results of student presentations. Before applying the show and tell technique, it can be seen in table 4.1 that the results of the students' pre-test showed that the mean score of their speaking ability was 44.55. Then the researcher began to prepare a lesson plan and set the describing theme that would be used in the first cycle.

In this research, the researcher used the classroom action research method using two cycles. In the first activity the teacher provides material and explains what a describing thing is and how to use and pronounce the sentences. Then

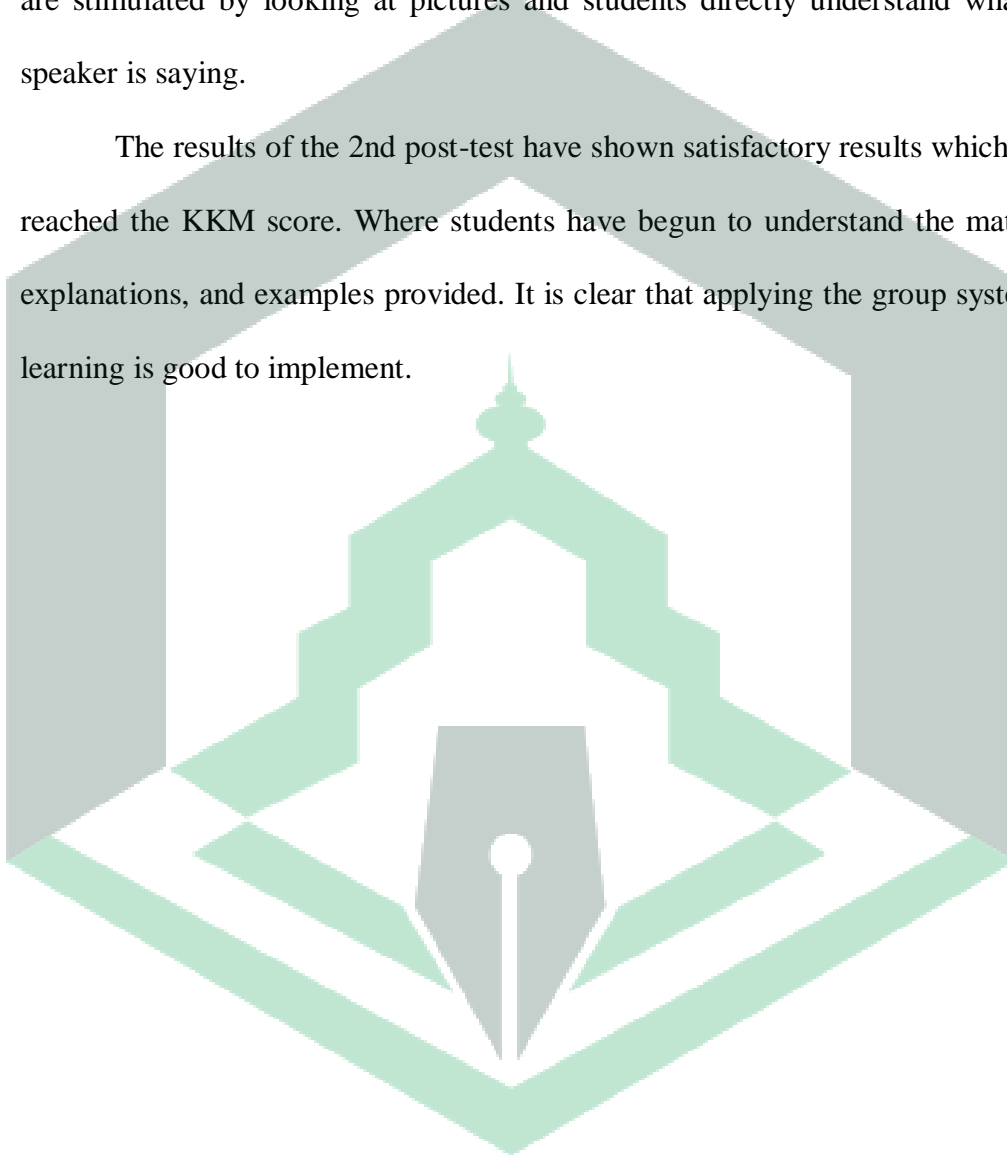
followed by giving assignments or exercises to students. When the cycle started, it was seen that the students were not active in asking questions, so some of them appeared in front of the class still with doubts in saying words.

In the application of cycle 1 students are still awkward in speaking so that the sentences are still stuttering and unclear. In fluency, students still stammer in speaking because students lack practice speaking English, in accuracy students in mentioning sentences sometimes still used incorrect wording, and in the comprehensibility students are less able to understand what has been said. The effect of this is the lack of accuracy and fluency. The results of post-test 1 show that students' scores have started to increase even though they have not reached the KKM, shown in table 4.6 that the scores are still below the KKM where the mean score of students is 67.2. Therefore, the researchers continued their research in the second cycle, where students were again given an explanation of the material about describing things (objects around) using a group system. Students have started to experience changes by always asking questions, they like learning with a group system where they can work together in solving problems.

In the cycle 2 the researcher gave same material but different theme describing thing (in around), the student presented use image in group model. In this research, there are two aspects of speaking, where fluency and comprehensibility which are quite prominent after the application of the technique. In this case fluency increases because during the application of the show-and-tell technique students tend to be more active in speaking so that students begin to get used to pronouncing sentences. Meanwhile, in

comprehensibility students and teachers as listeners easily understand what is conveyed, in this aspect students are said to increase because when implementing In this technique students show objects while describing, then listeners or students are stimulated by looking at pictures and students directly understand what the speaker is saying.

The results of the 2nd post-test have shown satisfactory results which have reached the KKM score. Where students have begun to understand the material, explanations, and examples provided. It is clear that applying the group system in learning is good to implement.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion in the previous chapter, the researcher can conclude the results of the research include the following:

This research indicates the best procedures in implementing show and tell technique as follows: 1) The students are divided into several groups, each group consisting of 4-5 students; 2) each group presented the object shown in front of the class; 3) each student read 1-2 sentences so that students had the opportunity to speak. based on the observations of researchers making small groups is an effective thing to implement so that class conditions are more conducive, students can shared ideas with their friends. The used of material describing thing in around is a good idea because students are easy to understand because it is not a common thing to encounter, so when they prepare the sentence they want to say it is not too difficult.

