

**THE EFFECT OF SHOW AND TELL (S&T) METHOD
ON SPEAKING ABILITY AT THE VIII GRADE
STUDENTS OF MTsN-1 PADANGSIDIMPUAN**



A Thesis

*Submitted to the English Educational Department of State
Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a Partial Fullfilment of the Requirement
for the Graduate Degree of Educational (S.Pd.) in English*

Written by:

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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
OF SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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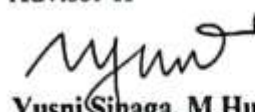
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2024

LETTER OF AGREEMENT

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A.n : Suri Wahyuni Harahap

Padangsidempuan, 15 Mei 2024
To: **Dean**
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Assalamu'alaikum Warahmatullahi Wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Suri Wahyuni Harahap**, entitled "The Effect of Show and Tell (S&T) Method t The VIII Grade Students of MTsN I Padangsidempuan". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalam'alaikum Warahmatullahi Wabarakatuh

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DECLARATION OF THESIS COMPLETION

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I hereby declare that I have arranged and written the thesis by myself, without asking illegal help from others, except the guidance from advisors, and without plagiarism along with the ethics code of UIN SYAHADA Padangsidimpuan in article 12 subsections 2.

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ABSTRACT

The purpose of this research was to find out of the use Show and Tell (S&T) Method whether can affect the students' speaking ability at VIII of MTsN 1 Padangsidimpuan or not. This research used quantitative approach by using experimental method with true experimental design. The populations are students at the VIII grade of MTsN 1 Padangsidimpuan and the sample was selected by using simple random sampling technique. Two classes are chosen randomly as the sample. The samples are VIII-3 grade as experimental class consisting of 32 students and VIII-6 grade as control class consisting of 32 students. This research used test namely oral test. The data were collected through pre-test and post-test in speaking test and analyzed by using T-test formula to prove the hypothesis. The result of this study showed that the mean score of experimental class was higher than the mean score of control class after learning by using Show and Tell (S&T) Method. After analyzing the data by using the T-test formula it showed that there were different scores obtained in pre-test and post-test. The score of t_{count} was higher than t_{table} by applying 0.05 level of significance and degree of freedom (df) was 62. It means H_a as a Hypothesis of this research was accepted and H_0 was rejected. Therefore, the used of Show and Tell (S&T) Method is effective on speaking ability at the VIII grade students of MTsN 1 Padangsidimpuan.

Key words: Show and Tell (S&T) Method, Speaking Ability

Nama : Suri Wahyuni Harahap
Nim : 18 203 00037
Judul Thesis : **Pengaruh Metode Show And Tell (S&T) Terhadap Penguasaan Berbicara Siswa di Kelas VIII MTsN 1 Padangsidempuan.**

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan Metode Show and Tell (S&T) dapat mempengaruhi kemampuan berbicara siswa di kelas VIII MTsN 1 Padangsidempuan. Penelitian ini menggunakan pendekatan kuantitatif dengan menggunakan metode eksperimen dengan desain eksperimen murni. Populasi penelitian adalah seluruh siswa kelas VIII MTsN 1 Padangsidempuan dan sampel dipilih dengan menggunakan teknik simple random sampling. Dua kelas dipilih secara acak sebagai sampel. Sampel penelitian adalah kelas VIII-3 sebagai kelas eksperimen yang berjumlah 32 siswa dan kelas VIII-6 sebagai kelas kontrol yang berjumlah 32 siswa. Penelitian ini menggunakan tes yaitu tes lisan. Data dikumpulkan melalui pre-test dan post-test dalam tes berbicara dan dianalisis dengan menggunakan rumus uji-t untuk membuktikan hipotesis. Hasil penelitian menunjukkan bahwa rata-rata skor kelas eksperimen lebih tinggi dibandingkan rata-rata skor kelas kontrol setelah pembelajaran menggunakan Metode Show and Tell (S&T). Setelah dilakukan analisis data dengan menggunakan rumus uji-t diperoleh hasil bahwa terdapat perbedaan skor yang diperoleh pada pre-test dan post-test. Nilai t-hitung lebih besar dibandingkan dengan t-tabel dengan menggunakan taraf signifikansi 0,05 dan derajat kebebasan (df) sebesar 62. Artinya H_a sebagai Hipotesis penelitian ini diterima dan H_0 ditolak. Oleh karena itu, penggunaan Metode Show and Tell (S&T) efektif terhadap kemampuan berbicara siswa kelas VIII MTsN 1 Padangsidempuan.

