

**Improving Students' Speaking Skill by Using Show and Tell technique at
Eleventh grade of SMA Negeri 2 Palopo**

Thesis

*Submitted to the English Education Program of Tarbiyah and Teacher Training Faculty of State
Islamic Institute of Palopo as Partial Fulfillment of
Requirements for S.Pd Degree in English Education*



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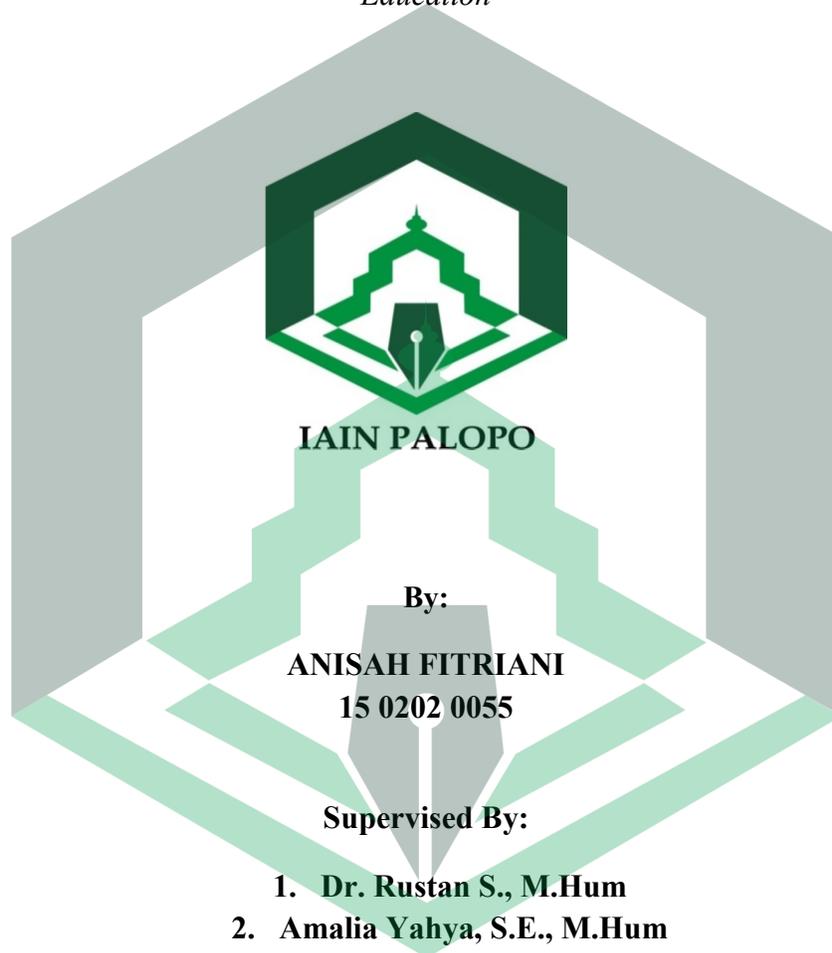
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2021

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**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2021

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This thesis, entitled "Improving Students' Speaking Skill by Using Show and Tell technique at Eleventh of SMA Negeri 2 Palopo" written by Anisah Fitriani, Reg. Number 15 0202 0055, English Language Education S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Thursday, September 30th, 2021 M, coincided with Safar 23rd, 1443 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

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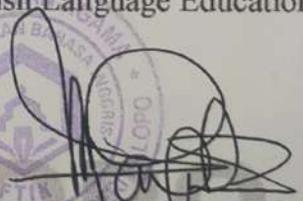
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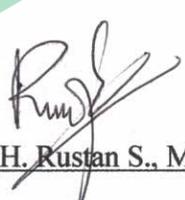
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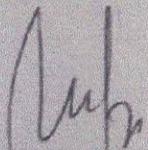
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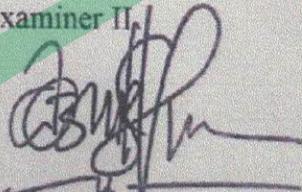
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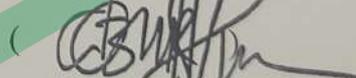
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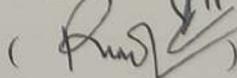
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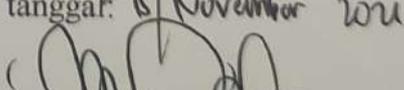
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The writer hopes this thesis can provide some value to the learners of the English Department and English teachers and the readers especially developing the teaching-learning of vocabulary. The writer acknowledges that this thesis is not perfect, so the writer will accept suggestions from readers to get better. The writer hopes this thesis is useful for everyone.

Finally, the writer pray to God, Allah SWT gives regard to all of the people who have helped the writer and the writer hopes this thesis can be useful and give a positive contribution to the readers and the others. The writer dedicates this thesis, May ALLAH SWT. Bless us. Aamiin.

Palopo, February 20th, 2020

The Writer

Anisah Fitriani

ABSTRACT

Anisah Fitriani, 2020, *“Improving Students Speaking Skill by Using Show and Tell technique at Eleventh grade of SMA Negeri 2 Palopo”*. A Thesis of English Study Program, Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Under Supervisor H. Rustan S as the First Consultant and Amalia Yahya as the Second Consultant.

This research is focused on using Show and Tell techniques to improve students' speaking skills at the Eleventh grade of SMA Negeri 2 Palopo. The objective of this research is to find out whether Show and Tell Technique improves the students' speaking skills at the eleventh grade of SMA Negeri 2 Palopo. In this research, the writer used the pre-experimental method. This research was conducted in only one class. The population of this research was XI grade students of SMA Negeri 2 Palopo. The total population was 157 students. The research sample was XI IPA1 consisting of 35 students. The sampling technique in this study was purposive sampling. In collecting the data, the writer used a speaking test, which was done divided into primary test and final test. Data were analyzed using SPSS program version 20. The results of the study indicated that the use of the Show and Tell technique improves the students' speaking skills at the eleventh grade of SMA Negeri 2 Palopo. The writer recommended applying it to students who have basic speaking language skills and she hopes that the results of this study can be beneficial to readers.

Key Words: *Show and Tell technique, Teaching, and Speaking.*

CHAPTER I

INTRODUCTION

A. Background

Speaking is one of the central elements of communication. In EFL, teaching is an aspect that needs special attention and instruction. Effective interaction derived from the careful analysis of this area together with sufficient language input and speech promotion activities will gradually help learners speak English fluently and appropriately.¹

Kang Sumin said that speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. Learning a second language or foreign language is difficult as we learned our native language as a child.²

In addition to factors in students, teacher teaching methods and styles also greatly affect students' speaking abilities. The lack of teacher knowledge about learning methods to stimulate students' speaking abilities is also one of the causes. Teachers usually only use the lecture method (teacher-centered) and rarely provide opportunities for students to talk about their experiences or express their opinions in front of the class. Learning methods that only use one-way methods namely the teachers' explains or lectures make students very minimal. This makes

¹ Jack C. Richard and Willy A. Renandya, *Methodology In Language Teaching* (Ed. I: New York Cambridge University Press, 2002), p. 210

² Hebert H. Clark, *Psychology and Language*, (United State of America: Harcoun Brace Joranovicz, ich., 1997), p. 223

the development of students' speaking abilities less optimal so that students are less motivated and stimulated by their speaking abilities and vocabulary addition.

With the importance of the ability to speak, it is necessary to have a stimulus given both from parents and teachers and the environment to develop students' speaking abilities. An educator should be creative and innovative in providing learning methods and media to students to stimulate and motivate students' speaking abilities. Motivation or stimulus given to students should be given outside of the environment and from within students themselves.

It is the problem faced by students was very difficult in speaking and not mastered speaking, not confident especially in asking questions or answer a question given by the teacher, the student was less motivated and who has not mastered speaking because of lack of vocabulary. And the use of English was very difficult to master for students because in addition to using the English language are also able to know the purpose of the sentence. So that, in the learning process students were not creative in talking and making sentences in daily activity.

Based on the preliminary observation that the writer has done, generally, the student's ability at SMA Negeri 2 Palopo speaking skills were still low. The research was interested in conducting research which was entitled "*Improving Students Speaking Skill by Using Show and Tell Technique at Eleventh Grade of SMA Negeri 2 Palopo*".

B. Research Question

Related to the fact in background presented above, the problem statement of the research can be formulated as follow: “Does Show and Tell Technique improve the students’ speaking skill at the Eleventh grade of SMA Negeri 2 Palopo?”

C. The Purpose of the Research

Based on the formulation of the problem previously, the purpose of the study is to find out whether Show and Tell Technique improves students’ speaking skills at the Eleventh grade of SMA Negeri 2 Palopo.

D. Significances of the Research

The result of this research is expected to be useful information about the Show and Tell technique which is said that can improve students’ speaking skills for The first is students are useful. The writer practically expects that all of the students will be able to have more knowledge about speaking, to give contribution and solution in learning English especially in improving their speaking skill. The second is the teacher. The research is expected to help the teacher guide the students in improving their speaking skills. In addition, the teacher can use the Show and Tell technique to teach speaking skills so the learning process can be more guided and fun. The last is this research will be useful for the further writer.

E. Scope of the Research

By discipline, this research focused on the technique of Show and Tell in developing the speaking skill at the Eleventh grade of SMA Negeri 2 Palopo. By

activity, it focused on formal speaking such as explaining things with descriptive text, their benefits, advantages, and disadvantages with other things that we see. Based on the writer applied for the show and tell technique. The writer assessed the students' accuracy, fluency, and comprehensibility.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

In this research finding some writer eager to hold research eager to hold the research as follow:

1. Wulandari (2014), in her thesis entitled "*Meningkatkan rasa percaya diri anak usia dini melalui metode Show and Tell*". The result of her research indicates the self-confidence of the students in group A PAUD Miana V increased after implementing the *Show and Tell method*. It can make the students' self-confidence improve when learning English and also children were more audacious and more regular to tell a story the teacher or their friends, they can do their task by themselves. For the next writer, it's expected to analyze further other strategies or another learning method that can be used in increasing the self-confidence of children. The difference between the research above and this research is the research above has been done at the childhood level, while the writer will research at the second grade Junior High School.³

³ Wulandari, Indarti A, *Meningkatkan rasa percaya diri anak usia dini melalui metode Show and Tell*, Subdistrict Sukasari, Bandung City School Year 2014/2015, p. 35

2. Nurvitasari (2017), in her thesis entitled “*The Use of Show and Tell (S&T) method in Teaching Vocabulary at the Second year Students of Junior High School (SMP) Negeri 4 Galesong Selatan Kabupaten Takalar*”. Based on the discussion with the writer, it was clear that using *Show and Tell (S&T)* method can improve the students’ vocabulary mastery. The student’s score on the vocabulary test before applying for the *Show and Tell (S&T)* method is low. It is different from the student’s mastery after applying for the *Show and Tells (S&T)* method of learning vocabulary. It can be found in students’ post-test. The score was higher than the pre-test. Using *Show and Tell (S&T)* method in learning activity contributed to the student’s mastery of vocabulary. It can increase students’ understanding of the words. This method can increase students’ vocabulary mastery. It was proved by the t-test value 14.12 is greater than the t-table value 2.042. Accordingly, *Show and Tell (S&T)* method improved the students’ vocabulary mastery. It can be concluded that using *Show and Tell (S&T)* method is effective toward the students’ vocabulary at the Second Grade Student of Junior High School (SMP) Negeri 4 Galesong Selatan Kabupaten Takalar.⁴
3. Eka Trislijayanti (2015) had research “*Penggunaan Metode Show And Tell Dalam Pembelajaran Bahasa Indonesia Untuk Meningkatkan Keterampilan Berbicara Siswa Kelas VII.C di SMP Negeri 1 Seririt Tahun Ajaran 2014/2015*” The writer concluded that: a) an increase in the average score of students’ speaking skills by applying the *Show and Tell method* with picture media occurred in cycle I

⁴ Nurvitasari, *The Use of Show and Tell (S&T) Method in Teaching Vocabulary at the Second Year Students of Junior High School (SMP) Negeri 4 Galesong Selatan Kabupaten Takalar*, 2017 p. 35

and cycle II. In the first cycle, the results obtained by students were unsatisfactory, namely 76,25% with 21 students completing or 75% and 7 students or 25% students getting grades below the KKM. Whereas in cycle II, the value increased by 82,21%, from an average grade of 76,25% in cycle I to 82,21% in cycle II. For classical completeness also increased, which is equal to 76,25% from 75% class completeness in the first cycle to 96,43% in the second cycle. So the application of the *Show and Tell method* with image media can improve the speaking skills of students of class VII.C SMP Negeri 1 Seririt. b) The steps of learning to speak appropriately by applying for the show and tell method with picture media are divided into three stages, namely introduction, core activities, and closing. In the preliminary stage, the teacher gives an apperception related to the material being taught. At the core activity stage, the teacher assigns students to describe pictures. In the closing stages, the teacher reflects on and evaluates the activities that have already taken place and provides reinforcement to students because they are already active when learning takes place. c) Students gave very positive responses to the application of the Show and Tell method with picture media in speaking learning. This can be seen from 32 students who filled out the questionnaire, 17 or 60,71% of students gave very positive responses and 11 students or 39,29% gave positive responses to the application of the Show and Tell method with picture media in speaking learning.⁵

Based on the previous study above, the writer using the Show and Tell technique to improve the students speaking skills at the Eleventh grade of SMA Negeri 2 Palopo, used the pre-experiment technique. The amount of pre-class was

⁵ Eka Trislijayanti, *Penggunaan Metode Show And Tell Dalam Pembelajaran Bahasa Indonesia Untuk Meningkatkan Keterampilan Berbicara Siswa Kelas VII.C di SMP Negeri 1 Seririt Tahun Ajaran 2014/2015*, p. 38

XI IPA. And the research uses the Show and Tell technique (things). In the speaking by content, this research would focus on speaking, which consists of accuracy, fluency, and comprehensibility.

B. Speaking Skill

1. Definition of Speaking Skill

Speaking is one of the central elements of communication. In EFL teaching, speaking skill needs special attention and instruction. Effective interaction derived from careful analysis of this area together with sufficient language input and speech promotion activities will gradually help learners speak English fluently and appropriately.⁶

Kang Sumin said that speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. To learn a second language or foreign language is difficult as we learned our native language as a child.⁷

Speaking is used for many different purposes, and each purpose involves a different skill, it is used to describe things, to explain people's behavior, to make a polite request, or to entertain people with a joke.

In this sense, Richard stated that in speaking we are not conveying to the receiver a meaning clothed in words but by our words, we are arousing within the

⁶ Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching* (Ed. I; New York Cambridge University Press, 2002), p. 210

⁷ Hebert H. Clark and Eve V Clark, *Psychology and Language, (United State of America: Harcount Brace Joranovich, ich., 1997), p. 223*

receiver association and expectation which will enable that person to form an interpretation of the intention of our message.⁸

2. Concept of Speaking

Speaking is the ability to speak and to understand the language by using expression using oral communication. Speaking is one of the four basic language skills that should be well mastered by the students who learn English as a foreign language. To equip their students will good speaking skills' English teachers should be good at speaking skills. It is considered being active skill because the speaker must hand it over to the group both in thought and in utterance orally. In this study, the task Based Learning Strategy is used to improve the students speaking ability.