In this research the show and tell technique can improve students' speaking skill, it can be seen from the difference in values before the application of show and tell and after its application. In giving the pre-test, we can see that the value below the KKM is only 44.55%, after the application of the show and tell technique in cycle 1 by means of individualism only produces a score of 67.2%. The researcher continued the research in the second cycle because the score had not yet reached the KKM. After the implementation in cycle 2 by modifying the lesson plan and then by applied the group method, students experienced an

increase by showing a value of 78.5%.

In this research, there are two aspects of speaking, where fluency and comprehensibility which are quite prominent after the application of the technique. In this case fluency increases because during the application of the show-and-tell technique students tend to be more active in speaking so that students begin to get used to pronouncing sentences. Meanwhile, in comprehensibility students and teachers as listeners easily understand what is conveyed, in this aspect students are said to increase because when implementing In this technique students show objects while describing, then listeners or students are stimulated by looking at pictures and students directly understand what the speaker is saying.

B. Suggestion

Based on this research, the researcher provides suggestions that hopefully can be useful for others who will read especially for teachers, students, and also the next researchers:

1. For the teachers, the result of this research are expected to make teacher use show and tell technique in the learning process to improve students' speaking skill, train students to dare to express their opinions, come to the front of the class. Because of this technique students are forbidden to dare to go forward.
2. For the students, the researcher hope this technique help in improving students' speaking, and there is no need to be afraid or hesitant to appear in front of the class.
3. For the next researcher

This research hope that can be a reference for the other reserchers. Especially research about technique to improve students' speaking skill, the researcher is expected to the next researcher can better then researcher before.



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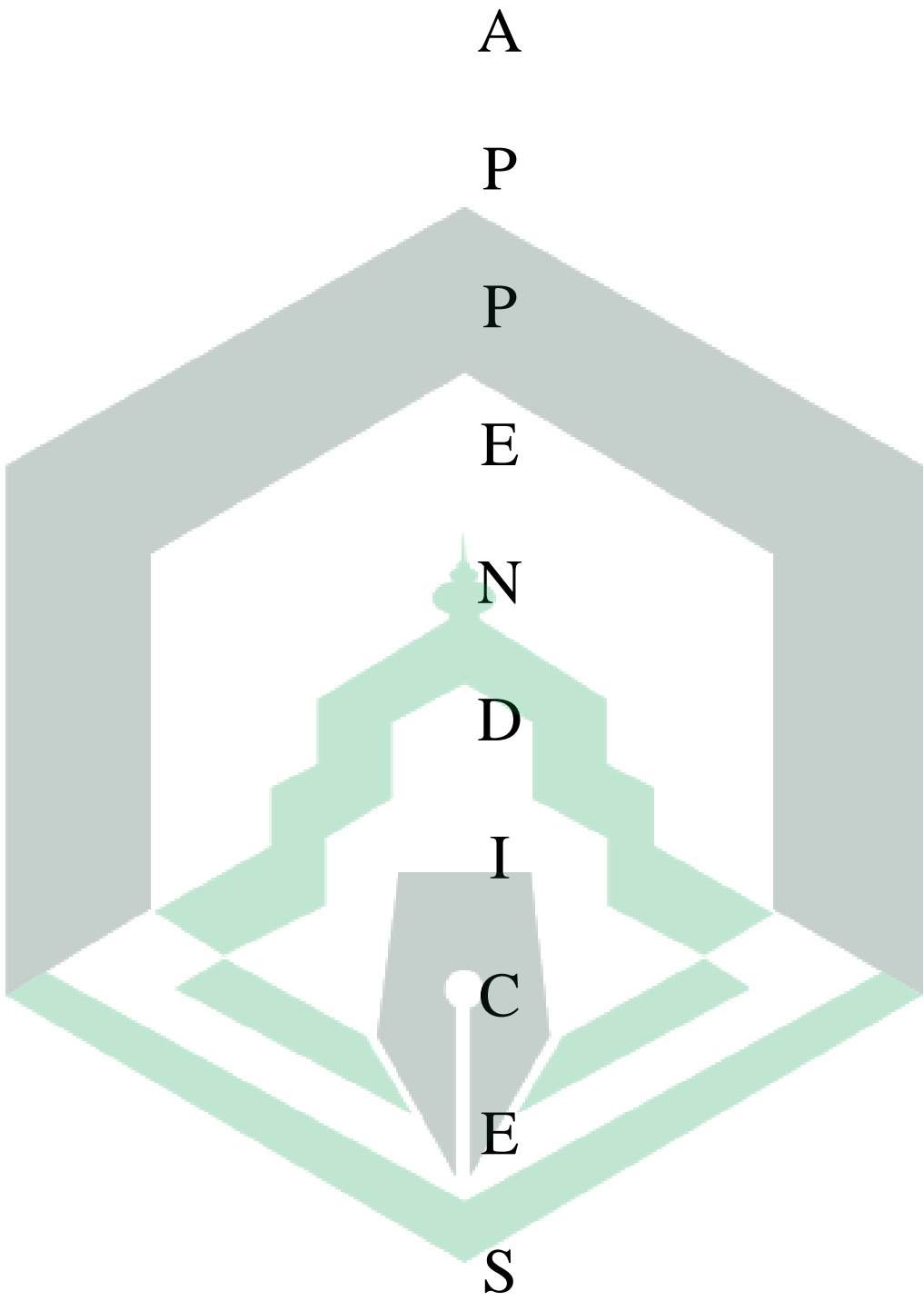
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APPENDIX 1

SURAT IZIN MENELITI



PEMERINTAH KABUPATEN LUWU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. Opu Daeng Risaju No. 1, Belopa Telpn : (0471) 3314115

Nomor : 507/PENELITIAN/02.01/DPMPSTSP/X/2022
Lamp : -
Sifat : Biasa
Perihal : Permohonan Surat Izin Penelitian