kunci: Metode Show and Tell (S&T), Penguasaan Berbicara

اسم : سوري وحيوني هارحاف
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موضوع البحث : تأثير تطبيق اعرض واخبر على مهارة الكلام لدى طلاب في الصف الثامن بالمدرسة الثانوية الحكومية ١
بد نج سيدميوان

ملخص

كان الهدف من هذا البحث لتحديد تأثير تطبيق طريقة العرض والإخبار يمكن (سوت) أن يؤثر على مهارة الكلام للطلاب في الصف الثامن بالمدرسة الثانوية الحكومية ١ بد نج سيدميوان. تستخدم هذه الدراسة نهجاً كمياً باستخدام طرق تجريبية ذات تصميم تجريبي خالص. كان مجتمع الدراسة جميع طلاب الصف بالمدرسة الثانوية الحكومية ١ فادانغ سيدميوان وتم اختيار العينات باستخدام تقنية أخذ العينات العشوائية البسيطة. تم اختيار فئتين عشوائياً كعينات. كانت عينات البحث من الفئة الثامنة - ٣ كصف تجريبي مكون من ٣٢ طالبا والفئة الثامنة-٦ كصف تحكم مكون من ٣٢ طالبا. تستخدم هذه الدراسة اختباراً شفهياً. تم جمع البيانات من خلال اختبار ما قبل الاختبار وما بعد الاختبار في اختبار التحدث وتحليلها باستخدام صيغة اختبار تي لإثبات الفرضية. أظهرت النتائج أن متوسط درجة الفصل التجريبي كان أعلى من متوسط درجة فصل التحكم بعد التعلم باستخدام طريقة العرض والإخبار (سوت). بعد تحليل البيانات باستخدام صيغة تي اختبار الحصول على النتيجة أن هناك فرقاً في الدرجات التي تم الحصول عليها في مرحلة ما قبل الاختبار وبعد الاختبار. تي-القيمة المحسوبة أكبر من تي-الجدول باستخدام مستوى الأهمية ٠.٠٥ و درجات الحرية (د) ٦٢. هذا يعني أن ه أ كما يتم قبول فرضية هذه الدراسة و ه٠ مرفوض. لذلك، فإن استخدام طريقة العرض والتل (سوت) فعال على مهارة الكلام لطلاب في الصف الثامن بالمدرسة الثانوية الحكومية ١ بد نج سيدميوان.

كلمات مفتاحية: تأثير تطبيق طريقة اعرض واخبر، مهارة الكلام

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Padangsidempuan, 13 Mei 2024

Researcher

Suri Wahyuni Harahap
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is an expression in conveying a certain meaning. Language is often referred to as a communicating or a tool capable of transferring desires, thoughts or commands to other people. It means here that language as a human function to communicate in various languages. There are many kinds of language, one of them is English. English is one of the international languages and also as the mother tongue for most of countries. According to Latumahina, English is a tool of communication and became an international language that uses to interact between each other in the world.¹ Based on it speaking in English became one of language skill sthat allow to interact and communicate between each other.

Speaking is one of the language skills that allow the learners to communicate effectively. Speaking is the skill that priority for many second or foreign language learners.² Meanwhile, in Indonesia English is known as a foreign language. It supported by Setiyadi, English is really a foreign language learner in Indonesia.³ It means that English as a foreign language that use in certain situation and condition. However, for this time speaking

¹ Fransina S Latumahina, et al, *Jejak Pengabdian Bagi Negeri Tulehu Dusun Rupaitu*, 1st ed. (Indramayu: Penerbit Adab, 2001), P. 3.