Nunan suggests that task-based learning helps learners to develop their individual to support learning autonomy. This approach provides opportunities for students to plan tasks with an emphasis on the communicative process. Speaking is applied to the need for auditory processing of a word, a phrase, or a sentence to reproduce it. Thus, speaking is a means to another end, the students are asked to respond and express an idea to establish orally the patterns of the language as subconscious habits.⁹

According to Brown and Yule speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it

⁸ Wilga M. Rivers, *Teaching Foreign Language Skill*, (Ed. II. London: The University of Chicago Press, 1981), p. 222

⁹ Leni Widia, I Nengah Astawa, *Improving Speaking Skill Through Task Based Learning Strategy* (Jurnal Santiaji Pendidikan, Vol. 4 , Nomor I, at Seventh Grade Students of SMP Negeri 3 Baturiti in Academy year 2014), p. 3

occurs, including the participant, their collective experience, the physical improvement, and the purpose of speaking require that learners not only know how to produce the language. Brown says, “Technique where that specific activity manifested the classroom that was consistent with an approach as well”. According to Brown and Yule (1994), there are three functions of speaking:

a. Speaking as interaction

Speaking as interaction refers to the interaction which serves a primarily social function. When people, meet, they exchange greetings, engage in small speaking and chit-chat, recount recent experiences because they wish to be friendly, and establish a comfortable zone of interaction with others. The focus is more than a speaker and how they wish to present themselves to each other speaking as performance.

b. Speaking performance

It refers to public speaking it is talking with transmitting information before audiences such as public announcements and speeches. Speaking as performance tends to be in the form of monolog rather than dialogue, often follow a recognizable format and it is closer to written language than conversational language.

c. Speaking as transaction refers to a situation

Where then focus is on the message about what is said or achieved to make people understood early accurately.¹⁰

¹⁰ Siti Nurbaya, dkk, *Improving Students Speaking Ability Through Role Play*, (Tanjung Pura University: Pontianak 2015), p. 3-4

According to Cameron (2001), speaking is categorized as the productive use of language since people use it actively in expressing their idea to others so that other people can make sense of them. He also explains the nature of speaking and listening are grouped into that creative uses of language, speaking is much more demanding than listening. The most important things that are needed by the speakers are finding the most appropriate words and the correct grammar to convey meaning accurately and precisely, and organizing the discourse so that their listeners will understand the meaning. Because speaking is considered much more demanding than listening, it requires careful and plentiful support of various types, not just support for comprehension, but also support for production.¹¹

3. The Main Aspect of Assessing Speaking Skill

The main objective of teaching speaking is the development of the ability to interact successfully in that language and thus involves comprehension as well as production.¹² Testing student spoken language and this command is one of the most important aspects of an overall evaluation of the student language performance. Rasyid and Hafsa J. Nur divided speaking skills into two features, first is a competency that consists of content and intonation. Second, appropriacy is the ability to use language generally appropriate to the function.¹³ Syah says that appropriacy is used lexical, phonology, and intonation properly and fairly

¹¹ Nasikhatun Listya Atika Farah, *Improving the Student's English Speaking Skills Through Show and Tell method*, (Universitas Madura: Madura 2016), p. 5

¹² M. Basri Wello and Hafsa Amin J. Nur, *An Introduction to ESP. (Ujung Pandang: Sunu Baraya, 1999)*, p. 71

¹³ Muhammad Rasyid and Hafsa Amin J. Nur, *Teaching English and Foreign Language*, p. 201

based on situation and condition. In this case, performance features are the appropriateness of using language.¹⁴

Based on the statements above, the speaking skill is divided into three main components, as follows:

a. Fluency

According to Harmer, the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot.

b. Accuracy

Accuracy is the ability to use target language intelligible pronunciation, particular grammatical and lexical accuracy. Brown says that accuracy is achieved to some extent by allowing the student to focus on the elements of phonology grammar and discourse in their output.¹⁵

c. Comprehensibility

Comprehension is an exercise to improve one's understands.¹⁶ According to Scott Thornbury, comprehension is the ability to understand quite well the topic nomination with considerable repetition and rephrasing.

4. Elements of Speaking Skill

According to Harmer, the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot.

¹⁴ Djalius Syah, *International English Conversation*, p. 200

¹⁵ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (Ed II; San Fransisco: Addison Wesley Longman Inc., 2001), p. 268

¹⁶ H. Martin Manser, *Oxford Learners Pocket Dictionary*, (New Edition ; 1995), p. 81

a. Language Features

1) Connected Speech

In connected speech, should be modified assimilation omitted, added, or weekend. It is for this reason that we should involve students in activities designed specially to improve their connected speech.

2) Expressive Devices

The use of this device contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity. The student should be able to develop at least some of such suprasegmental features and devices in some way if they are to be fully effective communicators.

3) Lexis and Grammar

Spontaneous speech is marked by the use of several common lexical phrases, especially in the performance of certain language functions.

4) Negotiating Language

Effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying.

b. Metal/Social Processing

1) Language Processing

Effective speakers need to be able to process language in their head and put it into coherent order so that it comes out in forms that are not only comprehensible but also convey the meaning that is intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally approach sequences. One of the

main reasons for including speaking activities in language lessons is to help students to develop habits of rapid language processing in English.

2) Interacting with others

Most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, and understanding of how the other participant is feeling, and a knowledge of how linguistically to make turns allow others to do so.

3) (On the Spot) Information Processing

Quite apart from our response to others' feelings we also need to be NGS to process to the ability they tell us the mean we get it. The teachers' talk will two folds: to be given them (learners) confidence in English and to equip them with hitherto unknown skills in either their mother tongue or English.¹⁷

5. Characteristic of a Successful Speaking Activity

Hymes states successful communication involves more than just the mastery of the "rules of grammar" that is the linguistic forms of a language, but also the understanding and appropriate application of the "rule of use". Thus effective teaching of oral skills would naturally involve developing "communicative competence" or "pragmatic competence" in the learners.¹⁸

Penny Ur states that there are four characteristics of speaking activities, as follows:

¹⁷ Eka Ningsih, *Improving Speaking Skill by Using Classroom Observation Technique at the Eight Year in SMP PMDS Putra Palopo*, (Palopo: STAIN Palopo, 2013,)

¹⁸ Foley J. A., *New Dimension in the Teaching of Oral Communication*, (Singapore: SEAMEO, Regional Language Centre, 2005), p. 55

a. Learner to talk

As much as possible of the period time allocated to the activity is in the fact occupied by learner talk. This may seem obvious, but often most time is taken up teacher talk or pauses.

b. Participation is even

A minority of talkative participants do not dominate classroom discussion, all get a chance to speak, and contribution is evenly distributed.

c. Motivation is high

Learners are eager to speak 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.

d. Language is of an acceptable

Learner expresses themselves in utterance that is relevant. Easily comprehensible to each other and of the acceptable level of language accuracy.¹⁹

6. Characteristics of Speaking

Studying about foreign language is too difficult for beginners or learners as speaking skills. According to Brown, the following characteristics of spoken language can make oral performance easy as well as in some cases difficult.

a. Clustering

Fluent speech is phrasal, not by word. Learners can organize their output both cognitively and physically (the breath group) through such clustering.

¹⁹ Penny Ur, A., *Course in Learning Teaching, Practice and Theory*, (Great Britain: Cambridge University Press, 1996), p. 21

b. Redundancy

The speaker has an opportunity to make meaning clear through the redundancy of language; the learner can capitalize on this feature of spoken language.

c. Reduced form

Constructions, elisions, reduced vowels, etc. All form special problems teaching spoke English.

d. Performance various

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performances hesitation, pauses, background, and correlation. Learners can be taught how to pause and to hesitate.

e. Colloquial language

Make sure your students are reasonably well acquainted with the words idioms, and phrases of colloquial language and those they get practice in producing these forms.

f. Rate of delivery

Another silent characteristic of fluency is the rate of dilatory.

g. Stress, rhythm, and intonation

This is the most important characteristic of the English pronunciation pattern to convey important messages.

h. Interaction

As noted in the previous section, learning to produce waves of language in a vacuum-without interlocutor-would rob speaking of its richest component the creativity of conversational negotiating.²⁰

7. Creating a Positive Environment for Speaking Skill

The key to encouraging speaking skills in the classroom is creating the proper environment. Children should feel relaxed, and being active in social interaction with peers should be encouraged. One teacher of fourth grade suggests these goals:

- a. To speak clearly with proper pronunciation to communicate with others.
- b. To speak expressively with feeling and emotion and avoid the monotone.
- c. To speak effectively in different situations: with individuals, small groups, and the whole class.
- d. To utilize speaking in all the communication arts and content areas to further learning.

8. Planning Speaking Activities

In planning a speaking activity, teachers need to decide whether students need high structure (for example drills and controlled practice) for practice in learning or getting it or low structure (for example role plays, simulations) for using it. Question to consider about speaking include the following:

- a. It is necessary to review the language to be used in a task?

²⁰ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (Ed II; San Fransisco: Addison Wesley Longman, 2001), p. 270-271

- b. Will the learners work in pairs or small groups?
- c. How will learners be monitored as they complete tasks?
- d. How will teachers provide feedback to students?

9. Enhancing Speaking Performance

Speaking in front of a large audience for many of us is quite difficult. It is okay to feel nervous in front of a large audience. However, you can overcome the fear of public speaking completely by making a presentation regularly. This form of oral communication is very different from interpersonal communication. Here, you must speak precisely and concisely to present the topic. Holding the attention of listeners is the key to becoming a proficient public speaker. They must also develop a range of skills in four key areas of speaking competence. There are:

- a. Phonological skill, produce accurate sounds of the target language at the phonemic.
- b. Speech function skill, use spoke perform the communicative function, such request, demand, decline, explain, complain, encourage, beg, direct, warn and agree.
- c. Interaction management skills, manage face-to-face interaction by initiating, maintaining, and closing conversation, regulating turn talking, changing topics, and negotiating to mean.

- d. Extend discourse organization skills, Establish coherence and cohesion in extended discourse by using established conventions to structure different types of spoken text.²¹

10. Teaching Speaking

Speaking is important for language. Besides the role it plays in communication, speaking can also facilitate language acquisition and development. In the situation where the target language is also a language for instruction across the school curriculum, speaking is a crucial tool for thinking and learning. However, even when there are speaking activities, it is probably true to say that while speaking occurs, the skills may not necessarily be thought. Furthermore, unlike with lessons on reading and writing where the teacher will have a record of performance in the form of written text, speaking output is transient, with little record of it once the activities are over. Teachers do not have a corpus of learner work that they could evaluate and give feedback on. As a result, the problem that learners face when doing speaking activities often goes unnoticed or uncorrected.²² Language teachers function as a model for producing correct expression and judge whether the learners' contributions to the learning process and their efforts are relevant and correct.²³

In a communication process, the body language of a person is considered as important as the spoken words. The body language of the speaker has a great

²¹ Willy A Renandya and Jack C Richards, *Teaching Speaking in the Language Classroom*, RELC portopolio series 15, p. 4

²² Christine C. M. Goh, *Teaching Speaking in the Language Classroom*, RELC Porthfolio series 15, p. 1.

²³ Ag. Bambang Setiyadi, *Teaching English as Foreign Language*, Jakarta: Terpadu 2006, p. 15

impact on the listener. This is because it gives them an idea or indication of the direction in which the communication process is heading. The listener either gets positively or negatively influenced by the body language of the speaker.

a. Oral Communication

Oral communication skills hold great importance in properly interacting with people. The communication process conducted through spoken words is referred to as oral communication. In the 'University of Virginia, Oral Communication Competency Report', oral communication is defined as the effective interpretation, composition, and presentation of information, ideas, and values to a specific audience. In today's world, the emergence of different forms of media has led to the communication process taking place through different channels like telephones, teleconferences, video conferences, etc. Earlier, face-to-face meetings and speeches were the only forms of communication. Understanding and incorporating different workplace communication skills has become highly important to succeed in today's professional life. Effective listening in the workplace is as important as conveying your thoughts while speaking. So, let us find what are some skills you need to develop for communication to be effective.

b. Oral Communication Skills in the Workplace

Workplace communication is that of a formal nature and requires a person to present his thoughts in a precise and concise manner. The quality of speaking in a precise manner proves to be helpful in a telephonic conversation. An

interviewer should be capable of retrieving necessary information from the interviewee. Remembering these points should help in the development of skills.

c. Skills Required for Oral Presentation

For a good oral presentation, the quality of text and the way it is presented are equally important. An organized text presentation allows the orator to proceed smoothly from point to point. Presenting relevant information through a presentation is an important point to be kept in mind. Elaborating on this very core of the presentation is acceptable; however, you should not wander away from the topic of importance. Your speech should be interactive. The audience should not feel that the presentation being made is just an activity of reading out a piece of dry, textual information. Understanding the nature of corporate communication should help the working professionals in communicating with their colleagues in a better manner.

d. Different Settings for Oral Communication

Interpersonal communication is one of the best ways to start with the process of developing your communication skills. You can speak freely and without getting tense when you just have to speak to a single person at a time. Through interpersonal communication, a person learns how to phrase his/her ideas clearly and also listen to others carefully.

Group discussion exercises play an important role in developing communication skills. People get to know each view and thoughts through such exercises. More exercises can be used both at the school/college level and professional level.

Importantly, discussing a particular topic compels the participants to listen to each other carefully. Group discussion is necessary to develop oral communication skills to survive in today's information-oriented world. Dissemination of information can be conducted properly only if you possess good communication skills. Individual and business relations can be developed and maintained with the use of these skills. The examples of oral communication skills interspersed throughout this article should be of help for business and other forms of communication.²⁴

11. Principles for Teaching Speaking

Before teaching speaking in the classroom, it is very important to know the principles for teaching speaking. Because it will help us as guides to know what the teaching speaking looks like. It also can make the instructor easier in managing the students and the learning process in speaking class, and also make it easier to get the goal of teaching speaking itself. The mastery of speaking skills in English is a priority for many second-language or foreign-language learners.²⁵

The principles for teaching speaking skills in the area:

- a. Focus on both fluency, accuracy depending on your objective

In our current zeal for interactive language teaching, we can easily slip into a pattern of providing content-based, interactive activities that don't capitalize on grammatical pointers or pronunciation tips. We need to bear in mind a spectrum of learner needs, from a language-based focus on accuracy to message

²⁴ Anonym, <http://www.buzzle.com/articles/oral-communication-skills.html>, accessed on January 16th, 2014 at 10.42 am.

²⁵ Jack C. Richards, *Teaching Listening and Speaking from Theory to Practice* (New York: Cambridge University Press, 2008), p. 19

base focus on interactive, meaning, and fluency. Who you do a jigsaw group technique, play a game, or discuss a solution to the environmental crisis, make sure that your task has a linguistic (language-based) objective, and seize the opportunity to help students to perceive and use the building blocks of language. At the same time, don't bore your students to death with lifeless, repetitious drills. As noted above, make any drilling you do as meaningful as possible.

b. Provide intrinsically motivating technique

Try at all times to appeal to student's ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be." Even those techniques that don't and students into ecstasy, help them to see how the activity will benefit them. Often students into ecstasy, which helps them to see how the activity will benefit them. Often students don't know why we ask them to do certain things: it usually pays to tell them.

c. Encourage the use of authentic language in meaningful contexts

This theme has been played time and again in this book, but one more reminder shouldn't hurt. It is not easy to keep coming up with meaningful interaction. We all succumb to the temptation to do, say, disconnected little grammar exercise where we go around the room calling on students one by one to the topic the right answer. It takes energy and creativity to devise authentic contexts and meaningful interaction, but with the help of a storehouse of teacher resource material, it can be done. Even drills can be structured to provide a sense of authenticity.

d. Provide appropriate feedback and correction

In most EFL situations, students are dependent on the teacher for useful linguistics feedback. In an ELF situation, they may get feedback ‘out there’ beyond the classroom, but even then you are in a position to be a great benefit. You must take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

e. Capitalize on the natural link between speaking and listening

Many interactive techniques that involve speaking will also of course include listening. Do not lose out on opportunities to integrate these two skills. As you perhaps focus on speaking goals, listening goals may naturally coincide, and the two skills. As you perhaps focus on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

f. Give students opportunities to initiate oral communication

A good deal of typical classroom interaction is characterized by teacher invitation of language. We ask the question, give direction, and provide information, and students have been conditioned only to “speak when spoken to”.

g. Encourage the development of speaking strategies

The concept strategies competence is one of the few beginning language students are aware of. They simply have not thought about developing their own personal for accomplishing the oral communicative purpose.²⁶

²⁶ H. Douglas Brown, *Teaching by Principle an interview Approach to Language Pedagogy*. (Second Edition San Francisco State University: Longman. 2001), p. 331-332

C. Show and Tell Technique

1. Definition of Show and Tell

According to H. A. R. Tilaar (2013: 103), the show and tell technique is an activity that prioritizes simple communication skills. The purpose of this activity is to train students to speak in front of the class and familiarize students sensitivity to simple things every day.