Kepada
Yth. Ka. SMP Negeri 1 Larompong
di -
Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 2233/In.19/FTIK/HM.01/10/2022 tanggal 04 Oktober 2022 tentang permohonan Izin Penelitian.
Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama : Sulaika
Tempat/Tgl Lahir : Waituo / 18 Mei 2001
Nim : 18 0202 0014
Jurusan : Pendidikan Bahasa Inggris / Tarbiyah
Alamat : Dsn. Kalosi
Desa Libukang
Kecamatan Kamanre


Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :


THE USE OF SHOW AND TELL TECHNIQUE TO IMPROVE STUDENTS SPEAKING SKILL AT THE EIGHT GRADE OF SMP NEGERI 1 LAROMPONG

Yang akan dilaksanakan di **SMP NEGERI 1 LAROMPONG**, pada tanggal **10 Oktober 2022 s/d 10 Desember 2022**

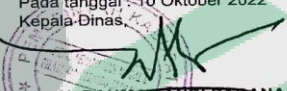
Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.


1 2 0 2 2 1 9 3 1 5 0 0 5 1 8



Diterbitkan di Kabupaten Luwu
Pada tanggal : 10 Oktober 2022
Kepala Dinas


Drs. H. RAHMAT ANDI PARANA
Pangkat : Pembina/Tk. I IV/b
NIP : 19641231-199403 1 079

Tembusan :
1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Institut Agama Islam Negeri Palopo;
4. Mahasiswa (i) Sulaika;
5. Arsip.

APPENDIX 2

SURAT KETERANGAN SELESAI MENELITI

**PEMERINTAH KABUPATEN LUWU**
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 LAROMPONG
Alamat : Jln. Poros Siwa – Palopo, Kel. Larompong, Kode Pos 91997

KETERANGAN PENELITIAN
NO: 126/DIKBUD/SMP.1/TU/2022

Yang bertanda tangan di bawah ini : Kepala SMP Negeri 1 Larompong
Nama : IDRIS, S.Pd., M.M
NIP : 197209222006041003
Pangkat/GOL : PEMBINA TK.I. IV/b
Jabatan : KEPALA SEKOLAH

Dengan ini menyatakan dengan sesungguhnya bahwa :

Nama : SULAIKA
NIM : 1802020014
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswa
Perguruan Tinggi : Institut Agama Islam Negeri Palopo
Program Studi : Bahasa Inggris

Telah melakukan penelitian di SMP Negeri 1 Larompong pada tanggal 12-28 Oktober 2022
Dengan Judul Penelitian **“The Use of Show and Tell Technique to Improve Student’s Speaking Skill At the Eighth Grade of SMP Negeri 1 Larompong”**

Demikian Surat Keterangan ini dibuat dengan sesungguhnya untuk dipergunakan sebagaimana mestinya.

Larompong, 28 Oktober 2022
Kepala Sekolah


IDRIS, S.Pd., M.M
NIP. 197209222006041003



APPENDIX 3

SURAT KETERANGAN VALIDASI

SURAT PERNYATAAN VALIDASI INSTRUMEN PENELITIAN

Saya yang bertanda tangan dibawah ini:

Nama : Dr. Masruddin, M.Hum.
NIP : 19800613 200501 1005
Pendidikan akhir : S3

Menyatakan bahwa instrumen penelitian TA atas nama Mahasiswa :

Nama : Sulaika
NIM : 18 0202 0014
Prodi : Pendidikan Bahasa Inggris
Judul TA : The Use of Show and Tell Technique to Improve Student's Speaking Skill At the Eight Grade of SMP Negeri 1 Larompong

Setelah dilakukan kajian atas instrumen penelitian TA tersebut dapat dinyatakan

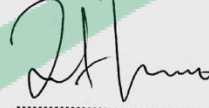
- Layak digunakan untuk penelitian
 Layak digunakan dengan perbaikan
 Tidak layak digunakan untuk penelitian yang bersangkutan

Dengan catatan dan saran/perbaikan sebagaimana terlampir.

Demikian agar dapat digunakan sebagaimana mestinya.

Palopo, 03 Oktober 2022

Validator,



NIP. 19800613 200501 1005

Catatan:

Beri tanda ✓

APPENDIX 4

RENCANA PELAKSAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP Negeri 1 Larompong

Kelas/Semester : VIII (8) B/Ganjil

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Describing thing

A. Tujuan Pembelajaran

1. Siswa diharapkan mampu memahami, menganalisis, merancang dan mengetahui describing noun dalam pembelajaran bahasa Inggris dengan menggunakan teknik show and tell untuk meningkatkan kemampuan berbicara siswa.
2. Mendeskripsikan benda di depan kelas dengan tujuan meningkatkan kepercayaan diri siswa serta mengaktifkan siswa dalam pembelajaran.

B. Materi dan Strategi Pembelajaran

1. Materi Pembelajaran
Siswa mendeskripsikan benda sesuai dengan topik yang diberikan, kemudian guru mempersilakan siswa untuk maju ke depan kelas.
2. Strategi pembelajaran
 - a. Teori : Constructivism
 - b. Pendekatan : Active learning, contextual
 - c. Model Pembelajaran : Problem based learning
 - d. Metode : Discussion
 - e. Teknik : Show and tell, presentasi
 - f. Perangkat : RPP, rubric of assessment
 - g. Moda : Luring

C. Evaluasi Pembelajaran/Assessment

1. Rubric of assessment

APPENDIX 5

LESSON PLAN

PPP LESSON PLAN TEMPLATE 1

CLASS/LEVEL	Junior high school at 8 th b grade / Basic
TOPIC	Pre-test about describing thing in school
OBJECTIVES	Students will be able to describe that thing
VOCABULARY	Describing, school, thing
MATERIALS	Whiteboard, marker, thing, paper
TIME	2 x 45 minutes

Present activities	Interaction	Time
<p>Opening</p> <p>Greating the students (Introduce by teachers, (include: name, the way students will call the teachers) Salam, good afternoon</p> <p>Praying</p> <p>Attendance List</p> <p>Attantion grab</p> <ul style="list-style-type: none"> - T : If I say hello, hay - S: You say hay, hello <p>Presentation Material</p> <p>The teacher explains and gave intructions about pre-test</p>	T- SS	15 minutes