² Sri Minda, "Factors Influencing the Students' Speaking Ability," *Lingua* 19, no. 2 (2023): 227–39, <https://doi.org/10.34005/lingua.v19i2.3137>.

³ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, 2nd ed. (Yogyakarta: Graha Ilmu, 2020) p. 16.

skill is very necessary in various fields, including social life, business and education.

In education life learning English especially speaking is one of the learning objects that need to be mastered. Speaking ways to express ideas, thoughts, feeling to share information, and build social relationship between each other. It means that, speaking is important for student to improve speaking ability and to communicate by presenting the ideas in real life. Speaking as a tool of communication and used to share any information. According to Benati, Speaking is an interactive process of constructing meaning that can involve producing receiving and processing of information.⁴

In fact, someone with a good speaking ability will be easier in communicating, sending and receiving information to others. Meanwhile, in teaching English as foreign language is not easy. Some of the students are difficult in learning speaking. It can be seen from the students' response when the teacher asks the simple question and asks the students to express ideas or feeling. Generally, there are some problems that arise from linguistics and psychology problems in process teaching and learning speaking.

There are some efforts that have been done by government to improve the quality of education. Include the curriculum development in educational institutions. The government is aiming to enhance the quality of education by implementing certification programs to improve the standard of teachers and

⁴ Alessandro G Benati, *Key Questions in Language Teaching*, 1st ed. (Cambridge: Cambridge University Press, 2020), p. 161.

lecturers. The implication of certification has significance in EFL for teacher education.⁵ The educators need to have strong abilities in education and teaching, particularly in the areas of approaches, strategies, learning methods, and techniques. These skills are essential for success in the field of language education.

Based on preliminary study conducted In MTsN 1 Padangsidempuan, there are some problems in learning speaking. Based on information from the English teacher Yusniati that said, speaking is one of the skills languages that generally really difficult for most of the students.⁶ There are several efforts that have been made in students' speaking mastery to reach the speaking purpose by discussing and tasking in learning English, but not all of the students participate. The students are difficult to start to speak in English because students are afraid make some mistakes in grammar. The students are lack of confidence this feeling appear from low motivation in learning English. Then the students are lack of vocabulary.

There are several factors that influence the development of speaking skills, namely appearance, affectivity, listening skill, and feedback while speaking.⁷ In teaching speaking, the teacher can select some of various that use in teaching such as media, strategies, techniques, approaches, and methods where these various to support in learning process. According Catahan, by knowledge of

⁵ Suwarsih Madya, "Certificatioii for Teachers and Lecturers and Its Implications" *Journal of English and Education*. Vol. I, No. 1, Juli 2007, p. 6.

⁶ Yusniati, English Teacher of MTsN 1 Padangsidempuan, *Private Interview*, MTsN 1 Padangsidempuan, on Juny 20th 2022, at 10.00 a.m

⁷ Rahman et al, *Menyimak Berbicara Teori Dan Praktik Teori Dan Praktik*, 1st ed. (Sumedang: Alqaprint Jatinangor, 2019), P. 61.

strategies, techniques, approaches, and methods, the teacher is easier to deliver subject matter

to the students.⁸ Teaching method is one of the ways that used by teacher in the process teaching and learning. There some methods that can be used in teaching speaking such as prediction guide, point counter point, Jurisprudential inquiry, picture and picture, role playing, paired story-telling and show and tell.⁹ To solve the problems, the researcher should choose an appropriate solution. The researcher will apply an appropriate method in teaching speaking, called Show and Tell.

Based on Syakur, et al, show and tell method is an activity that provides flexibility for students to participate in English language learning more natural and enjoyable way. This method aim to increasing ideas and speaking easily and is suitable for all ages or levels of education.¹⁰ It supported by Baratta, who said the goal of show and tell is to develop students' English-speaking ability by discussing as a part of oral presentation.¹¹ Show and tell method is a method of teaching speaking which make the students interested and help them speak more.

Based on the explanation above, it shows that the model solves the problems on students' speaking and teacher's problem in teaching in the class. Therefore,

⁸ Marcelino D. Catahan, *Enhancing Competency of Teachers: A Teaching-And-Learning Enhancement Guide*, 1st ed. (AuthorHouse, 2015), <https://books.google.co.id/books?id=EtnlCQAAQBAJ>.