Meanwhile, Slamet Suyanto (2005: 145) states that the show and tell technique is used to express students' abilities, feelings, and desires. Each teacher can ask two or three children to tell what they want to express. When students tell stories, the teacher can assess the students. The teacher can continue the topic discussed by students as learning.

Takdiroatun Musfiroh (2011: 5) defines show and tell as an activity of showing something to the audience and explaining or describing something. Takrodiroatun Musfiroh (2011: 1) also explained that the show and tell technique refers to three main areas, namely education, music, and theater. Among these three fields, the educative show and tell technique is the most reliable in western countries. The show and tell technique is used for three domains at once. The three realms are the show and tell educative for speaking (show and tell to speak), show and tell educative for record playing toys (show and tell to play with toys), and show and tell for children's books (show and tell for children's books)).

Referring to the description above, the understanding of the show and tell technique is a technique of learning with children's activities showing objects

and expressing opinions, expressing feelings, desires, and experiences related to these objects.

2. Application of the Show and Tell

According to Takdiratun Musfiroh (2011: 34), there are several types of show and tell that can be applied, namely show and tell with personal objects, show and tell with food, and show and tell with pictures and photos.

a. Show and tell with personal objects

Students can bring personal objects to use when doing show and tell methods such as a book, pen, ruler, wardrobe, backpack, shoes, etc.

b. Show and tell with food

Food is an object that students need and has a strong reach to develop responsibility and independence. When students are showing and telling, students can tell about taste, the main ingredients for making food, colors, and so on.

c. Show and tell with pictures and photos

Images and photos are relatively effective for stimulating karma, ability, responsibility, and independence. For students, these abilities can be accepted with good luck through stories that are assisted with media images or photos.

Meanwhile, HAR Tilaar (2013: 103) states that show and tell can be applied by showing something like a new game kit, a birthday present, food for souvenirs from relatives, tableware, or all items considered new or interesting items for students.

Hoerr (2007: 94-95) added that students can show and tell using the work or project that has been made. For example, students make dioramas that

show scenes from novels or tribal life of Native American tribes. On the following day, students stand next to the diorama and tell about the diorama which shows some aspects of the tribe's life.

Based on some of the opinions above, the application of the show and tell technique can use food, pictures or photos, new play equipment, birthday gifts, food wares, student work, and all objects that are considered attractive to students.

3. Benefits of the Show and Tell Technique

Laurie Patsalides (Takdiroatun Musfiroh, 2011: 8-9) explained the benefits of the show and tell technique to develop several aspects. These benefits include students learning to speak and listen, being listeners and introducing themselves, making investigations based on questions, making connections between students' responses to other students, anticipating and observing, practicing critical conversation skills, storytelling practice, learning similarities and differences, using vocabulary, use descriptive language, say thank you, and increase your confidence. Related to the benefits raised by Laurie Patatsides regarding increasing self-confidence, this was also confirmed by Zingher (2011:44) who stated that when students do a Show and Tell will be a shining moment for students because of their increased confidence.

Burrell (Dailey, 1997: 223) revealed that the Show and Tell activities can improve students' self-concepts. Self-esteem, autonomy, social skills, and cognitive development will also increase along with the use of this method (Dailey, 1997: 227).

Based on several benefits of the Show and Tell technique, it can be concluded that there is one aspect that can be developed, namely the social-emotional aspect with an indicator of increasing self-confidence. This will be used as a guide in compiling learning steps with Show and Tell.

4. The Advantages of the Show and Tell Technique

There are several advantages of the Show and Tell technique. Some of these advantages are as follows:

- a. Very simple method, so it's easy to apply to students.
- b. Using concrete objects, making it easier for students to tell stories.
- c. Providing opportunities for all students to be actively involved because they emphasize a participatory approach in the learning process (Amode Taher in the Takdiroatun Musfiroh, 2011: 6).

Takdiroatun Musfiroh (2011: 6) adds the advantages of the Show and Tell technique, namely:

- a. Effective for developing public speaking skills. The ability to speak in public (public speaking) is one of the characteristics of confidence.
- b. Train students to solve problems (problem-solving), namely when telling stories students learn to compile information related to the objects indicated.

5. Disadvantages of Show and Tell Technique

In addition to the advantages of using the Show and Tell technique, there are also disadvantages. These deficiencies according to Ari Prasasti (2012: 42-43), include:

- a. The use of technology must always be under the supervision of the teacher. This is because the method requires guidance if students have difficulty in telling the object being used.
- b. The use of this technique cannot be used in sudden conditions; it is because there is a need for preparation of objects and experiences to be told.
- c. Dailey (1997: 224) adds that the time available for conducting Show and Tell is limited. This is because the Show and Tell are done regularly to take turns; so that all students can perform then there should be plenty of time available.

6. Steps in Learning through the Show and Tell Technique as an Effort to Increase Student Confidence.

Related to learning activities that will be done, this research used the show and tell method. The Show and Tell technique is one of the right techniques to increase student confidence. There are steps in implementing the Show and Tell technique, according to Revermann and Takdiroatun Musfiroh.

Revermann (2014) explains the steps in conducting a Show and Tell are as follows:

- a. At certain times, students are told to bring their favorite objects to show and tell in front of the class.
- b. The teacher provides opportunities for students to appear to show and tell objects brought from home. When performing students will be the center of attention for their friends.

- c. Other students ask questions to students who are performing. The questions asked must be determined in advance.

Meanwhile, Takdiroatun Musfiroh (2011: 35-36) explained the steps for the implementation of the Show and Tell are as follows:

- a. Students form a circle on a grounded floor (rugs, mats, and the like)
- b. Each group consists of 7-10 students.
- c. Open the activity with greetings.
- d. Guide one to lead a joint prayer.
- e. Greet students one by one by saying their names.
- f. Give good words and arouse student interest.
- g. Allow students to show objects that will be used for Show and Tell.
- h. Explain the procedure of Show and Tell. If needed, the teacher can give examples of how to do a Show and Tell. This is done for 5 minutes.

To apply this method, the teacher gives examples of tangible objects for students. The function of the object is as a stimulus for students to express ideas, ideas, feelings and experiences about the objects shown by students.

Based on the description and theory that has been explained about learning to increase self-confidence, it becomes the basis for implementing learning in schools with the Show and Tell technique.

The learning steps are as follows:

- a. The teacher explains the activities to be carried out by students
- b. The teacher gives an example of how to do a classic Show and Tell.

- c. Students are allowed to submit themselves without being appointed, if there is not one student who is willing, then by way of being called by the teacher.
- d. Students do Show and Tell.
- e. Students are stimulated by asking questions if it is difficult to convey their meaning.
- f. After completing the Show and Tell, each student is given a different question by the teacher.
- g. As a form of reinforcement, students are rewarded.

D. Describing on Thing

1. Describing Things in English or a Second Language

One of the first things you learn when you start studying a language is how to describe things. It doesn't matter if you're studying English, French, or Swahili, all beginner-level learners are introduced to the basic words they need to describe people, places, feelings, and events.

Nonetheless, in everyday life, we don't often have conversations in which we directly describe our clothing, the objects in a room, or the people in our extended family. So why is it that description is such an important skill to learn? More importantly, what are some strategies beginner and intermediate level learners can use to get better at describing things and progress in their language learning?

2. Describing as a Language Function

According to Jakobson, there are designated language functions that people use in communication and one of them is the referential function which

deals with describing things such as objects, emotions, and events. If you think about it, while we aren't always giving the blunt kind of descriptions you find in beginner-level English language exercises (e.g. The building is tall, the tree is short), it is pretty hard to go more than a few phrases without describing something to the person you are speaking with.

This is because when we communicate with other people we are sharing our world view, our opinions, and our experiences. How else can we ensure we have been understood if we don't describe things as clearly and accurately as possible?

3. The Basics of Describing

When you think about how to describe something, typically adjectives are the first words that come to mind. They are descriptive words but they are not the only ones you'll need if you want to get ambitious in your grammar exercises. Gerunds, adverbs, and even verbs can play an equally important role in creating dynamic descriptions, especially in English.

The basics of describing

- a. Pick your subject. Always start with things you're interested in. if describing the furniture in your living room sounds less than exciting, don't do it!

Describe that motorcycle or dream house you have always wanted.

- b. Identify your verb. In English, the verb 'to be' is always a good choice when it comes to a verb that can be used to describe almost anything. If you are at an intermediate level, try something more ambitious than 'to be'. In

any case, start with one verb, particularly for languages other than English where you might have to do some complicated conjugations.

- c. Gather some adjectives. Make a list of your favorite English adjectives. Look them up in the dictionary and then start brainstorming additional words you might need to describe your subject.
- d. Draw a chart. Make your life easier and create a chart where you can practice describing things or people. If you are learning English, you would have subjects on the left, your main verb in the middle, and your list of adjectives on the right. Now all you have to do is connect the dots!
- e. Get to work. Start by writing down the descriptive sentences your chart gives you. Next, see if you can come up with a few more ways to describe what your subjects look like in English. Physical descriptions are more concrete and you should always start there before going into abstract or figurative language.

4. **What to describe for Every Level**

Beginners – start with what you can see! It is important that you can describe yourself, your home, your work activities, and the people you love using words you know. Stick to simple structures and practice using all three forms of the English verb ‘to be’ (is/am/are). For other languages, choose your verb or the expression most commonly used for describing things (some languages like Arabic and Russian don’t use ‘to be’ in the same way we do in English).

Practice whenever and wherever it suits you but make sure you keep describing things that matter to you. If you are sitting in traffic, start describing

the colors of the cars around you. If you are on the metro, describe the people sitting next to and across from you. Simple English exercises like this can go a long way when it comes to taking language learning out of the classroom and into real life.

E. Conceptual Framework

Dealing with the theories previously stated, the conceptual framework is described as follows: In this research, the writer would take several samples from a population where the writer gave a pre-test by the writer to know their prior ability in speaking. Then, they would be given some treatments as a process speaking skill by using Show and Tell Technique. And the students explain the picture about an animal, thing, and noun by using Show and Tell Technique in teaching-learning to improve student speaking skills. By process, the writer would be given treatment to the experimental group by using Show and Tell Technique as the teaching material while the control group taught without the Show and Tell Technique.

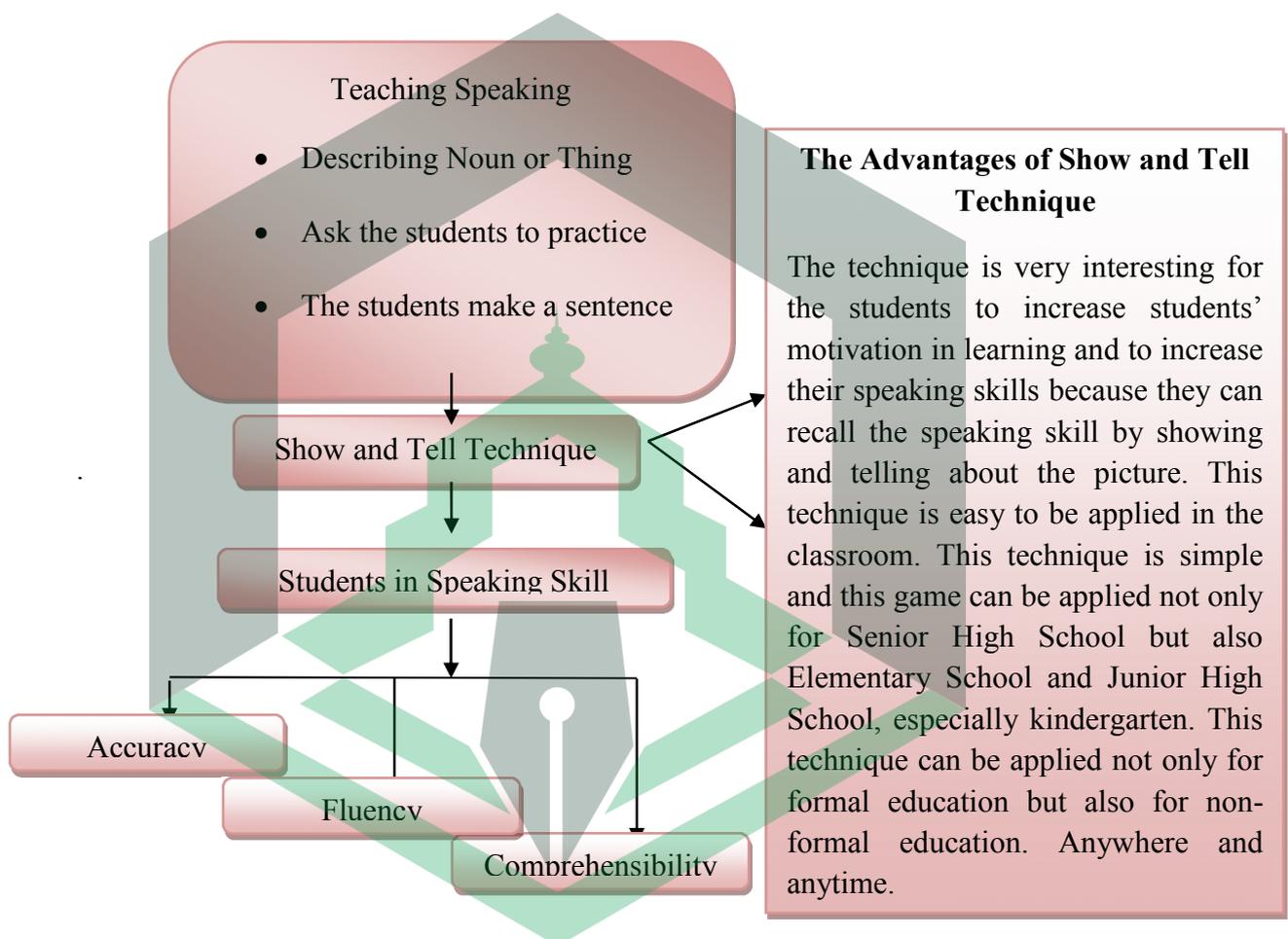
The first is the Students are more skilled in speaking and Increase student's self-confidence in speaking, it means the Show and tell technique there are interesting clues and thing are making it easier for students to make a sentence are various kinds of words, for example, adjective, nouns, and things and others.

The second is to increase students' motivation in learning, it means the show and tell technique have interesting pictures and are easy to understand, where show and tell technique can develop what students see in the thing and also

the clue so that motivating students that learning to speak is no as difficult as previously thought by using show and tell technique.

The conceptual framework of this research is presented by showing

the following diagram:



F. Hypothesis

Based on the problems above the writer formulated the hypothesis as follows:

1. Null Hypothesis (H_0): The use of the Show and Tell Technique does not improve students' speaking skills effectively.

2. Alternative Hypothesis (H_1): The use of the Show and Tell Technique effectively improves improve students' speaking skills.

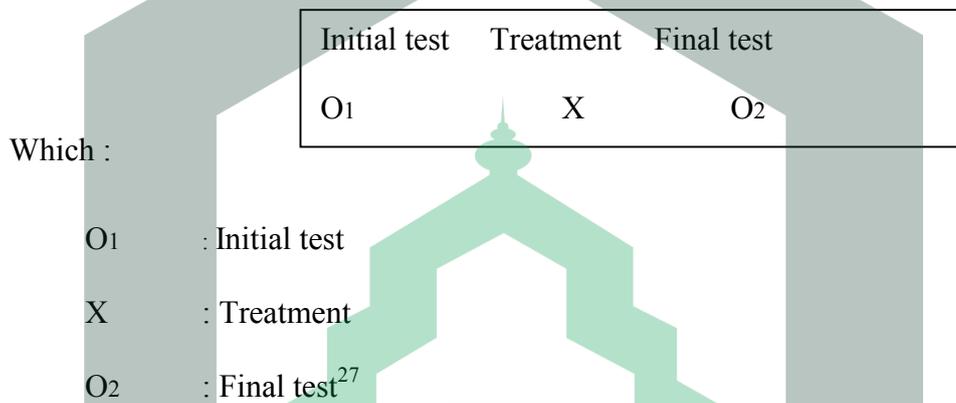


CHAPTER III

RESEARCH METHOD

A. Research Method and Design

In this research, the writer applied the pre-experimental method. This method was used to know the effectiveness of the Show and Tell technique in teaching speaking skills at the Eleventh grade of SMA Negeri 2 Palopo. The formula of research design was illustrated below:



B. Location and Time of the Research

1. Location

The writer researched at the Eleventh of SMA Negeri 2 Palopo.