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> - The teacher gives instructions to describe examples of objects in the class, examples: book, pen and etc. - Furthermore, students are given 2-3 minutes to described that thing 	T- SS	15 Minutes

Production Activities	Interaction	Time
<p>The teacher explain and corrects the possible errors of students in speaking</p> <p>Closing Salam</p>	T- SS	15 minutes

PPP LESSON PLAN TEMPLATE 2

CLASS/LEVEL	Junior high school at 8 th b grade / Basic
TOPIC	Describing thing (thing in house)
OBJECTIVES	Students will be understand about describing
VOCABULARY	Describing, thing, house
MATERIALS	Whiteboard, marker, paper, picture
TIME	1 x 45 minutes

Present activities	Interaction	Time
<p>Opening</p> <p>Greeting the students Salam, good morning</p> <p>Praying</p> <p>Attendance List</p> <p>Attantion grab</p> <ul style="list-style-type: none"> - T : perhatian - S: siap <p>Presentation Material</p> <p>The teacher explains the material about Describing thing, then the researcher gave an examples.</p>	T- SS	15 minutes

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> - The researcher gave instructions to describe that thing examples of thing in the house - Furthermore, students are given 2-3 minutes to describe thing 	T- SS	15 Minutes

Production Activities	Interaction	Time
<p>The teacher explain and corrects the possible errors of students in speaking</p> <p>And the researcher gave students homework : printed the picture in the next meeting we all discuss and practice in front of class</p> <p>Closing Salam</p>	T- SS	15 minutes

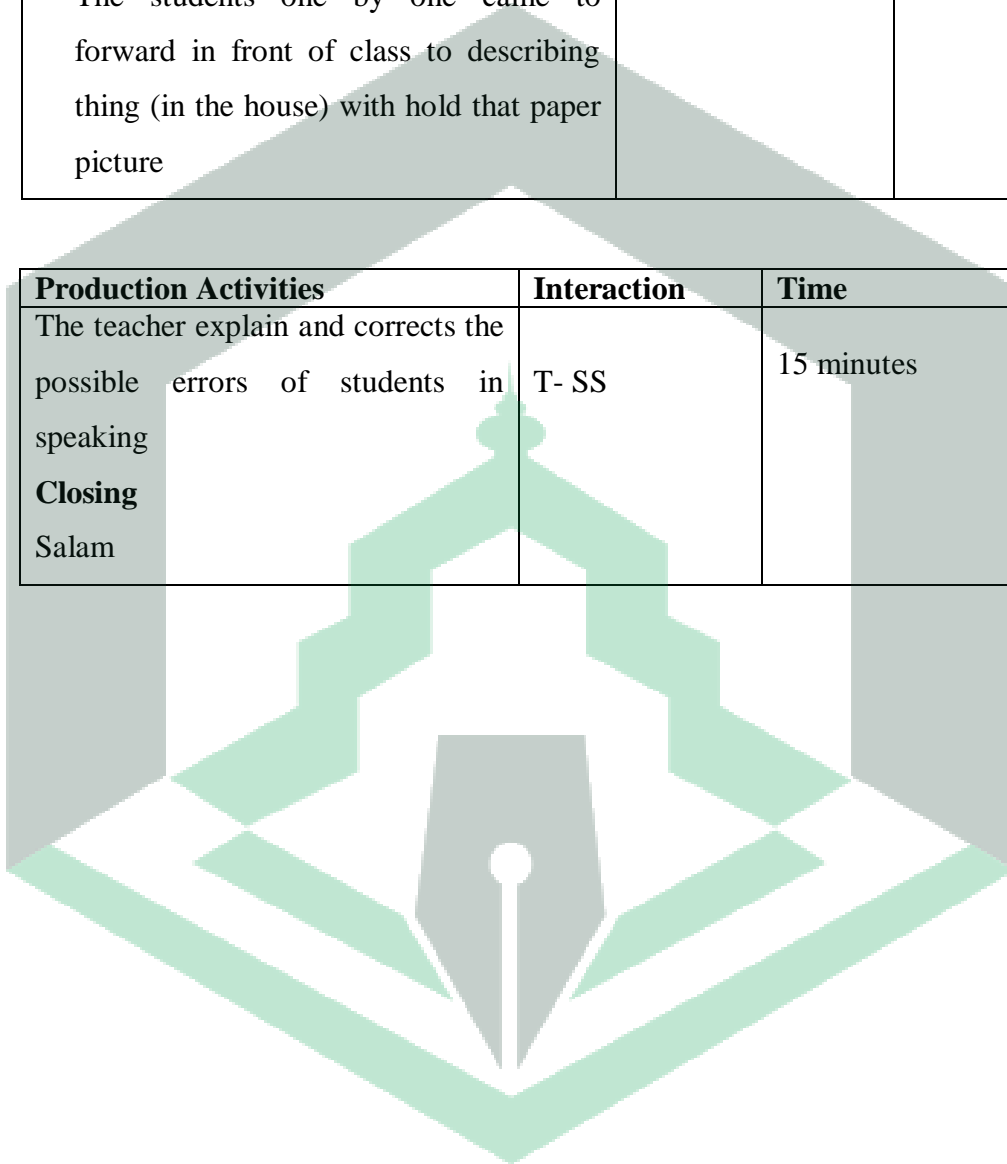
PPP LESSON PLAN TEMPLATE 3

CLASS/LEVEL	Junior high school at 8 th b grade / Basic
TOPIC	Describing thing in the house
OBJECTIVES	Students will be able to describe that thing
VOCABULARY	Describing, thing, house
MATERIALS	Whiteboard, marker, paper, picture
TIME	2 x 45 minutes

Present activities	Interaction	Time
<p>Opening</p> <p>Greeting the students Salam, good afternoon</p> <p>Praying</p> <p>Attendance List</p> <p>Attantion grab</p> <ul style="list-style-type: none"> - T : perhatian - S: siap <p>Warm up</p> <p>Presentation Material</p> <p>The researcher expalain more about describing thing (thing in house), and gave example</p>	T- SS	15 minutes