⁹ Rahman et al, *Menyimak Berbicara Teori Dan Praktik Teori Dan Praktik*, p. 73-78.

¹⁰ Mastuki Ibn Syakur et al, *118 Metode Mengajar Menarik Ala Kampung Inggris Pare & Game in Class* (Guepedia, 2019), P. 155. <https://books.google.co.id/books?id=8e6IDwAAQBAJ>.

¹¹ Alex Baratta, *World Englishes in English Language Teaching, World Englishes in English Language Teaching* (Switzerland: Plagrave Macmilan, 2019) p. 304, <https://doi.org/10.1007/978-3-030-13286-6>.

the researcher wants to know whether or not show and tell method is effective toward the students' speaking ability. Referring to the purpose above, the study is done entitles The Effect of Show and Tell (S&T) Method on Students' Speaking Ability at VIII Grade Students of MTsN 1 Padangsidempuan.

B. Identification of the Problem

Speaking is one of the language skills that allow the learners to communicate effectively. Speaking is one of the skills to be mastered by students in order to communicate in English. It is one of the ways to express ideas, thoughts, feeling, to share information, and to build social relationship.

Based on the explanation in the background above, there are several factors that influence the development of speaking skills namely appearance, affectivity, listening skill, and feedback while speaking. In teaching speaking, the teacher can selects various media strategies, techniques, approaches, and methods that support in learning process. Teaching method is one of the ways that used by teacher in the process teaching and learning. There some methods that can be used in teaching speaking such as prediction guide, point counter point, Jurisprudential inquiry, picture and picture, role playing, paired story-telling, and show and tell. In this research did not focus to all various of teaching speaking, but only focus on teaching method namely show and tell (S&T) method.

C. Limitation of the Problem

Based on identification of the problem above, in teaching speaking the teacher can selects various of teaching speaking namely teaching strategies,

techniques, approaches, methods and various media that help in teaching and learning process. There some methods that can be used in teaching speaking such as show and tell, prediction guide, point counter point, Jurisprudential inquiry, picture and picture, role playing and paired story telling.

In this research does not discuss all the various in teaching that can apply for teaching speaking but only focus on teaching method. The method that use for this research is show and tell method. The reason why the researcher used show and tell method is because this method simple but effective in teaching speaking. So, it help the students are interested and confidence in learning speaking.

D. Formulations of the Problem

The formulations of this research identified the formulation of the problem the formulation as follows:

1. How is the students' speaking ability before using Show and Tell (S&T) Method at the VIII grade of MTsN 1 Padangsidimpuan?
2. How is the students' speaking ability after using Show and Tell (S&T) Method at the VIII grade of MTsN 1 Padangsidimpuan?
3. Is there any significant effect of using Show and Tell (S&T) Method in the speaking ability at the VIII grade of MTsN 1 Padangsidimpuan?

E. Purposes of The Research

Based on the formulations of the research above, this research has three purposes as follows:

1. To examine the students' speaking ability before using Show and Tell (S&T) Method at the VIII grade of MTsN 1 Padangsidempuan.
2. To examine the students' speaking ability after using Show and Tell (S&T) Method at the VIII grade of MTsN 1 Padangsidempuan.
3. To examine the whether there is effect of using Show and Tell (S&T) Method on students' speaking ability at the VIII grade of MTsN 1 Padangsidempuan.

F. Significances of the Research

1. Theoretical significance

Theoretical significance of this research is expected to introduce and even familiarize the students and teacher about Show and Tell (S&T) Method.

2. Practical significance

The practical significances of this research are:

- a) For the headmaster, to give information towards teacher progress in teaching.
- b) For the teacher, to give information about method that can be using in teaching speaking skill.
- c) For the next researcher, the result of this research is expected can be useful and develop all information for other researcher as references.