2. Time of the Research

The writer researched at the Eleventh grade of SMA Negeri 2 Palopo starting from February 20th to March 11th, 2020.

²⁷Sugiono. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif and R&D)*, (Bandung: Alfabeta; 2008), p. 112.

C. Variable

The variable of this research, the writer consisted of two variables namely independent variable and dependent variable:

1. Show and Tell technique as the independent variable. The show and Tell technique was a technique that plays about describing things.

2. Students' speaking skills as the dependent variable. The ability of students in English is different, especially, in vocabulary and listening. If the students have not spoken, the students will be difficult to understand to learn about English. To improve students speaking skills can use the Show and Tell technique to teach students and to improve their speaking.

D. Population and Sample

1. Population

The population of this research was the entire Eleventh grade of SMA Negeri 2 Palopo in 2019/2020 academic year that consisted of 157 students, there were five classes, class XI IPA1 consisted 35 students, class XI IPA2 consisted 34 students, XI IPA3 consisted 26 students, XI IPS1 consisted 32 students and XI IPS2 consisted 30 students.

2. Sample

The writer used purposive sampling technique. In this case, the writer will choose class XI IPA1 as the sample. The students consisted 35 students. There were men and women. They were around seventeen years old. They had the same level of proficiency because they are taught by the same teacher.

E. Instrument of the Research

In this research, the writer used the show and tell technique. The test consisted of the initial test and final test. The show and tell technique of the survey was describing nouns or things which consisted of 8 parts of speech, 3 tenses, and descriptive text. The writer used the show and tell method which has 5E in the learning process that is having an engagement, exploration, explanation, elaboration, and then evaluation.

F. The procedure of Collecting Data

The procedure of collecting data held with the sequence as follows:

1. Giving Initial Test

The Initial test was applied to find out the students' ability of speaking that uses the Show and Tell technique. An initial test was used to know the previous mastery of students in mastering speaking skills before giving treatment. The Show and Tell technique will be given to the students to describe things every meeting. For the things that has been described, the students made a sentence by linking the things. The writer gave 3 questions in 10 things.

2. Treatment

After giving the initial test, the writer treated the treatment using Show and Tell technique, each meeting has different material. The materials were introduced about Show and Tell technique (descriptive text and describing on noun and thing), and teach some kinds of parts of speech, and tenses (simple past,

simple present, and simple future). There were four meetings in this treatment.

The steps were described as follows:

- a. The second meeting is on February 20th, 2020.
 - 1) The writer prepared the material that would be taught in the class.
 - 2) The writer prepared the facilities that would be used in the teaching-learning process.
 - 3) The writer gave or explained some materials about What is Show and Tell technique, what is Noun and Example words of Noun such Things
 - 4) In treatment, the writer explained descriptions about Noun to students by using pictures.
 - 5) Then, the writer would provide 10 vocabulary words for each meeting.
 - 6) After that, the writer would test students' understanding by giving some tests.
- b. The Third meeting is on February 26th, 2020.
 - 1) The writer prepared the material that would be taught in the class.
 - 2) The writer prepared the facility that would be used in the learning-teaching process.
 - 3) The writer explained parts of the speech.
 - 4) The writer asked students to mention what is part of speech.
 - 5) Then, the writer gave an understanding of the part of speech along with an example. The parts of speech are noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection.

6) Next, the writer asked the students to what extent did they understand part of the speech.

7) The writer gave some examples about parts of speech.

8) After finishing the task.

9) Then, the writer will provide 10 vocabulary words.

c. The Forth meeting is on March 04th, 2020.

1) The writer prepared the material that would be taught in class.

2) The writer prepared the facility that would be used in the learning-teaching process.

3) The writer explained material about tenses.

4) Next, the writer gave an understanding of tenses along with an example. The tenses were simple past tense, simple present tense, and simple future tense.

5) Next, the writer asked the students to what extent did they understand tenses.

6) The writer gave some examples about tenses.

7) After finishing the task.

8) Then, the writer would provide 10 vocabulary words.

d. The Fifth meeting is on March 11th, 2020.

1) The writer prepared the material that would be taught in the class.

2) The writer prepared the facility that would be used in the learning-teaching process.

3) The writer explained descriptive text.

4) The writer asked students to mention what is descriptive text.

- 5) Then, the writer gave an understanding of the descriptive text along with an example. Example about descriptive text by using pictures and Show and Tell technique.
- 6) Next, the writer asked the students to what extent did they understand descriptive text using Show and Tell technique.
- 7) The writer gave some examples of descriptive text.
- 8) After finishing the task.
- 9) Then, the writer will provide 10 vocabulary words.

3. Giving Final test

After giving treatments to the four meetings, the writer gave the final test. In the final test, the writer gave the same test as in the initial test to the students. This test was to know whether the students have a different result after giving treatment or not.

A. The Technique of Analyzing Data

The writer was used quantitative analysis by finding the sore and standard deviation of the data and t-test paired sample by using SPSS 20.0.

The writer measured it by using assessment scale accuracy, fluency, and comprehension from Heaton (1990).²⁸

To analyze the students speaking test, there would be some criteria used by the writer for the student's score. The criteria were as follow:

1. Accuracy

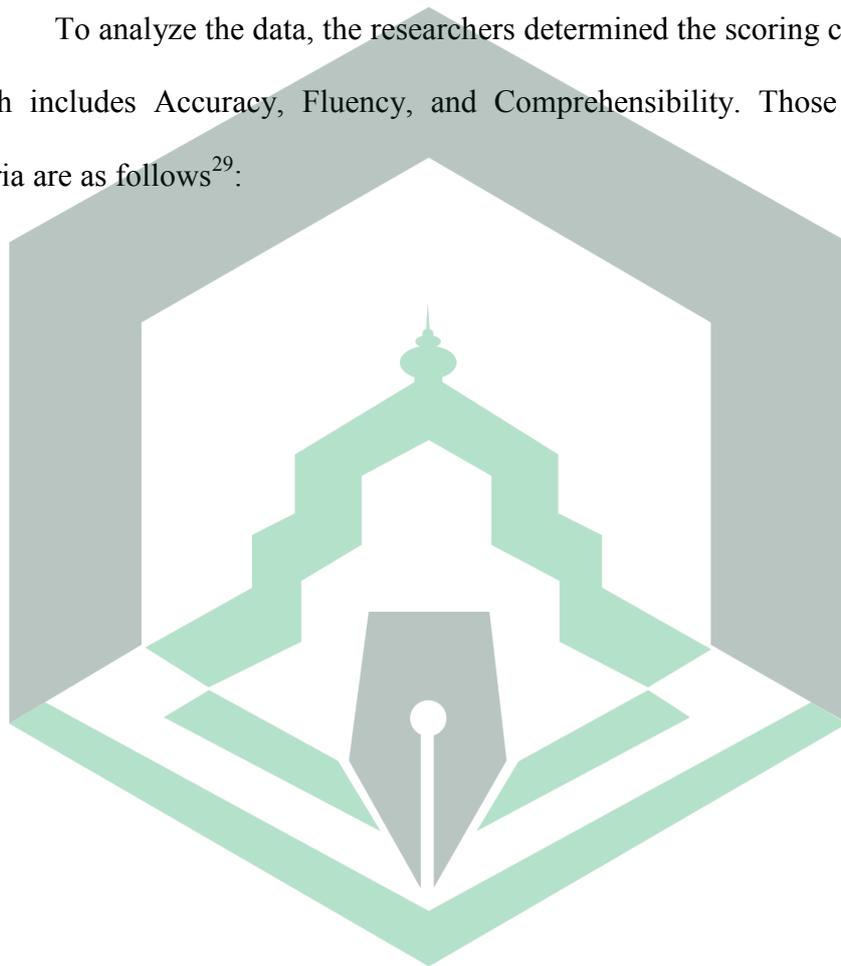
²⁸ J.B. Heaton. *"Longman Handbooks for Language Teachers"*. (London and New York, 1990). P.

2. Fluency
3. Comprehensibility

These all evaluated using the scoring rubric as follow:

Scoring students speaking survey.

To analyze the data, the researchers determined the scoring classification which includes Accuracy, Fluency, and Comprehensibility. Those assessment criteria are as follows²⁹:



²⁹ J.B Heaton, *Writing English Language Test* (Ed. I: New York Inc, 1998), p. 100

Table 3.2 The Accuracy criteria

Rating	Accuracy
6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical or lexical errors.
5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors are confusing.
3	Pronunciation is influenced by the mother tongue but only a few serious phonological and lexical errors, some of which confuses.
2	Pronunciation is seriously influenced by the mother with errors causing a breakdown in communication. Many basic and grammatical errors.
1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

Table 3.3 The Fluency criteria

Rating	Fluency
6	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but not only one or two unnatural pauses.
5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
4	Although he has made an effort and searched for words, they are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range expression.
3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. The range of expression is often limited.
2	Long paused while he/she wrote for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the efforts at the time. Limited range of expression.
1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

Table 3.4 The Comprehensibility criteria.

Rating	Comprehensibility
6	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarification are required.
5	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
4	Most of what the speaker says is easy to follow. His/her intention is always clear but several interruptions are necessary to help him/her convey the message to seek clarification.
3	The listener can understand a lot of what is said, but he/she must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
2	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker.
1	Hardly anything of what is said can be understood. Even when the listener makes a great effort to interrupt, the speaker is unable to clarify anything he/she seems to have said.

The result of the students' speaking tests will be determined by classification students. It could be seen in the table below. The score of the three tables above was converted into a score in the next table by using the formula below.³⁰

$$\text{A student's score} = \frac{\text{The } g \text{ s}}{\text{The } m \text{ s}} \times 100$$

Besides the technical of scoring through six scales above, the writer also makes rating classification to measure the student's speaking ability. The following is rating scale classification³¹:

Table 3.5 Rating scale classification

Classification	Scale	Rating
Excellent	86-100	6
Very good	71-85	5
Good	56-70	4
Fairly good	41-55	3
Poor	26-40	2
Very poor	1-25	1

The data collection was analyzed by using quantitative by using *Statistical Procedure and Service solution (SPSS) ver. 20 for windows*. SPSS 20 is

³⁰ H. Douglas Brown. (2004). *Language Assessment: Principle and Classroom Practics*.

³¹ Daryanto, *Evaluasi Pendidikan* (Jakarta PT. Rineka Cipta, 2007), p. 211

a computer software/Program for processing, calculating, or analyzing data of statistics.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of the research showed the result of the data that have been analyzed statistically. It comprised the students' scores on the initial test and final test.

1. Students' score of Initial test

Table 4.1 The Score of Students' Initial test Result.

Students	The Aspects of Speaking Skill			Mean
	Accuracy	Fluency	Comprehensibility	
S1	2	1	2	5
S2	2	2	1	5
S3	1	2	2	5
S4	3	3	3	9
S5	1	2	1	4
S6	2	2	1	5
S7	3	3	3	9
S8	1	1	1	3
S9	3	3	3	9
S10	2	1	1	4
S11	1	2	2	5
S12	2	2	1	5
S13	1	2	1	4
S14	2	2	1	5
S15	3	2	2	7
S16	2	1	2	5

S17	1	1	1	3
S18	2	1	2	5
S19	2	3	3	8
S20	3	3	3	9
S21	3	3	3	9
S22	2	2	1	5
S23	2	2	2	6
S24	2	2	2	6
S25	2	2	2	6
S26	2	1	2	5
S27	2	2	1	5
S28	3	3	3	9
S29	2	2	1	5
S30	2	1	2	5
S31	3	2	1	6
S32	2	2	1	5
S33	2	2	2	6
S34	2	1	2	5
S35	3	3	3	9

Speaking skills consisted of three aspects; namely accuracy, fluency, and comprehensibility. The writer would present and tabulate the mean score of the students speaking ability one by one. The rate percentage score of students' accuracy is presented in the following table:

Table 4.2 the Rate Percentage Score of Students' Accuracy in Initial Test

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	-	-
Good	4	-	-
Fairly good	3	8	23%
Poor	2	17	51%
Very poor	1	10	26%
Total		35	100%

Table 4.2 the score of students' in accuracy shows that there were 8 students (23%) who got a fairly good score. There were 17 students (51%) who got a poor score. There were 10 students (26%) who got a very poor score.

Table 4.3 the Rate Percentage Score of Students' Accuracy in Initial Test

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Accuracy initial test	35	2	1	3	69	1.97	.119
Valid N (listwise)	35						

Table 4.3 illustrates the mean score of accuracy got by the students in the initial test. It can be seen clearly from that table the mean score is 1.97.

Table 4.4 The Rate Percentage Score of Students' Fluency in Initial test

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	-	-
Good	4	-	-
Fairly good	3	11	29%
Poor	2	19	54%
Very poor	1	5	17%
Total		35	100%

Table 4.4 the score of students' in fluency shows that there were 11 students (29%) who got a fairly good score. There were 19 students (54%) who got a poor score. There were 5 students (17%) who got a very poor score.

Table 4.5 the Mean Score of Students' Fluency in Initial Test

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Fluency initial test	35	2	1	3	73	2.09	.111
Valid N (listwise)	35						

Table 4.5 can be seen that the highest score of students was 3 and the lowest score was 1. It also indicates that the mean score of students' accuracy 1.97 and the standard deviation error was 111.

Table 4.6 the Rate Percentage Score of Students' Comprehensibility in Initial test

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	-	-
Good	4	-	-
Fairly good	3	8	23%
Poor	2	13	37%
Very poor	1	14	40%
Total		35	100%

Table 4.6 the score of students' in comprehensibility shows that there were 8 students (23%) got fairly good scores. There were 13 students (37%) who got poor scores. There were 14 students (40%) who got very poor scores.

Table 4.7 the Mean Score of Students' Comprehensibility Initial Test

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Comprehensibility initial test	35	2	1	3	64	1.83	.133
Valid N (list-wise)	35						

Table 4.7 can be seen that the highest score of students was 3 and the lowest 1. It also indicates that the mean score of students' comprehensibility in the initial test was 1.83 and the standard deviation error is 133.

2. Students' Score in Final test

After knowing the students' scores in the initial test, the writer gave them treatment by using Show and Tell technique. The result of the students' score in the final test is presented in the following table by dividing them into three aspects, they are accuracy, fluency, and comprehensibility.

Table 4.8 The Score of Students' Final Test

Students	The Aspects of Speaking Skill			Mean
	Accuracy	Fluency	Comprehensibility	
S1	4	2	3	9
S2	3	3	2	8
S3	2	3	3	8
S4	5	5	6	16
S5	2	2	2	6
S6	3	3	2	8
S7	6	5	4	15
S8	4	3	2	9
S9	6	5	6	17
S10	3	2	4	9
S11	5	4	5	14
S12	5	3	4	12
S13	3	2	3	8
S14	4	3	2	9
S15	5	5	4	14
S16	3	4	2	9
S17	3	3	2	8
S18	3	3	4	10
S19	3	5	5	13
S20	5	5	4	14

S21	6	5	4	15
S22	5	4	3	12
S23	4	4	4	12
S24	4	4	5	13
S25	5	3	4	12
S26	4	4	3	11
S27	4	3	4	11
S28	5	5	5	15
S29	4	3	2	9
S30	4	4	3	11
S31	5	4	4	13
S32	5	4	5	14
S33	5	3	4	12
S34	3	3	2	8
S35	6	5	5	16

On the other side, the writer had classified based on English speaking assessments that consisted of accuracy, fluency, and comprehensibility and it was presented through table distribution frequency and percentage.