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> - The researcher check students assignment - The students one by one came to forward in front of class to describing thing (in the house) with hold that paper picture 	T- SS	15 Minutes

Production Activities	Interaction	Time
<p>The teacher explain and corrects the possible errors of students in speaking</p> <p>Closing Salam</p>	T- SS	15 minutes



PPP LESSON PLAN TEMPLATE 4

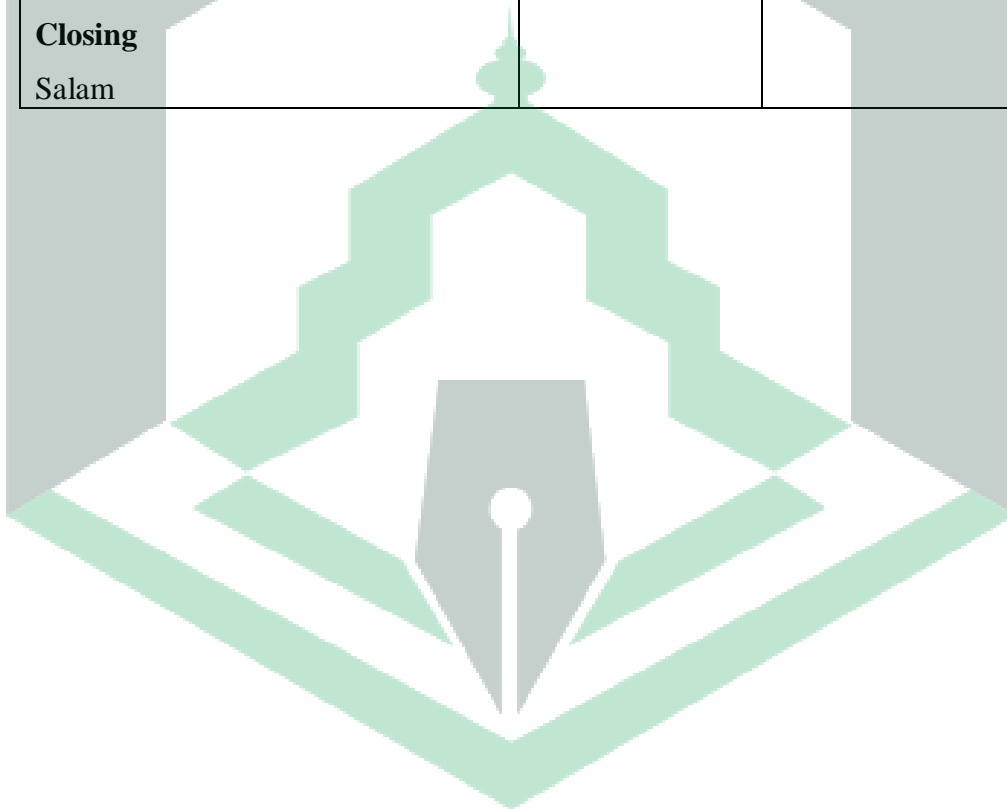
CLASS/LEVEL	Junior high school at 8 th b grade / Basic
TOPIC	Post-test 1 describing thing (thing in library)
OBJECTIVES	Students will be able to describe that thing
VOCABULARY	Describing, thing, library
MATERIALS	Whiteboard, marker, thing, paper
TIME	1 x 45 minutes

Present activities	Interaction	Time
<p>Opening</p> <p>Greeting the students Salam, good morning</p> <p>Praying</p> <p>Attendance List</p> <p>Attantion grab</p> <ul style="list-style-type: none"> - T : perhatian - S: siap <p>Warm up</p> <p>Presentation Material</p> <p>The researcher gave students intructions in the post-test</p> <p>The researcher gave students time to study</p>	T- SS	15 minutes

Practice Activities	Interaction	Time

<ul style="list-style-type: none"> - The teacher gave instructions to describe that thing (in library) book, chair, table and bookcase - Furthermore, students are given 2-3 minutes to describe one thing in library 	T- SS	15 Minutes
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Production Activities	Interaction	Time
The researcher explain and corrects the possible errors of students in post test Closing Salam	T- SS	15 minutes