G. Definition of Operational variables

1. Show and Tell (S&T) Method

Show and tell (S&T) Method is method of showing and telling with the object to audience. It means show and tell is activity that showing of

something to the audience and explains or describes something such as their favorite things or personal objects.

2. Speaking Ability

Speaking is ability to communicate in expressing of feeling, idea and share information to other people. Speaking is a process to interact with others by using oral and verbal language that involves two or more people communicate with each other in one interaction in order to sharing or expressing ideas or opinion.

H. Outline of the Thesis

The outline of this research is divided into five chapters. Each chapter is divided into the following sub-chapters: Chapter one consist of introduction, they are: background of the problem, identification of the problem, limitation of the problem, formulations of the problem, objectives of the problem, significances of the problem and outline of the thesis.

Chapter two contains about literature review that consist of theoretical description with some subchapters about speaking ability, show and tell (S&T) method, related findings, conceptual framework and hypothesis.

Chapter three consist of research methodology that contains about time and place of the research, method of research, research design, population and sample, definition of operational variable, instrument of collecting data, procedure of the research and technique of data analysis.

Chapter four consists of the results of the research. This chapter concerned about description of data description, hypothesis testing, discussion and threat of

the research. Chapter five is contains the conclusions, implications and suggestions that are given by the research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

In this part consist of literature rivew that involve the systemic identification of containing the information related to the research problems. This research reviewed the theories of the concept of speaking skill, show and tell method, and conventional method as in the following.

1. Concept of Speaking Ability

The concept of this section is related about more explanation of the speaking ability that consists of definition, functions, types, components, teaching, principles, assessment and learning material of the speaking in the following below.

a. Definitions of Speaking Ability

Speaking ability is language activity gotten by normal people since born soon after listening skill. Without realizing, someone able to speak in such way and it is in line with human biological growth and development. Since birth, every child has the potential to have skills and intelligence, including speaking skills which are the result of relating to the environment.¹ Speaking skill is innate and role central of communication in human life. Some of the experts define speaking in different ways.

¹ P Antonius, *Psikolinguistik: Memahami Aspek Mental Dan Neurologis Berbahasa* (Jakarta: Gramedia Pustaka Utama, 2019), p. 56.

According to Fulcher, speaking emerges as a verbal way of language utilized in communicating with others.² In verbal communication is about language both written and spoken. Due to the capacity to speak people can access and share information that is essential to personal and environmental development.³ It means speaking as a verbal product where people usually have a communicative purpose by producing it.

Another definition from Nunan, speaking is an aural/oral production skill. This skill consists of the systematic production of verbal utterances to convey meaning and then create language. Likewise, Thornbury states that speaking is an act of producing word.⁴ The average person produces tens of thousands of words a day, although some people may produce even more than that. Additionally Speaking is described as the ability to express oneself in life situations or the ability to report actions or situations in precise words or the ability to converse or to express a series of ideas fluently.⁵ It can be interpreted that speaking is a way to communicate, share information, express idea, feeling, emotion to other people verbally.

Based on some explanations above, the researcher concluded that speaking skill as potential innate in human and became role central of

² Glenn Fulcher, *Testing Second Language Speaking, Testing Second Language Speaking*, 2014, <https://doi.org/10.4324/9781315837376>.

³ Zainuddin, "Hyperbole in Novel 'Garis Waktu'" 05, no. 2 (2017): 15.

⁴ Scott Thornbury, *How To Teach Speaking* (London: Longman, 2005).

⁵ Fitri Rayani Siregar, "How to Enhance Lecturers' Speaking Skill?," *English Education : English Journal for Teaching and Learning* 7, no. 01 (2019): 18, <https://doi.org/10.24952/ee.v7i01.1648>.

communication, that is purpose to express feeling, ideas, opinion. Speaking is also as process of producing and receiving the information to other people verbally. For a more detailed discussion will explain several functions of speaking below.

b. Functions of Speaking

Speaking is a fundamental aspect of human communication that serves several important functions. According to Brown and Yule in Richard there are three functions of speaking: talks as transaction, talk as interaction, and talk as performance.⁶

1) Talk as Interaction

Interaction language is needed for social purpose. Talk as interaction refers to conversation between each other as social being. Which is someone can exchange greetings, interact and share the information or experience.