Table 4.9 the Rate Percentage Score Of Students' Accuracy In Final Test

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very good	5	9	26%
Good	4	9	26%
Fairly good	3	13	37%
Poor	2	4	11%
Very poor	1	-	-
Total		35	100%

Table 4.9 the score of students' in accuracy shows that there were 9 students (26%) got very good scores. There were 9 students (26%) who got good scores. There were 13 students (37%) who got fairly good scores. There were 4 students (11%) who got poor scores.

Table 4.10 the Mean Score of Students' Accuracy Final Test.

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Accuracy final test	35	2	5	128	3.66	.169
Valid N (list-wise)	35					

Table 4.10 shows the highest score of students' accuracy was 5 and the lowest score was 2. It also indicates that the mean score of students' accuracy in the final test was 3.66 and the standard error .169.

Table 4.11 the Rate Percentage Score of Students' Fluency in Final Test

Classification	Score	Frequency	Percentage
Excellent	6	4	11%
Very good	5	11	31%
Good	4	9	26%
Fairly good	3	9	26%
Poor	2	2	6%
Very poor	1	-	-
Total		35	100%

Table 4.11 shows there were 4 students (11%) got excellent scores, 11 students (31%) got very good scores, 9 students (26%) got good scores, 9 students (26%) got fairly good scores, and 2 students (6%) got poor scores.

Table 4.12 The Mean Score of Students' Fluency in Final Test.

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Fluency final test	35	2	6	146	4.17	.190
Valid N (list-wise)	35					

Table 4.12 shows the highest score of students' was 6 and the lowest score was 2. It also indicates that the mean score of students' fluency in the final test is 4.17 and the standard error .190.

Table 4.13 the Rate Percentage Score of Students' Comprehensibility in Final Test

Classification	Score	Frequency	Percentage
Excellent	6	2	6%
Very good	5	6	17%
Good	4	12	34%
Fairly good	3	6	17%
Poor	2	9	26%
Very poor	1	-	-
Total		35	100%

Table 4.13 shows that there were 2 students (6%) got excellent scores. There were 6 students (17%) who got very good scores. There were 12 students (34%) who got good scores. There were 6 students (17%) who got fairly good scores. There were 9 students (26%) who got poor scores.

Table 4.14 the Mean Score of Students' Comprehensibility in Final Test

	N	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Comprehensibility final test	35	2	6	126	3.60	.206
Valid N (list-wise)	35					

Table 4.14 shows the highest score of students' was 6 and the lowest score was 2. It also indicates that the mean score of students' comprehensibility in the final test is 3.60 and the standard error was .206.

3. The Mean Score of Students' Initial test and Final Test

Table 4.15 The Mean Score of Students' in Initial Test

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Initial test	35	3	9	206	5.89	1.827
Valid N (list-wise)	35					

Table 4.15 shows that the highest score of students in the initial test was 9 and the lowest score was 3. Besides, it also indicated that the mean score of students in the initial test was 5.89 and the standard deviation was 1.827.

Table 4.16 The Mean Score of Students' Final Test

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Final test	35	6	17	400	11.43	2.893
Valid N (list-wise)	35					

Table 4.16 shows that the highest score of students in the final test was 17 and the lowest score was 6. Besides, it also indicated that the mean score of students in the final test was 11.43 and the standard deviation was 2.893.

4. The Calculation of T-Test Initial Test and Final Test Result

Table 4.17 Students' Result of t-test from Initial test and Final Test

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Initial test	35	5.89	1.827	.309
Final test	35	11.43	2.893	.489

Table 4.17 shows that the survey mean of the initial test was 5.89 and the survey mean of the final test was 11.43, the N (number of the case) was 35 students. The standard deviation for the initial test was 1.827 and the standard deviation for the final test was 2.893. The standard error mean for initial test was

.309 and the standard error mean for final test was .489. The description of the t-test was described in the following table.

Table 4.18 the probability Value of T-Test of Initial test and Final test

	Paired Differences						t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Initial test – final test	-5.543	1.704	.288	-6.128	-4.958	19.248	34	.000

Table 4.18 shows that the Probability Value is lower than alpha (α) ($0.000 < 0.05$) and the degree of freedom 94 which means that there is a significant difference in the final test. It indicated that the null hypothesis (H_1) was accepted and, of course, the alternative hypothesis (H_0) was rejected. It showed that the use of the Show and Tell technique as an authentic material significantly improves the students' speaking and gives a significantly greater contribution to the students' speaking skills.

B. Discussion

Based on the research findings. The data analysis above shows that using the Show and Tell techniques is effective in improving students' speaking skills. In the final test, it can be seen in the table before after giving continuous treatment using show and tell technique.

In this section, writers take 3 students as representations that have different abilities, namely students S8, S9, and S24. From these three students, there are differences in the comparison of speaking skills in the Show and Tell technique, namely high, medium, and low in the class.

The first student is the student (S9), the study found that students could explain the topic in the initial test, because he is fluent and comprehensive in explaining the topic. In addition, after writers provide treatment about the Show and Tell technique, students are increasingly eager to put out the words spoken. Before the writer gave treatment, he got a score of 9 in the initial test and after giving treatment, students got 16 scores in the final test.

The second student is a student (R24) students have a moderate ability to describe a topic. After research provides treatment about the Show and Tell technique, these students have the motivation to learn to speak, especially in terms of confidence to appear in public. After that, before the writer gave treatment, she got a score 6 of the initial test and after giving treatment the student got 13 scores on the final test.

The third student is a student (R8). This student has a different comparison between the two students above because he has a very low level of student R9 and student R24. After the writer gives treatment about the Show and Tell students are lazy to put out words and are ashamed to appear in front. Before the writer gave treatment, he got 3 scores on the initial test and after giving the treatment, students got 9 scores on the final test.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research findings it can be concluded that the use of Show and Tell technique is effective to improve students' speaking skill at Eleventh grade of SMA Negeri 2 Palopo. In other words it can be proven that there are significant differences in the learning outcomes of students who learn to speak through Show and Tell technique with students who take learning without Show and Tell technique. Based on data analysis in the class, the initial test average score is 5.8900. While in the final test average score is 18.4300. Based on the analysis of the data it can be concluded that the teaching skills of speaking using effective Show and Tell technique at Eleventh grade of SMA Negeri 2 Palopo. It can be proven that the scores of students in the final test are higher than in the initial test.

B. Suggestions

Based on the conclusion of the study, the writer suggests to the following parties:

1. For teachers, it is recommended to other teachers to use Show and Tell technique in teaching speaking as an effective way to improve students' speaking skills.
2. For students, they can use Show and Tell technique to improve their speaking skills

3. For writers, in this thesis writers hope that the results of this study can be useful for readers. It is hoped that readers will get more information about the use of Show and Tell technique. In this study, future writers are expected to research to find other sign of the Show and Tell technique in other English skills.



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A

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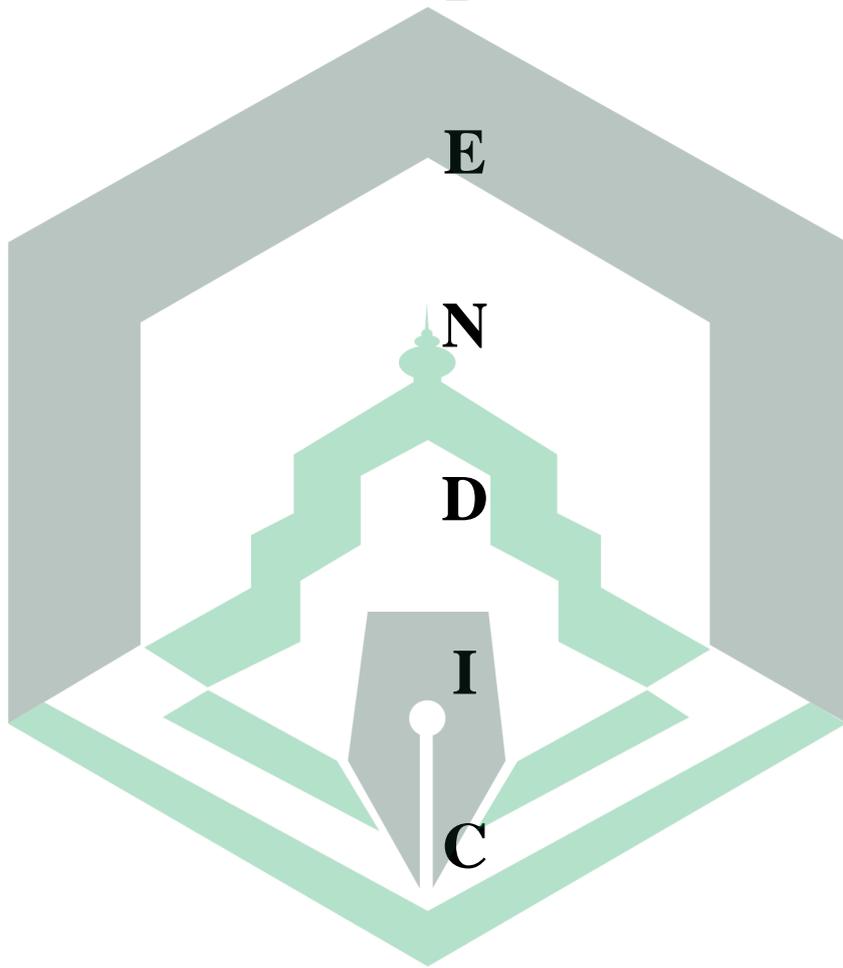
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMA Negeri 2 Palopo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/Genap
Topik/Tema	: Show and Tell Method
Alokasi Waktu	: 2 x 40 Menit
Pertemuan	: Kedua

A. Kompetensi Inti

1. Kompetensi Sikap Spiritual yang ditumbuh kembangkan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran, serta kebutuhan dan kondisi peserta didik, yaitu berkaitan dengan kemampuan menghayati dan mengamalkan ajaran agama yang dianutnya. Sedangkan pada Kompetensi Sikap Sosial berkaitan dengan perilaku jujur, disiplin, tanggung jawab, kerjasama, responsive (kritis), proaktif (kreatif) dan percaya diri, serta dapat berkomunikasi dengan baik.
2. Memahami ,menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
3. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

1. Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan Show and Tell method, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
2. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk Show and Tell method tertulis, terkait kegiatan sekolah/tempat kerja

C. Tujuan Pembelajaran

- Memahami penggunaan Show and Tell method
- Memberitahu informasi yang mereka dapatkan dari Show and Tell method
- Mengamati dan menyusun teks yang diberikan berdasarkan pada konteks dan bentuk stucture.
- Menulis teks dalam format yang tepat.

D. Materi Pembelajaran

-) Mengidentifikasi dan menuliskan show and tell method.

E. Metode, Media, Alat, Bahan dan Sumber Pembelajaran

1. Metode Pembelajaran

-) Diskusi Kelompok
-) Tanya Jawab

2. Media Pembelajaran

-) Show and Tell Method

3. Alat, Bahan, dan Sumber Pembelajaran

-) Dasar-dasar Penguasaan Bahasa Inggris
-) Spidol, Kertas.
-) Pictures
-) Sumber Internet

F. Jenis Penilaian

-) Accuracy
-) Fluency

) Comprehensibility

G. Langkah-langkah Pembelajaran

1. Kegiatan Pendahuluan (10 menit)

a. Orientasi (*Menunjukkan sikap disiplin sebelum memulai proses pembelajaran, menghayati dan mengamalkan ajaran agama yang dianut (Karakter) serta membiasakan membaca dan memaknai isi dalam doa (Literasi)*)

-) Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
-) Memeriksa kehadiran peserta didik sebagai sikap disiplin
-) Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

b. Apersepsi

-) Mengaitkan *materi/tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan *materi/tema/kegiatan* sebelumnya,
-) Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

c. Motivasi

-) Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
-) Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
-) Mengajukan pertanyaan.

d. Pemberian Acuan

-) Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.

2. Kegiatan Inti (60 menit)

-) Guru menjelaskan beberapa hal yang berkaitan dengan Show and Tell Method
-) Memberikan beberapa contoh tentang show and tell method
-) Memberikan pertanyaan kepada siswa sejauh mana pemahaman mereka mengenai show and tell method.
-) Melatih pemahaman siswa mengenai show and tell method
-) Guru mengecek dan menilai tingkat pemahaman siswa

3. Kegiatan Penutup (10 Menit)

-) Menanyakan kesulitan siswa yang berkaitan dengan show and tell method.
-) Memberitahukan pelajaran yang akan datang.
-) Kesimpulan dari materi yang telah dipelajari.
-) Berdoa
-) Salam

Students Rubric Scoring

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.	Speaks without too great an effort with a fairly wide range of expression. Searches for word occasionally but only one or two pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions classification required.
5	Pronunciation is slightly influence by the mother-tongue. A few minor grammatical and lexical errors but most utterance is correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by listeners for sake of clarification are necessary.

4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors some of which cause confusing.	Although he has to make an effort and search for words, there are not many unnatural pauses. Fairly smooth. Delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range expression.	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey message or to seek clarification.
3	Pronunciation seriously influenced by mother tongue. Only a few serious phonological errors, and several grammatical and lexical errors some of which cause confusing.	Has to make an effort for much of time. Often has to search for desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker' more complex or longer sentences.
2	Pronunciation seriously influenced by mother-tongue with errors causing a breakdown in communication many "basic" grammatical and lexical errors.	Long pauses while he searches for desire meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is to listening to the speaker.
1	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of the language approach and areas practiced in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At time gives up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. Even when the listeners make great effort or interruption. The speaker is unable to clarity anything they seems to have said.

The Classification Score for Test

	Score	Classification
A	90-100	Excellent
B	80-89	Good
C	70-79	Adequate
D	60-69	Inadequate/unsatisfactory
E	Bellow 60	Failing/unnoticeable

(Brown.2004, p.287)

The writer calculated the test result of speaking by used SPSS program
version 20.0

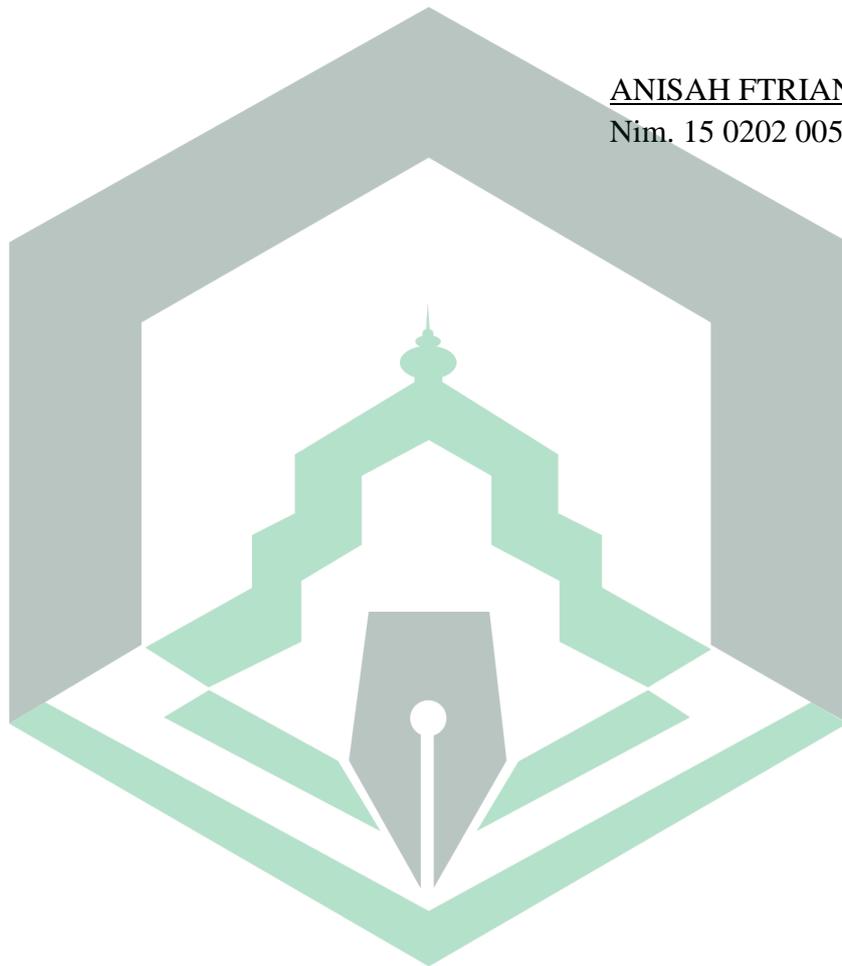
Palopo,.....2020

Mengetahui,

Researcher

ANISAH FTRIANI

Nim. 15 0202 0055



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMA Negeri 2 Palopo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/Genap
Topik/Tema	: Part of Speech
Alokasi Waktu	: 2 x 40 Menit
Pertemuan	: Ketiga

A. Kompetensi Inti

1. Kompetensi Sikap Spiritual yang ditumbuhkembangkan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran, serta kebutuhan dan kondisi peserta didik, yaitu berkaitan dengan kemampuan menghayati dan mengamalkan ajaran agama yang dianutnya. Sedangkan pada Kompetensi Sikap Sosial berkaitan dengan perilaku jujur, disiplin, tanggung jawab, kerjasama, responsive (kritis), proaktif (kreatif) dan percaya diri, serta dapat berkomunikasi dengan baik.
2. Memahami ,menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
3. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

1. Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan Show and Tell method, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
2. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk Show and Tell method tertulis, terkait kegiatan sekolah/tempat kerja.