PPP LESSON PLAN TEMPLATE 5

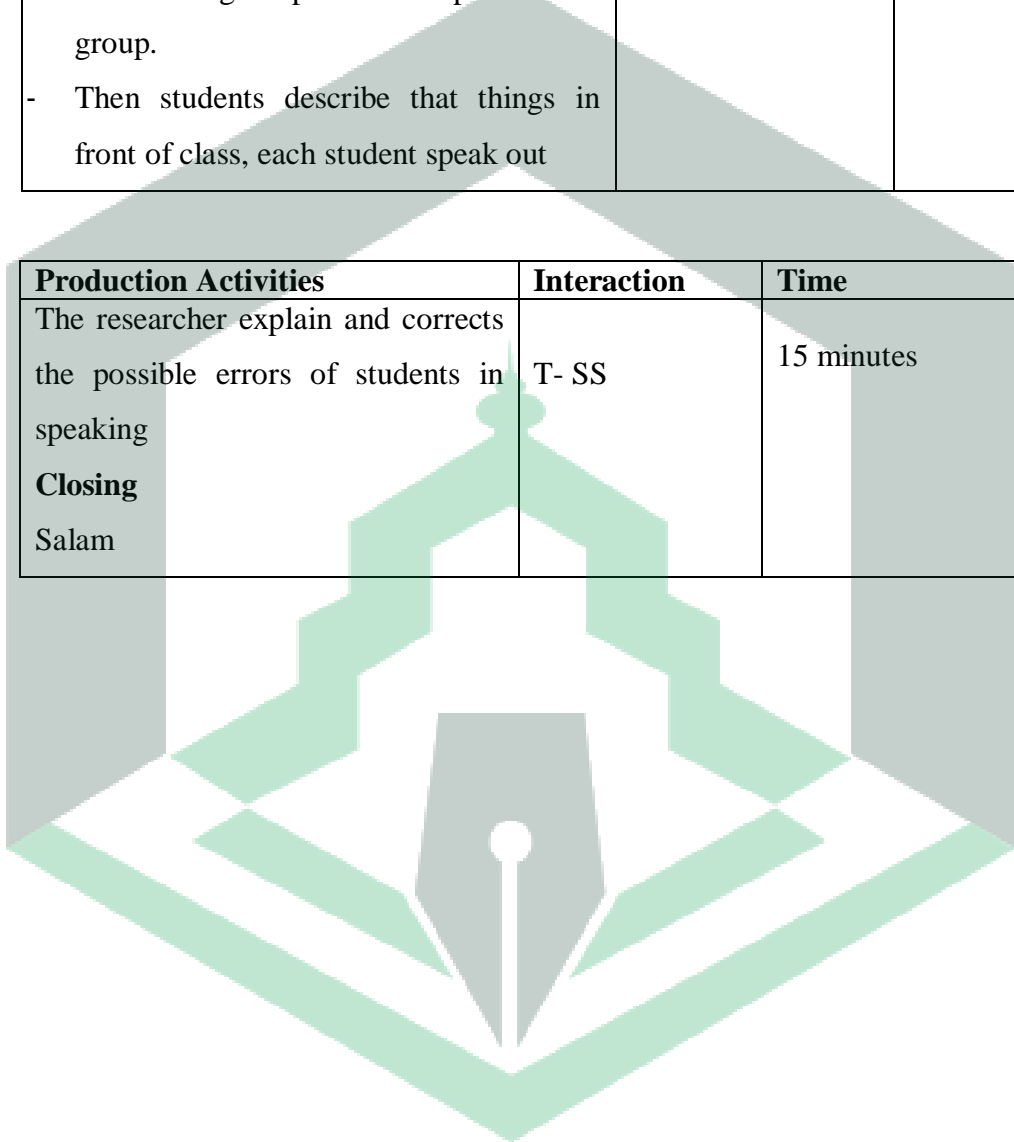
CLASS/LEVEL	Junior high school at 8 th b grade / Basic
TOPIC	Describing thing (thing in around)
OBJECTIVES	Students will be able to describe that thing
VOCABULARY	Describing, around, thing
MATERIALS	Whiteboard, marker, paper, picture
TIME	2 x 45 minutes

Present activities	Interaction	Time
<p>Opening</p> <p>Greeting the students Salam, good afternoon</p> <p>Praying</p> <p>Attendance List</p> <p>Attention grab</p> <ul style="list-style-type: none"> - T : perhatian - S: siap <p>Warm up</p> <p>Presentation Material</p> <p>The researcher gave students explanatin about describing thing (in around)</p> <p>The researcher gave students examples: tires, glass, and etc.</p>	T- SS	15 minutes

Practice Activities	Interaction	Time

<ul style="list-style-type: none"> - The teacher gave instructions and examples to describe that thing (in around) - Furthermore, students make a group and researcher gave picture one picture one group. - Then students describe that things in front of class, each student speak out 	T- SS	15 Minutes
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Production Activities	Interaction	Time
The researcher explain and corrects the possible errors of students in speaking Closing Salam	T- SS	15 minutes