2) Talk as Transaction

Talk as transaction is the type of talk that involves situations where the participants focus is giving, receiving of information on what is said or done. The message meaning and making oneself understood clearly and accurately are the central focus, rather than the participants and how to interact socially with each other.

⁶ Jack C Richards, *Teaching Listening and Speaking; From Theory to Practice* (New York: Cambridge University Press, 2008), p. 19.

3) Talk as Performance

As performance, In this case, speaking activities is more focus on monolog better than dialog. The function of speaking as performance happened at speeches, public talks, public announcements, retell story, telling story and so on.

Based on statements above, that is concluded the functions of speaking as interaction, transaction and performance that really important to convey the messages and meaning to other people. Further more information, there are several types that are often found in speaking

c. Basic Types of Speaking

Speaking is an oral activity where the speaker can share information or idea and express feeling. Speaking can be classified into various types. Here are some common types of speaking namely: imitative, intensive, responsive, interactive, and extensive:⁷

1) Imitative

This type is speaking performance include the ability to simply parrot or imitate the words, phrases, and sometimes sentences.

⁷ H.Douglas Brown, *Language Assesment Principle and Classroom Practices* (USA: Longman, 2004, p. 141-142).

2) Intensive

This type of speaking emphasizes students' linguistic skills, such as the mastery of grammar and phonology (including intonation, stress, rhythm, and juncture).

3) Responsive

This type of speaking that emphasizes students' ability to speak English spontaneously, such as engaging in conversations, greeting others, and engaging in small talk.

4) Interactive

In this type of speaking where the speaker and listener actively interact either directly or indirectly. Some examples of interactive speaking are face to face conversation, daily dialogue

5) Extensive

Extensive speaking is monologue speaking. Some of the extensive speaking includes speeches, oral presentations, and storytelling.

Based on explanation above, there are some types of speaking namely: imitative, intensive, responsive, interactive and extensive. These types are really essential in teaching speaking especially for the teacher to select or use for teaching and learning process.

d. Components of Speaking

In speaking effectiveness there are several key components that involve and contribute to the overall quality and effectiveness of

communication. According to Hughes, the components of speaking typically focus on the aspects that are crucial for evaluating spoken language proficiency. Here are the key components often emphasized namely five components in speaking skills, namely pronunciation, grammar, vocabulary fluency and comprehension:⁸

1) Pronunciation

Pronunciation is the way to produce clearer language in speaking. Pronunciation also is how words are pronounced. It means pronunciation make communication effectively and produce the utterance words includes aspect of articulation, rhythm, intonation and phrasing even gesture, body language and eye contact.

2) Grammar

Grammar is needed to arrange correct sentences as a rule or principle that used to generate or grammatical utterances in the language. Grammar is the rules in a language for changing the forms of words and combining them into sentences. With correct grammar, it can be able to understand the true meaning of the sentences.

3) Vocabulary

Vocabulary is essential and the most important thing for successful in learning English especially speaking. Vocabulary is a basic to communication.⁹ Vocabulary is the total number of the

⁸ Arthur Hughes, *Testing for Language Teachers*, Cambridge University Press, 2nd ed. (UK, 2003), <http://www.cambridge.org>.

⁹ Fitri Rayani Siregar and Eka Sustri Harida, *Building A Better Vocabulary By Word Formation Process*, 1st ed. (Jakarta: Kencana, 2021).

words in a language. It means that vocabulary is basic building block of language learning to know words, the meaning and how the spelt and how to pronounced.

2) Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. This indicates that there is a process of exchange the ideas between the speaker and the listener. Fluency refers the ability to speak and write a language, perform movement smoothly, and express one's thoughts smoothly and accurately.

3) Comprehension

Comprehension is an ability to perceive and process stretches of discourse to formulate representation the meaning of sentence. Comprehension also is the skill of comprehension, or practice aimed at improving or testing comprehension of language (written and spoken).