C. Tujuan Pembelajaran

- Memahami penggunaan Part of Speech.
- Memberitahu informasi yang mereka dapatkan dari Part of Speech.
- Mengamati dan menyusun teks yang diberikan berdasarkan pada konteks dan bentuk stucture.
- Menulis teks dalam format yang tepat.

D. Materi Pembelajaran

-) Mengidentifikasi dan menuliskan Part of Speech.

E. Metode, Media, Alat, Bahan dan Sumber Pembelajaran

1. Metode Pembelajaran

-) Diskusi Kelompok
-) Tanya Jawab

2. Media Pembelajaran

-) Show and Tell Method

3. Alat, Bahan, dan Sumber Pembelajaran

-) Dasar-dasar Penguasaan Bahasa Inggris
-) Spidol, Kertas.
-) Pictures.
-) Sumber Internet

F. Jenis Penilaian

-) Accuracy
-) Fluency

) Comprehensibility

G. Langkah-langkah Pembelajaran

1. Kegiatan Pendahuluan (10 menit)

a. Orientasi (*Menunjukkan sikap disiplin sebelum memulai proses pembelajaran, menghayati dan mengamalkan ajaran agama yang dianut (Karakter) serta membiasakan membaca dan memaknai isi dalam doa (Literasi)*)

-) Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
-) Memeriksa kehadiran peserta didik sebagai sikap disiplin
-) Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

b. Apersepsi

-) Mengaitkan *materi/tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan *materi/tema/kegiatan* sebelumnya,
-) Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

c. Motivasi

-) Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
-) Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
-) Mengajukan pertanyaan.

d. Pemberian Acuan

-) Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.

2. Kegiatan Inti (60 menit)

-) Guru mengevaluasi pemahaman siswa tentang penjelasan pertemuan sebelumnya
-) Memberikan pertanyaan kepada siswa sejauh mana pemahaman mereka mengenai penjelasan pertemuan sebelumnya
-) Mengajarkan dan memberikan pemahaman mengenai 8 parts of speech yaitu noun, pronoun, verb, adjective, adverb, preposition, conjunction, dan interjection
-) Guru mengecek dan menilai tingkat pemahaman siswa

3. Kegiatan Penutup (10 Menit)

-) Menanyakan kesulitan siswa yang berkaitan dengan pembelajaran yang diberikan
-) Memberitahukan pelajaran yang akan datang.
-) Kesimpulan dari materi yang telah dipelajari.
-) Berdoa
-) Salam

Students Rubric Scoring

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.	Speaks without too great an effort with a fairly wide range of expression. Searches for word occasionally but only one or two pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions classification required.
5	Pronunciation is slightly influence by the mother-tongue. A few minor grammatical and lexical errors but most utterance is correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by listeners for sake of clarification are necessary.

4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors some of which cause confusing.	Although he has to make an effort and search for words, there are not many unnatural pauses. Fairly smooth. Delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range expression.	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey message or to seek clarification.
3	Pronunciation seriously influenced by mother tongue. Only a few serious phonological errors, and several grammatical and lexical errors some of which cause confusing.	Has to make an effort for much of time. Often has to search for desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker' more complex or longer sentences.
2	Pronunciation seriously influenced by mother-tongue with errors causing a breakdown in communication many "basic" grammatical and lexical errors.	Long pauses while he searches for desire meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is to listening to the speaker.
1	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of the language approach and areas practiced in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At time gives up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. Even when the listeners make great effort or interruption. The speaker is unable to clarity anything they seems to have said.

The Classification Score for Test

	Score	Classification
A	90-100	Excellent
B	80-89	Good
C	70-79	Adequate
D	60-69	Inadequate/unsatisfactory
E	Bellow 60	Failing/unnoticeable

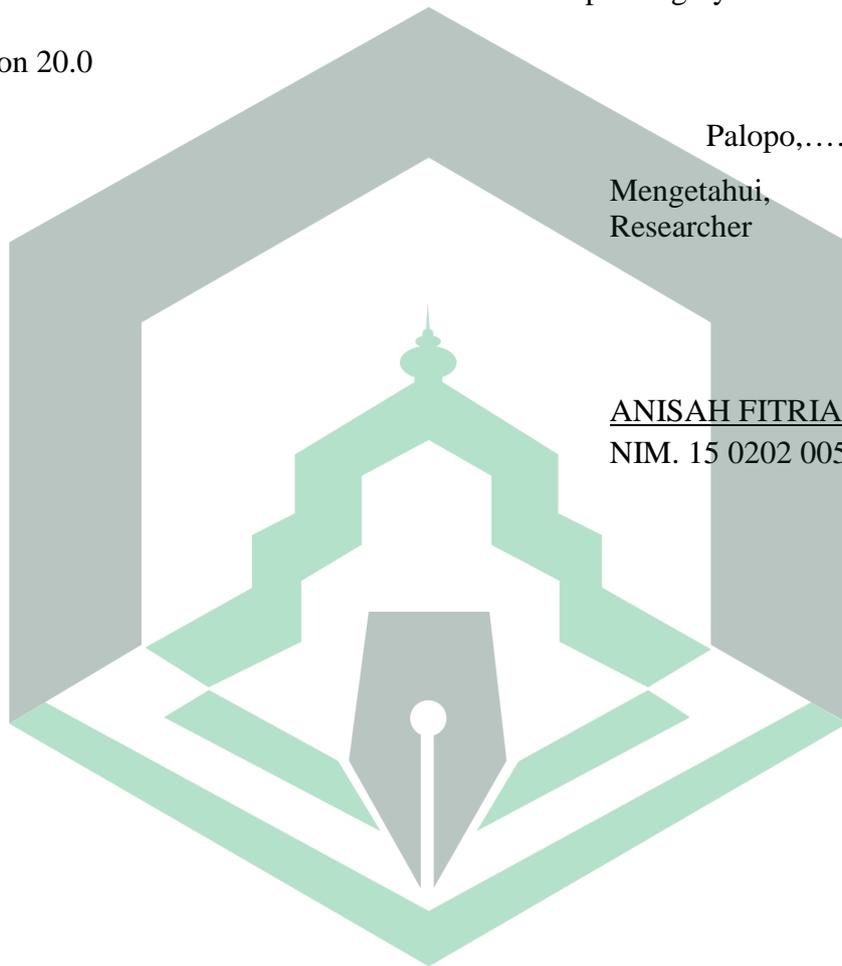
(Brown.2004, p.287)

The writer calculated the test result of speaking by used SPSS program
version 20.0

Palopo,.....2020

Mengetahui,
Researcher

ANISAH FITRIANI
NIM. 15 0202 0055



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMA Negeri 2 Palopo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/Genap
Topik/Tema	: Tenses
Alokasi Waktu	: 2 x 40 Menit
Pertemuan	: Keempat

A. Kompetensi Inti

1. Kompetensi Sikap Spiritual yang ditumbuhkembangkan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran, serta kebutuhan dan kondisi peserta didik, yaitu berkaitan dengan kemampuan menghayati dan mengamalkan ajaran agama yang dianutnya. Sedangkan pada Kompetensi Sikap Sosial berkaitan dengan perilaku jujur, disiplin, tanggung jawab, kerjasama, responsive (kritis), proaktif (kreatif) dan percaya diri, serta dapat berkomunikasi dengan baik.
2. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
3. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

1. Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan Show and Tell method, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
2. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk Show and Tell method tertulis, terkait kegiatan sekolah/tempat kerja

C. Tujuan Pembelajaran

- Memahami penggunaan Show and tell sentences
- Memberitahu informasi yang mereka dapatkan dari show and tell sentences.
- Mengamati dan menyusun teks yang diberikan berdasarkan pada konteks dan bentuk stucture.
- Menulis teks dalam format yang tepat.

D. Materi Pembelajaran

-) Mengidentifikasi, menuliskan dan menjelaskan show and tell sentences.

E. Metode, Media, Alat, Bahan dan Sumber Pembelajaran

1. Metode Pembelajaran

-) Diskusi Kelompok
-) Tanya Jawab

2. Media Pembelajaran

-) Show and Tell Method

3. Alat, Bahan, dan Sumber Pembelajaran

-) Dasar-dasar Penguasaan Bahasa Inggris
-) Spidol, Kertas.
-) Pictures
-) Sumber Internet

F. Jenis Penilaian

-) Accuracy

-) Fluency
-) Comprehensibility

G. Langkah-langkah Pembelajaran

1. Kegiatan Pendahuluan (10 menit)

a. Orientasi (*Menunjukkan sikap disiplin sebelum memulai proses pembelajaran, menghayati dan mengamalkan ajaran agama yang dianut (Karakter) serta membiasakan membaca dan memaknai isi dalam doa (Literasi)*)

-) Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
-) Memeriksa kehadiran peserta didik sebagai sikap disiplin
-) Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

b. Apersepsi

-) Mengaitkan *materi/tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan *materi/tema/kegiatan* sebelumnya,
-) Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

c. Motivasi

-) Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
-) Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
-) Mengajukan pertanyaan.

d. Pemberian Acuan

-) Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.

2. Kegiatan Inti (60 menit)

-) Guru mengevaluasi pemahaman siswa tentang penjelasan pertemuan sebelumnya
-) Memberikan pertanyaan kepada siswa sejauh mana pemahaman mereka mengenai penjelasan pertemuan sebelumnya
-) Mengajarkan dan memberikan pemahaman mengenai 3 tenses yaitu simple past tense, simple present tense dan simple future tense
-) Guru mengecek dan menilai tingkat pemahaman siswa

3. Kegiatan Penutup (10 Menit)

-) Menanyakan kesulitan siswa yang berkaitan dengan pembelajaran yang diberikan
-) Memberitahukan pelajaran yang akan datang.
-) Kesimpulan dari materi yang telah dipelajari.
-) Berdoa
-) Salam

Students Rubric Scoring

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.	Speaks without too great an effort with a fairly wide range of expression. Searches for word occasionally but only one or two pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions classification required.
5	Pronunciation is slightly influence by the mother-tongue. A few minor grammatical and lexical errors but most utterance is correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by listeners for sake of clarification are necessary.

4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors some of which cause confusing.	Although he has to make an effort and search for words, there are not many unnatural pauses. Fairly smooth. Delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range expression.	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey message or to seek clarification.
3	Pronunciation seriously influenced by mother tongue. Only a few serious phonological errors, and several grammatical and lexical errors some of which cause confusing.	Has to make an effort for much of time. Often has to search for desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker' more complex or longer sentences.
2	Pronunciation seriously influenced by mother-tongue with errors causing a breakdown in communication many "basic" grammatical and lexical errors.	Long pauses while he searches for desire meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is to listening to the speaker.
1	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of the language approach and areas practiced in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At time gives up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. Even when the listeners make great effort or interruption. The speaker is unable to clarity anything they seems to have said.

The Classification Score for Test

	Score	Classification
A	90-100	Excellent
B	80-89	Good
C	70-79	Adequate
D	60-69	Inadequate/unsatisfactory
E	Bellow 60	Failing/unnoticeable

(Brown.2004, p.287)

The writer calculated the test result of speaking by used SPSS program
version 20.0

Palopo,.....2020

Mengetahui,
Researcher

ANISAH FITRIANI
NIM. 15 0202 0055



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Negeri 2 Palopo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/Genap
Topik/Tema : Descriptive Text
Alokasi Waktu : 2 x 40 Menit
Pertemuan : Kelima

A. Kompetensi Inti

1. Kompetensi Sikap Spiritual yang ditumbuhkembangkan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran, serta kebutuhan dan kondisi peserta didik, yaitu berkaitan dengan kemampuan menghayati dan mengamalkan ajaran agama yang dianutnya. Sedangkan pada Kompetensi Sikap Sosial berkaitan dengan perilaku jujur, disiplin, tanggung jawab, kerjasama, responsive (kritis), pro-aktif (kreatif) dan percaya diri, serta dapat berkomunikasi dengan baik.
2. Memahami ,menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
3. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

1. Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan Show and Tell method, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
2. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk Show and tell method berbicara, terkait kegiatan sekolah/tempat kerja

C. Tujuan Pembelajaran

- Memahami penggunaan Show and tell sentences
- Memberitahu informasi yang mereka dapatkan dari Show and tell sentences.
- Mengamati dan menyusun teks yang diberikan berdasarkan pada konteks dan bentuk stucture.
- Menulis teks dalam format yang tepat.

D. Materi Pembelajaran

-) Mengidentifikasi dan berbicara menggunakan show and tell sentences.

E. Metode, Media, Alat, Bahan dan Sumber Pembelajaran

1. Metode Pembelajaran

-) Diskusi Kelompok
-) Tanya Jawab

2. Media Pembelajaran

-) Show and Tell Method

3. Alat, Bahan, dan Sumber Pembelajaran

-) Dasar-dasar Penguasaan Bahasa Inggris
-) Spidol, Kertas.
-) Pictures
-) Sumber Internet

F. Jenis Penilaian

-) Accuracy

-) Fluency
-) Comprehensibility

G. Langkah-langkah Pembelajaran

1. Kegiatan Pendahuluan (10 menit)

a. Orientasi (*Menunjukkan sikap disiplin sebelum memulai proses pembelajaran, menghayati dan mengamalkan ajaran agama yang dianut (Karakter) serta membiasakan membaca dan memaknai isi dalam doa (Literasi)*)

-) Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
-) Memeriksa kehadiran peserta didik sebagai sikap disiplin
-) Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

b. Apersepsi

-) Mengaitkan *materi/tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan *materi/tema/kegiatan* sebelumnya,
-) Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

c. Motivasi

-) Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
-) Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
-) Mengajukan pertanyaan.

d. Pemberian Acuan

-) Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.