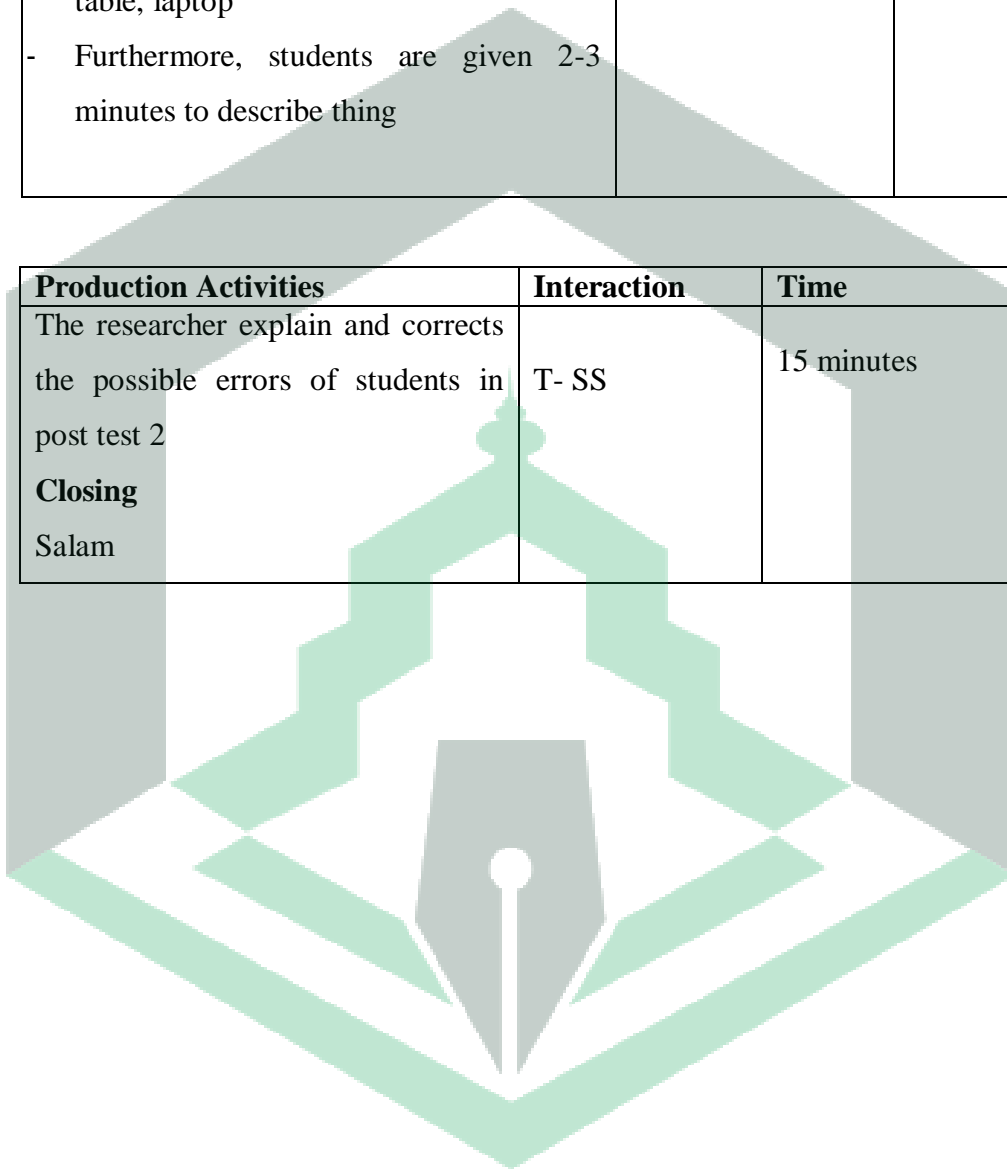
PPP LESSON PLAN TEMPLATE 6

CLASS/LEVEL	Junior high school at 8 th b grade / Basic
TOPIC	Post-test 2 describing thing (thing in around)
OBJECTIVES	Students will be able to describe that thing
VOCABULARY	Describing, around, thing
MATERIALS	Whiteboard, marker, paper, pictures
TIME	2 x 45 minutes

Present activities	Interaction	Time
<p>Opening</p> <p>Greeting the students</p> <p>Good morning</p> <p>Salam</p> <p>Praying</p> <p>Attendance List</p> <p>Attantion grab</p> <ul style="list-style-type: none"> - T : perhatian - S: siap <p>Warm up</p> <p>Presentation Material</p> <p>The researcher gave students intructions in the post-test 2</p> <p>The researcher gave students time to study</p>	<p>T- SS</p>	<p>15 minutes</p>

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> - The teacher gave instructions to describe that thing (in around) : window, clock, table, laptop - Furthermore, students are given 2-3 minutes to describe thing 	T- SS	15 Minutes

Production Activities	Interaction	Time
<p>The researcher explain and corrects the possible errors of students in post test 2</p> <p>Closing Salam</p>	T- SS	15 minutes



APPENDIX 6

PRE-TEST AND POST-TEST CYCLE 1-2

PRE-TEST

1. Students are given instructions before describing thing
 2. Students one by one rise to the front of the class to describe thing
 3. Assessment is based on students' ability to speak using three aspects, accuracy, fluency and comprehensibility
- a. RD 1
A pen
This color of the pen is clear
This pen is clean
The pen used to writing
 - b. RD 2
This is a dress
Clean clothes
The color of the dress is black
My clothes have my name
 - c. RD 3
I have a pen
My pen is pink
The ink is black
My pen used to write
 - d. RD 4
A table
The table is brown
The table is made of wood
My table is rectangular
My table has drawers
 - e. RD 5
This is a shoes
My shoes color is black
My shoes size thirtyeight centimeter
The brand my shoes is Adidas
 - f. RD 6
A paper
- 

The paper make from wood
The paper color is white
The paper is used to write
The paper is clean

g. RD 7

This is a shoes
My shoes color is black
My shoes sized thirtynine
The brand my shoes PRO ATT

h. RD 8

A table
This table is dirty
My table is blue
My table is full of scribbles
My table has my name

i. RD 9

A handpone
My handpone brand is oppo A16
The application in my phone is tiktok
My handpone color is black
My handpone containing my picture

j. RD 10

This my handphone
My handphone is containing various kinds of applications
It used for called

k. RD 11

A table
The color is brown
This table is made from wood
In my table has my name
This table has for legs
This table has a lot of streaks

l. RD 12

A chair
This chair has for legs
The chair color is brown
This chair made from wood

m. RD 13

A table
This table is brown

This table has four legs
This table used for studying
This table is square
This table has drawers

n. RD 14

This pen
The pen color is black
This pen has a cover

o. RD 15

A chair
This chair is brown
My chair has my name
My chair is clean
My chair made from wood

p. RD 16

A table
This table are brown and blue
This table has four legs
This table has drawers
This table made of wood

q. RD 17

My table is rectangular
My table is brown
This table has four legs
My table is made of wood
My table is dirty

r. RD 18

My table is blue and brown
My table has four legs
My table is rectangular
My table used for study



POST-TEST CYCLE 1



- a. RD 1
A book, it is...small, it is..black, the book is..clean, it is thi..ck, the book is square and the book..used for reading.
- b. RD 2
It is book, it used for w..rite, it is has title, it is book has cover, it is made of wood, this is big.
- c. RD 3
A book..case, it used for put book, the color is brown and white, this is made of wood
- d. RD 4
A chair, the color is red, it is used to sit, this chair made from iron, this chair is soft
- e. RD 5
It is table, this used for put things, this chair used for food, it is has four legs, it is recta..ngular, this is heavy
- f. RD 6
This is a book, it is black, it is big, it is clean, it is has title in in cover, it is used for reading.
- g. RD 7
A bookcase. It is brown, it is can use for save book, this is big, it is long.
- h. RD 8
This a chair, it used for sit, this color is red, this is made from iron.
- i. RD 9
A table, this made from wood, it is brown, this table has four legs, this is used for study.
- j. RD 10
A bookcase, it is tall, it is brown and white, it is use for put book, it is clean, it is made of wood.
- k. RD 11

This is a chair, this chair is red, the chair has four legs, it is used for sit, it is expensive, it it hard, it is not he..avy.

l. RD 12

A book, it is square, it is black, it is used for read, the book is small, the book is clean and beautiful.

m. RD 13

A chair, it is red, it small, the table is cheap, this is soft, this is cute, this made from iron.

n. RD 14

It is book, it is cute, it is small, it is has title, it is big, it used for study, it used for write, it is made from wood.

o. RD 15

A bookcase, it is large, it is made from wood, it is used for put book, it is brown, it is rectangular, it is hard.

p. RD 16

It is table, the table is clean, it is brown, it used for study, it is big and long, it is new, it is modern table.

q. RD 17

A chair, the chair has four legs, it is ..people used for sit, the color is red, it made from wood.

r. RD 18

This is a book, it is small, it used for reading, it is made from wood, it is brown, it is has title in cover.

POST-TEST 2



a. RD 1

A laptop, it is grey, it is square, it is made of plastic, it is used for communication, it is clean, it is new, it is hard, it is mayel, it is small, it is modern.

b. RD 2

A table, it is brown, it is circle, it is made of wood, it is used for put things, it is clean, it is modern table, it is hard, it is not to heavy, it is medium size, it is expensive.

- c. RD 3
A window, it is blue, it is made of wood, it is square, it is used for let the light in, it is clean, it is modern window, it is hard, it is heavy, it is medium size.
- d. RD 4
A clock, it is circle, it is white, it is used for see time, it is made of iron, it is dirty, it is broken, it is old, it is mild, it is hard, it is classic.
- e. RD 5
A window, it is rectangular, it is heavy, it is big, it is cool, it is modern, it is used to see people, it is made of glass and wood.
- f. RD 6
A laptop, it is not heavy, it is clean, it is used for study and sometimes watching movies, it is black, it is clean.
- g. RD 7
A clock, it is small, it is very mayel, it is broken, it made of iron, it is old, it is cheap, it is used for alarm.
- h. RD 8
A table, it is clean, it is brown, it is used for eating, it is made from wood, it is has four legs, it is modern design, it is new, it is not heavy, it is small.
- i. RD 9
A table, it is brown, it is circle, it udes for put things, it is clean, it is small, it is medium sized, it is made of wood.
- j. RD 10
A clock, it is white, it is circle, it is used for looking time, it is small, it is made of iron, it is dirty, it is classic.
- k. RD 11
A clock, it is not clean, it is rusty, it can used anymore, it is mild, it is not beautiful, it is brown, it is broken.
- l. RD 12
Assalamualaikum warahmatullahi wabarakatuh, a laptop, it is black, it is small, it is mild, it is clean, it is modern, it is made of plastic, it is used for study.
- m. RD 13
It is clean, it is new, it is modern, it is grey, it is used for communication, it is hard, it is mild, it is hard.
- n. RD 14
Window, it is medium size, it is blue, it is made of glass, it used for the light in, it modern window, it is heavy.
- o. RD 15
A laptop, it is black, it is small, it is clean, it is square, it is made of plastic, it used for game, it is mild, the screen is white, the laptop is open.
- p. RD 16

It is clock..., it is broke, it is dirty, it is circle, it is brown, it is expensive, it is classic, it is has soil.

q. RD 17

A table, it is has four legs, the table legs is short, it is circle, it made of wood, it used for put things, it small.

r. RD 18

A window, it is clean, it is open, it is made of glass and wood, the color is blue and white, the window has curtain, it is expensive and modern.



APPENDIX 7
DOCUMENTATION



The teacher was introduced the researcher in first meeting



Researcher gave students pre-test



In the second meeting the researcher gave students material about describing thing
(thing in house)



The students gave explanation and examples about describing thing (thing in house)



Check attendance at each meeting



Students described thing (thing around)



The researcher gave post-test in cycle 1



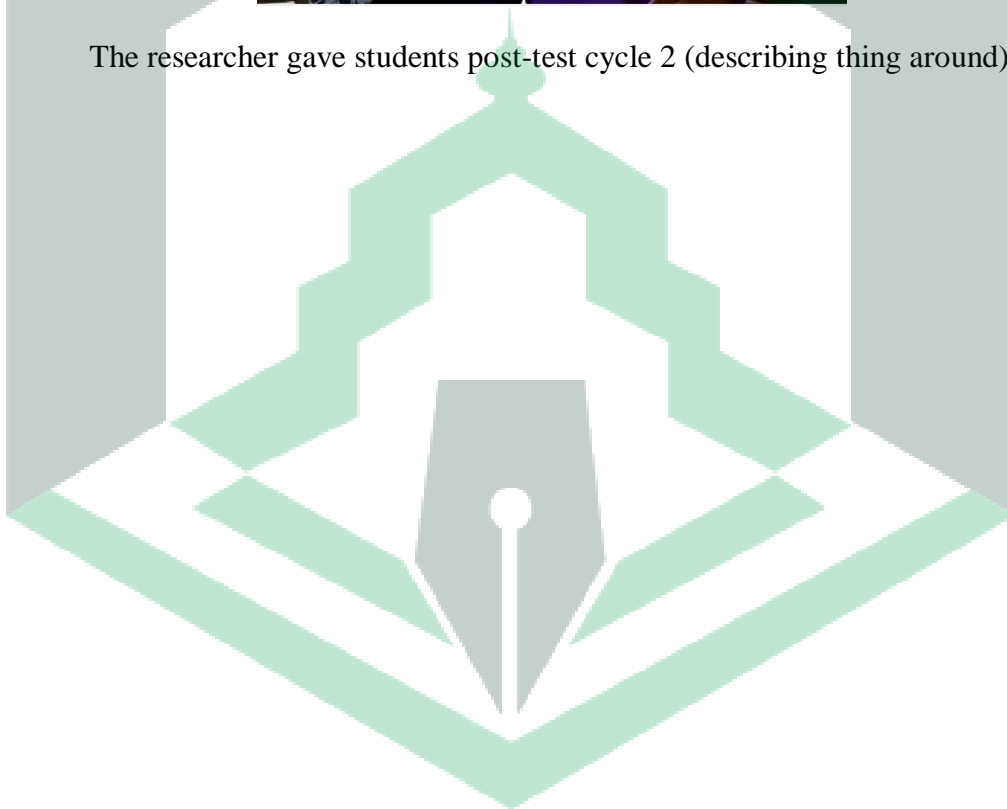
The students made a group and discussing about the topic describing thing (thing around)



The student came to forward with them group, and described that things one by one



The researcher gave students post-test cycle 2 (describing thing around)



CURRICULUM VITAE



Sulaika. The author was born in Waituo on May 18, 2001. The author is the 6th child of 6 children from a father named Sanila and mother Sulami. The author's elementary school was completed in 2012 at (MIN 04 Kamang). Then, in the same year, she studied at (SMPN 2 Kamanre) until 2015. In 2015 she continued his education at (SMKN 1 Belopa). After graduating from high school in 2018, the author continued her education in the field he was engaged in, namely the English Language Education Study Program, Tarbiyah and Teacher Training Faculty, State Islamic Institute (IAIN) Palopo.

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