2. Kegiatan Inti (60 menit)

-) Guru mengevaluasi pemahaman siswa tentang penjelasan pertemuan sebelumnya
-) Memberikan pertanyaan kepada siswa sejauh mana pemahaman mereka mengenai penjelasan pertemuan sebelumnya
-) Mengajarkan dan memberikan pemahaman mengenai descriptive text yaitu describing noun atau thing.
-) Guru mengecek dan menilai tingkat pemahaman siswa

3. Kegiatan Penutup (10 Menit)

-) Menanyakan kesulitan siswa yang berkaitan dengan pembelajaran yang diberikan
-) Memberitahukan pelajaran yang akan datang.
-) Kesimpulan dari materi yang telah dipelajari.
-) Berdoa
-) Salam

Students Rubric Scoring

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.	Speaks without too great an effort with a fairly wide range of expression. Searches for word occasionally but only one or two pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions classification required.
5	Pronunciation is slightly influence by the mother-tongue. A few minor grammatical and lexical errors but most utterance is correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by listeners for sake of clarification are necessary.
4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and	Although he has to make an effort and search for words, there are not many unnatural pauses. Fairly smooth. Delivery mostly. Occasionally fragmentary	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to

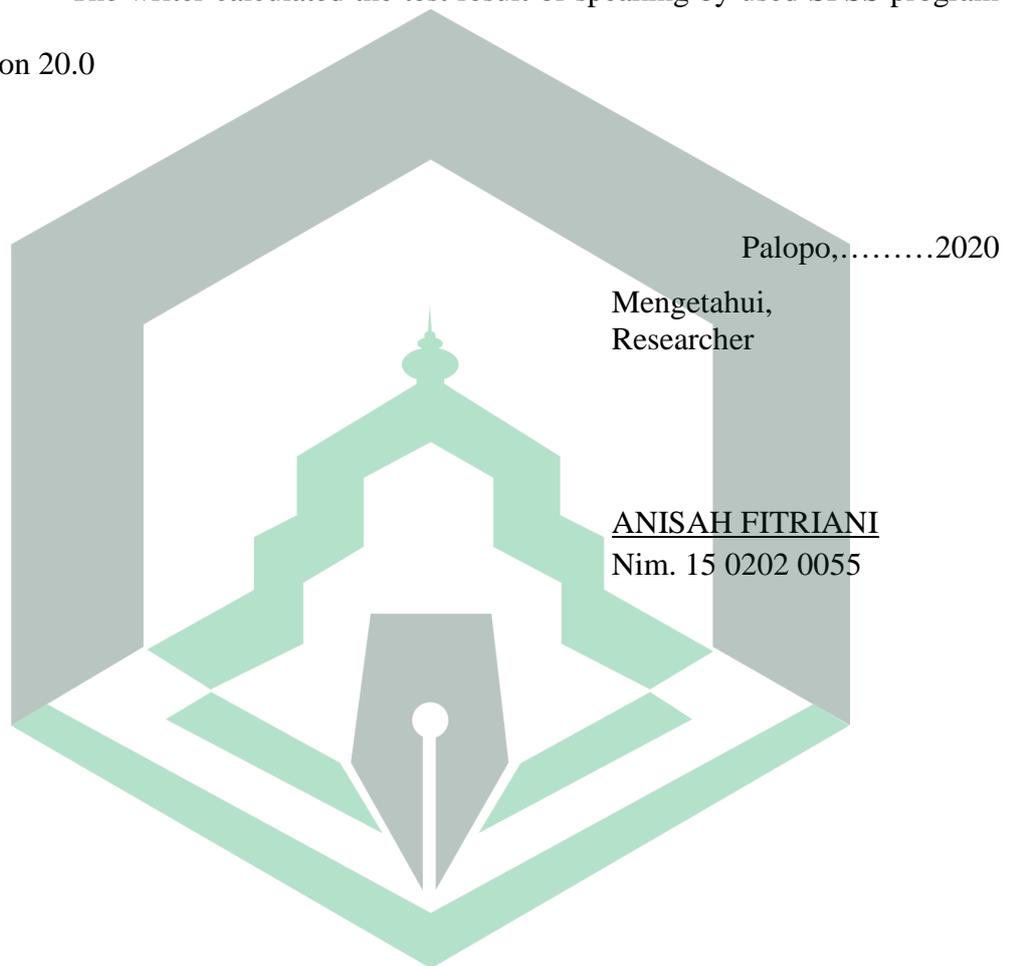
	lexical errors some of which cause confusing.	but succeeds in conveying the general meaning. Fair range expression.	convey message or to seek clarification.
3	Pronunciation seriously influenced by mother tongue. Only a few serious phonological errors, and several grammatical and lexical errors some of which cause confusing.	Has to make an effort for much of time. Often has to search for desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker' more complex or longer sentences.
2	Pronunciation seriously influenced by mother-tongue with errors causing a breakdown in communication many "basic" grammatical and lexical errors.	Long pauses while he searches for desire meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is to listening to the speaker.
1	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of the language approach and areas practiced in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At time gives up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. Even when the listeners make great effort or interruption. The speaker is unable to clarity anything they seems to have said.

The Classification Score for Test

	Score	Classification
A	90-100	Excellent
B	80-89	Good
C	70-79	Adequate
D	60-69	Inadequate/unsatisfactory
E	Bellow 60	Failing/unnoticeable

(Brown.2004, p.287)

The writer calculated the test result of speaking by used SPSS program version 20.0



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMA Negeri 2 Palopo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/Genap
Topik/Tema	: Show and Tell Method (Pre-test)
Alokasi Waktu	: 2 x 40 Menit
Pertemuan	: Pertama

A. Kompetensi Inti

1. Kompetensi Sikap Spiritual yang ditumbuhkembangkan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran, serta kebutuhan dan kondisi peserta didik, yaitu berkaitan dengan kemampuan menghayati dan mengamalkan ajaran agama yang dianutnya. Sedangkan pada Kompetensi Sikap Sosial berkaitan dengan perilaku jujur, disiplin, tanggung jawab, kerjasama, responsive (kritis), pro-aktif (kreatif) dan percaya diri, serta dapat berkomunikasi dengan baik.
2. Memahami ,menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
3. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

1. Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan Show and tell method, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
2. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk Show and tell method berbicara, terkait kegiatan sekolah/tempat kerja

C. Tujuan Pembelajaran

- Memahami penggunaan Show and tell sentences
- Memberitahu informasi yang mereka dapatkan dari Show and tell sentences.
- Mengamati dan menyusun teks yang diberikan berdasarkan pada konteks dan bentuk stucture.
- Menulis teks dalam format yang tepat.

D. Materi Pembelajaran

-) Mengidentifikasi dan berbicara mengenai show and tell sentences.

E. Metode, Media, Alat, Bahan dan Sumber Pembelajaran

1. Metode Pembelajaran

-) Diskusi Kelompok
-) Tanya Jawab

2. Media Pembelajaran

-) Show and tell Method

3. Alat, Bahan, dan Sumber Pembelajaran

-) Dasar-dasar Penguasaan Bahasa Inggris
-) Spidol, Kertas.
-) Pictures
-) Sumber Internet

F. Jenis Penilaian

-) Accuracy

-) Fluency
-) Comprehensibility

G. Langkah-langkah Pembelajaran

1. Kegiatan Pendahuluan (10 menit)

a. Orientasi (*Menunjukkan sikap disiplin sebelum memulai proses pembelajaran, menghayati dan mengamalkan ajaran agama yang dianut (Karakter) serta membiasakan membaca dan memaknai isi dalam doa (Literasi)*)

-) Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
-) Memeriksa kehadiran peserta didik sebagai sikap disiplin
-) Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

b. Apersepsi

-) Mengaitkan *materi/tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan *materi/tema/kegiatan* sebelumnya,
-) Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

c. Motivasi

-) Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
-) Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
-) Mengajukan pertanyaan.

d. Pemberian Acuan

-) Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.

2. Kegiatan Inti (60 menit)

-) Guru mengevaluasi pemahaman siswa tentang penjelasan pertemuan sebelumnya
-) Memberikan pertanyaan kepada siswa sejauh mana pemahaman mereka mengenai show and tell sentences
-) Mengadakan test (Pre-test)
-) Guru mengecek dan menilai tingkat pemahaman siswa

3. Kegiatan Penutup (10 Menit)

-) Menanyakan kesulitan siswa yang berkaitan dengan show and tell sentences.
-) Memberitahukan pelajaran yang akan datang.
-) Kesimpulan dari materi yang telah dipelajari.
-) Berdoa
-) Salam

Students Rubric Scoring

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.	Speaks without too great an effort with a fairly wide range of expression. Searchers for word occasionally but only one or two pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions classification required.
5	Pronunciation is slightly influence by the mother-tongue. A few minor grammatical and lexical errors but most utterance is correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by listeners for sake of clarification are necessary.
4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors some of	Although he has to make an effort and search for words, there are not many unnatural pauses. Fairly smooth. Delivery mostly. Occasionally fragmentary but succeeds in	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey message or to

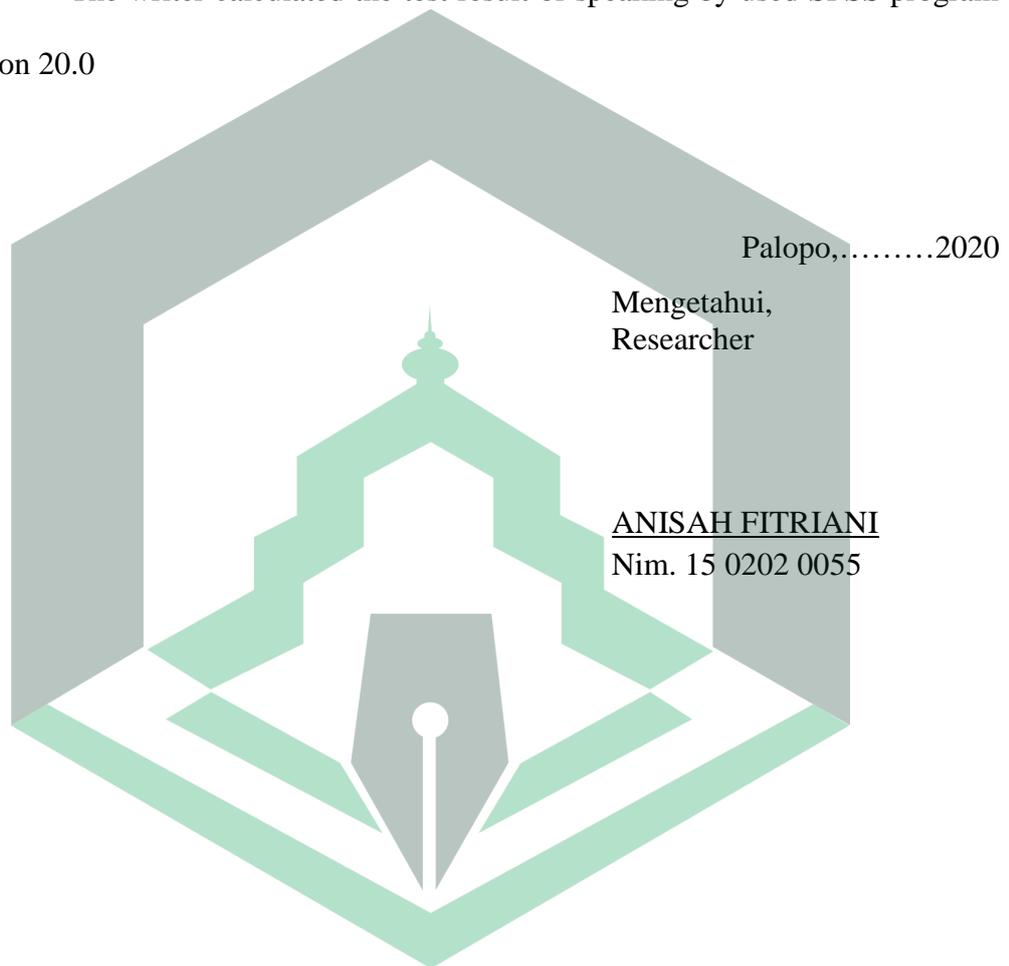
	which cause confusing.	conveying the general meaning. Fair range expression.	seek clarification.
3	Pronunciation seriously influenced by mother tongue. Only a few serious phonological errors, and several grammatical and lexical errors some of which cause confusing.	Has to make an effort for much of time. Often has to search for desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker' more complex or longer sentences.
2	Pronunciation seriously influenced by mother-tongue with errors causing a breakdown in communication many "basic" grammatical and lexical errors.	Long pauses while he searches for desire meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is to listening to the speaker.
1	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of the language approach and areas practiced in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At time gives up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. Even when the listeners make great effort or interruption. The speaker is unable to clarity anything they seems to have said.

The Classification Score for Test

	Score	Classification
A	90-100	Excellent
B	80-89	Good
C	70-79	Adequate
D	60-69	Inadequate/unsatisfactory
E	Bellow 60	Failing/unnoticeable

(Brown.2004, p.287)

The writer calculated the test result of speaking by used SPSS program version 20.0



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMA Negeri 2 Palopo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/Genap
Topik/Tema	: Show and Tell Method (Post-test)
Alokasi Waktu	: 2 x 40 Menit
Pertemuan	: Keenam

A. Kompetensi Inti

1. Kompetensi Sikap Spiritual yang ditumbuhkembangkan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran, serta kebutuhan dan kondisi peserta didik, yaitu berkaitan dengan kemampuan menghayati dan mengamalkan ajaran agama yang dianutnya. Sedangkan pada Kompetensi Sikap Sosial berkaitan dengan perilaku jujur, disiplin, tanggung jawab, kerjasama, responsive (kritis), proaktif (kreatif) dan percaya diri, serta dapat berkomunikasi dengan baik.
2. Memahami ,menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
3. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

1. Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan Show and tell method, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
2. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk Show and Tell method berbicara, terkait kegiatan sekolah/tempat kerja

C. Tujuan Pembelajaran

- Memahami penggunaan Show and tell sentences
- Memberitahu informasi yang mereka dapatkan dari Show and tell sentences.
- Mengamati dan menyusun teks yang diberikan berdasarkan pada konteks dan bentuk structure.
- Menulis teks dalam format yang tepat.

D. Materi Pembelajaran

-) Mengidentifikasi dan berbicara menggunakan metode Show and Tell..

E. Metode, Media, Alat, Bahan dan Sumber Pembelajaran

1. Metode Pembelajaran

-) Diskusi Kelompok
-) Tanya Jawab

2. Media Pembelajaran

-) Show and Tell method

3. Alat, Bahan, dan Sumber Pembelajaran

-) Dasar-dasar Penguasaan Bahasa Inggris
-) Spidol, Kertas.
-) Pictures
-) Sumber Internet

F. Jenis Penilaian

-) Accuracy

-) Fluency
-) Comprehensibility

G. Langkah-langkah Pembelajaran

1. Kegiatan Pendahuluan (10 menit)

a. Orientasi (*Menunjukkan sikap disiplin sebelum memulai proses pembelajaran, menghayati dan mengamalkan ajaran agama yang dianut (Karakter) serta membiasakan membaca dan memaknai isi dalam doa (Literasi)*)

-) Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
-) Memeriksa kehadiran peserta didik sebagai sikap disiplin
-) Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

b. Apersepsi

-) Mengaitkan *materi/tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan *materi/tema/kegiatan* sebelumnya,
-) Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

c. Motivasi

-) Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
-) Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
-) Mengajukan pertanyaan.

d. Pemberian Acuan

-) Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.

2. Kegiatan Inti (60 menit)

-) Guru mengevaluasi pemahaman siswa tentang penjelasan pertemuan sebelumnya
-) Memberikan pertanyaan kepada siswa sejauh mana pemahaman mereka mengenai show and tell sentences
-) Mengadakan test (Post-test)
-) Guru mengecek dan menilai tingkat pemahaman siswa

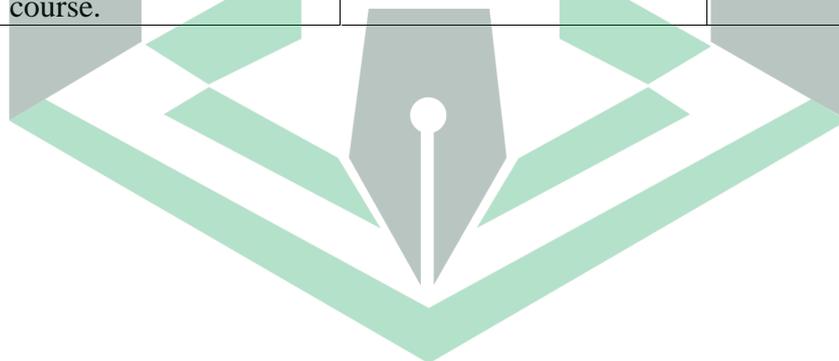
3. Kegiatan Penutup (10 Menit)

-) Menanyakan kesulitan siswa yang berkaitan dengan show and tell sentences.
-) Kesimpulan dari materi yang telah dipelajari.
-) Berdoa
-) Salam

Students Rubric Scoring

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.	Speaks without too great an effort with a fairly wide range of expression. Searchers for word occasionally but only one or two pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions classification required.
5	Pronunciation is slightly influence by the mother-tongue. A few minor grammatical and lexical errors but most utterance is correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by listeners for sake of clarification are necessary.
4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors some of which cause confusing.	Although he has to make an effort and search for words, there are not many unnatural pauses. Fairly smooth. Delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey message or to seek clarification.

		expression.	
3	Pronunciation seriously influenced by mother tongue. Only a few serious phonological errors, and several grammatical and lexical errors some of which cause confusing.	Has to make an effort for much of time. Often has to search for desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker' more complex or longer sentences.
2	Pronunciation seriously influenced by mother-tongue with errors causing a breakdown in communication many "basic" grammatical and lexical errors.	Long pauses while he searches for desire meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is to listening to the speaker.
1	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of the language approach and areas practiced in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At time gives up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. Even when the listeners make great effort or interruption. The speaker is unable to clarity anything they seems to have said.



The Classification Score for Test

	Score	Classification
A	90-100	Excellent
B	80-89	Good
C	70-79	Adequate
D	60-69	Inadequate/unsatisfactory
E	Bellow 60	Failing/unnoticeable

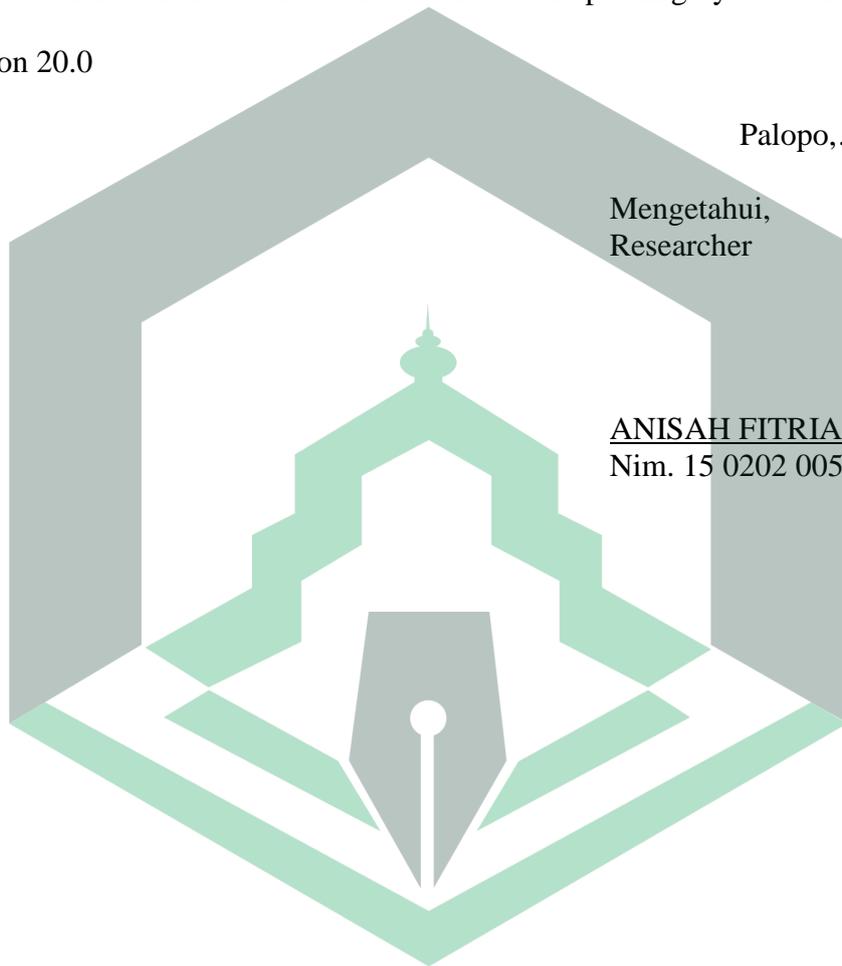
(Brown.2004, p.287)

The writer calculated the test result of speaking by used SPSS program
version 20.0

Palopo,.....2020

Mengetahui,
Researcher

ANISAH FITRIANI
Nim. 15 0202 0055



Appendix SPSS

SPSS

1. The analysis score of students' control class and experimental class in pre-survey.

The Classifications of Students' Score in Control Class of Pre Survey at XI IPA1

class.

No.	Students	Classifications			Total	Students' Score
		Accuracy	Fluency	Comprehensibility		
1.	S1	2	1	2	5	28
2.	S2	2	2	1	5	28
3.	S3	1	2	2	5	28
4.	S4	3	3	3	9	50
5.	S5	1	2	1	4	22
6.	S6	2	2	1	5	28
7.	S7	3	3	3	9	50
8.	S8	1	1	1	3	17
9.	S9	3	3	3	9	50
10.	S10	2	1	1	4	22
11.	S11	1	2	2	5	28
12.	S12	2	2	1	5	28
13.	S13	1	2	1	4	22
14.	S14	2	2	1	5	28
15.	S15	3	2	2	7	39
16.	S16	2	1	2	5	28
17.	S17	1	1	1	3	17
18.	S18	2	1	2	5	28
19.	S19	2	3	3	8	44
20.	S20	3	3	3	9	50
21.	S21	3	3	3	9	50
22.	S22	2	2	1	5	28
23.	S23	2	2	2	6	33
24.	S24	2	2	2	6	33
25.	S25	2	2	2	6	33
26.	S26	2	1	2	5	28
27.	S27	2	2	1	5	28
28.	S28	3	3	3	9	50
29.	S29	2	2	1	5	28
30.	S30	2	1	2	5	28
31.	S31	3	2	1	6	33

32.	S32	2	2	1	5	28
33.	S33	2	2	2	6	33
34.	S34	2	1	2	5	28
35.	S35	3	3	3	9	50

2. The analysis score of students' control class and experimental class in Post-survey.

The Classifications of Students' Score in Control Class of Post Survey at XI IPA1 class.

No.	Students	Classifications			Total	Students' Score
		Accuracy	Fluency	Comprehensibility		
1.	S1	4	2	3	9	50
2.	S2	3	3	2	8	44
3.	S3	2	3	3	8	44
4.	S4	5	5	6	16	89
5.	S5	2	2	2	6	33
6.	S6	3	3	2	8	44
7.	S7	6	5	4	15	83
8.	S8	4	3	2	9	50
9.	S9	6	5	5	16	89
10.	S10	3	2	4	9	50
11.	S11	5	4	5	14	78
12.	S12	5	3	4	12	67
13.	S13	3	2	3	8	44
14.	S14	4	3	2	9	50
15.	S15	5	5	4	14	78
16.	S16	3	4	2	9	50
17.	S17	3	3	2	8	44
18.	S18	3	3	4	10	56
19.	S19	3	5	5	13	72
20.	S20	5	5	4	14	78
21.	S21	6	5	4	15	83
22.	S22	5	4	3	12	67
23.	S23	4	4	4	12	67
24.	S24	5	4	5	13	72
25.	S25	5	3	4	12	67
26.	S26	4	4	3	11	61
27.	S27	4	3	4	11	61
28.	S28	5	5	5	15	83
29.	S29	4	3	2	9	50
30.	S30	4	4	3	11	61

31.	S31	5	4	4	13	72
32.	S32	5	4	5	14	78
33.	S33	5	3	4	12	67
34.	S34	3	3	2	8	44
35.	S35	6	5	5	16	89

3. The Mean Score and Standard Deviation of Students' Pretest and Posttest

Students' score of pretest and posttest in experimental

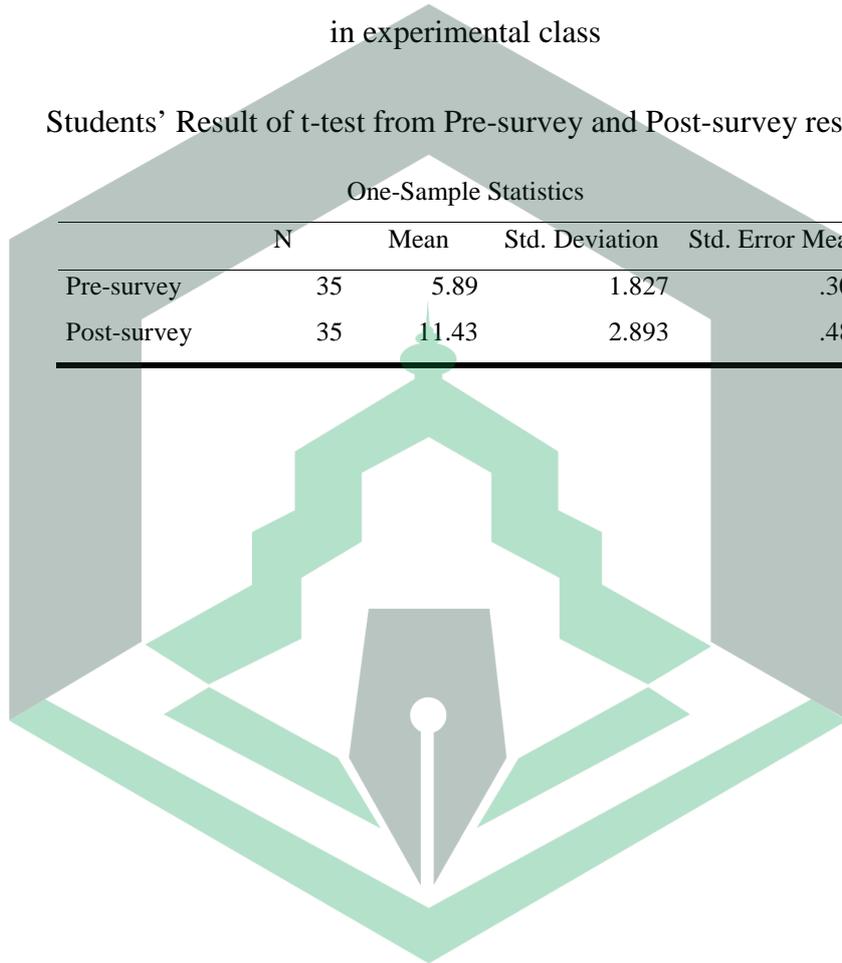
No.	Students'	Experimental class	
		Pre-survey	Post-survey
1.	S1	28	50
2.	S2	28	44
3.	S3	28	44
4.	S4	50	89
5.	S5	22	33
6.	S6	28	44
7.	S7	50	83
8.	S8	17	50
9.	S9	50	89
10.	S10	22	50
11.	S11	28	78
12.	S12	28	67
13.	S13	22	44
14.	S14	28	50
15.	S15	39	78
16.	S16	28	50
17.	S17	17	44
18.	S18	28	56
19.	S19	44	72
20.	S20	50	78
21.	S21	50	83
22.	S22	28	67
23.	S23	33	67
24.	S24	33	72
25.	S25	33	67
26.	S26	28	61
27.	S27	28	61
28.	S28	50	83
29.	S29	28	50
30.	S30	28	61

31.	S31	33	72
32.	S32	28	78
33.	S33	33	67
34.	S34	28	44
35.	S35	50	89

The Mean Score and Standard Deviation of Students' Pre-survey and Postsurvey
in experimental class

Students' Result of t-test from Pre-survey and Post-survey result.

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Pre-survey	35	5.89	1.827	.309
Post-survey	35	11.43	2.893	.489



PRONOUNCEMENT

Signature By:

Name : Anisah Fitriani

Reg. Number : 15 0202 0055

Study Program : English Language Teaching

Faculty : Tarbiyah and Teachers Training

With all awareness and consciousness, the researcher who signed below pronounces that this thesis is the literary work of the researcher herself. This thesis is not lawful if someday there is a share of evidence that this thesis duplicated, copied, or made by other people wholly or partially.

Palopo, December 2020
Researcher,

ANISAH FITRIANI

Reg. Num. 15 0202 0055

DOCUMENTATIONS

1. Pre-survey in XI IPA1 class



2. Treatment in XI IPA1 class



3. Post-Survey in XI IPA1 class

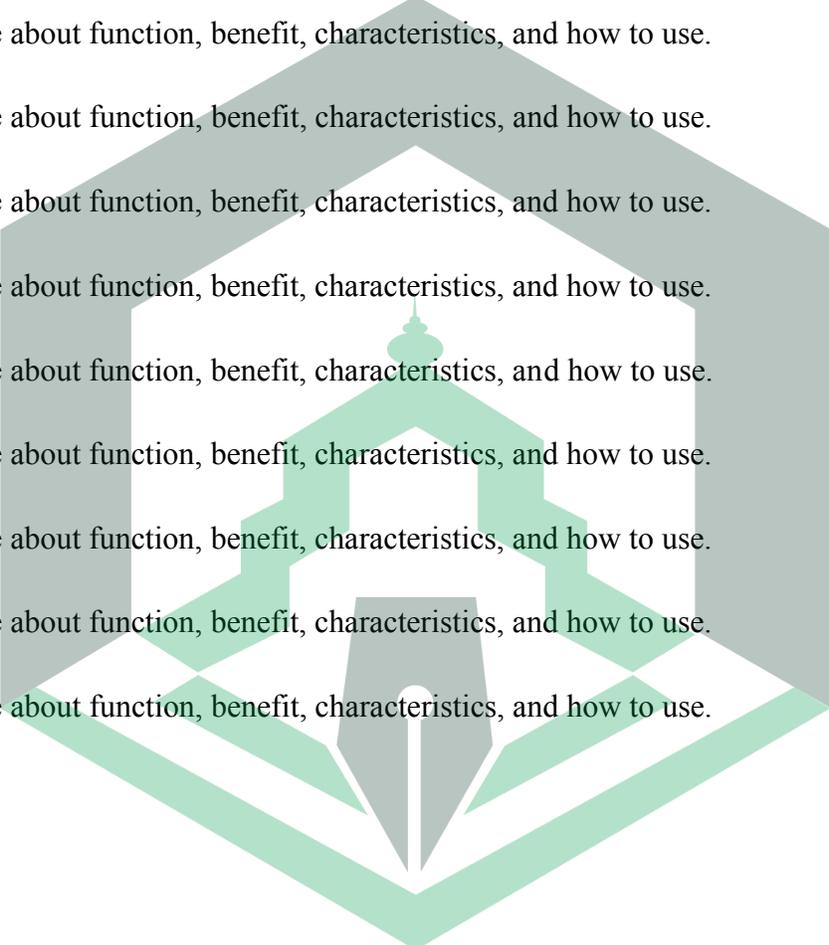


PRE-TEST

Name :

Class :

Describe noun below!

1. Whiteboard
Describe about function, benefit, characteristics, and how to use.
 2. Socks
Describe about function, benefit, characteristics, and how to use.
 3. Bag
Describe about function, benefit, characteristics, and how to use.
 4. Table
Describe about function, benefit, characteristics, and how to use.
 5. Watch
Describe about function, benefit, characteristics, and how to use.
 6. Tie
Describe about function, benefit, characteristics, and how to use.
 7. Hat
Describe about function, benefit, characteristics, and how to use.
 8. Veil
Describe about function, benefit, characteristics, and how to use.
 9. Flag
Describe about function, benefit, characteristics, and how to use.
 10. Camera
Describe about function, benefit, characteristics, and how to use.
- 

POST-TEST

Name :

Class :

Describe noun below!

1. Laptop
Describe about function, benefit, characteristics, and how to use.
 2. Handphone
Describe about function, benefit, characteristics, and how to use.
 3. Uniform
Describe about function, benefit, characteristics, and how to use.
 4. LCD (Light Emitting Diode)
Describe about function, benefit, characteristics, and how to use.
 5. Motorcycle
Describe about function, benefit, characteristics, and how to use.
 6. Lamp
Describe about function, benefit, characteristics, and how to use.
 7. Fan
Describe about function, benefit, characteristics, and how to use.
 8. Magazine
Describe about function, benefit, characteristics, and how to use.
 9. Shoes
Describe about function, benefit, characteristics, and how to use.
 10. Helmet
Describe about function, benefit, characteristics, and how to use.
- 