In conclusion, these components are an essential part of English language learning especially speaking skill. It can acquire the ability to communicate easily. Knowing the components of the speaking is the obligation of the students to master it.

e. Teaching Speaking

Teaching speaking is the way for the students to express their emotions, communicative needs, interact to other person in any situation, and influence the others. For the reason, in teaching speaking skill it is

necessary to have to clear understanding involved in speech. Teaching speaking is enables the students to construct an effective oral interaction to make communication, express ideas, and the way for the use the language fluently.¹⁰ The goal of teaching speaking skill is to communicate efficiency.

Teaching speaking is a process where is the teacher helps and provide, facilitate and obtain the goal in learning speaking to improve students' speaking ability. The learners should be given opportunities to speak, because speaking skills can be developed only through engaging the learners in the act of speaking and interacting only. The teacher should give more opportunity to interact only in English language not mother tongue and make certain interventions such as making the students practice to speak English and giving them feedback on it. Teaching Speaking means that the teachers teach the listeners to:¹¹

- 1) Produce the English speech sound and sound pattern
- 2) Use word and sentence, stress intonation pattern and rhythm of the second language.
- 3) Select appropriate word sentences according to the paper social setting, audience, situation and subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence.
- 5) Use language as a means of expressing, values and judgments.
- 6) Use the language quickly and confidently with few un-natural pauses which is called fluency.

¹⁰Sri Rahmadhani, "Using Direct Method in Teaching Speaking," *English Education* 4, no. 2 (2013): 37.

¹¹Fahmi Farizi and Sakhi Herwiana, "A Study of Teaching Speaking Techniques Used at Peace English Course Pare, Kediri," *Pioneer: Journal of Language and Literature* 14, no. 1 (2022): 47, <https://doi.org/10.36841/pioneer.v14i1.1382>.

Based on explanation above, teaching speaking is the process to provide, facilitate and help the students to obtain the goal and feedback in process learning speaking. Therefore, the teacher needs to apply some principles for designing in teaching and learning speaking.

f. Principles of Teaching Speaking

Speaking is a crucial part of second language learning and teaching. The teacher has to guide the learners to learn speaking skill with their ability in teaching speaking, because in teaching speaking demanding on the teacher ability to manage the learning activities. According to Nunan, there are five principles of teaching speaking:¹²

- 1) Be aware of difference between second language and foreign language in learning context.
- 2) Give students chance to practice with both fluency and accuracy. Accuracy is the extent which the students' speech be aware of difference between second language and foreign language in learning context.
- 3) Give students chance to practice with both fluency and accuracy. Accuracy is the extent which the students' speech matches what people actually say when they use target language.
- 4) Provide opportunities for students to talk by using group work or pair work and limiting teacher talk.
- 5) Plan speaking task that involve negotiation for meaning.
- 6) Design of classroom activity that involved guidance and practice in both transactional and interactional speaking.

Based on explanation above, the principles for teaching speaking are very crucial and really important for the teacher to know how teacher should teach speaking subject in class.

¹² David Nunan, *Practical English Language Teaching*, 1st ed. (New York: The McGraw-Hill Companies, 2003), p. 54-56.

g. Speaking Assessment

Assessment is a tool that used to assess student learning outcomes. Speaking is a component of speaking ability that is quite difficult, therefore the assessment in speaking is emphasized in the practice of speaking to find out the success in learning speaking. Speaking assessment is changes depending on learner ability in different models. The teacher can choose the most suitable types of student conditions to assess speaking abilities.¹³

There are five components of speaking to be scored namely pronunciation, grammar, vocabulary, fluency, comprehension. According to Brown There are component of speaking that must be assessed. It will be explained as follows:¹⁴

- 1) Grammar: The participants will be assessed based on how to controls the use of sentences, constructs and use correctly and accurately, and avoids grammatical errors.
- 2) Vocabulary: Here the participants will be assessed on the range, accuracy, and use of vocabulary features in conversation, which will show their level of proficiency.

¹³ Sri Rahmadhani, "Interactive Drama Technique To Improve Students' Speaking Skill," *English Education* 5, no. 02 (2015): 70, https://scholar.google.co.id/scholar?hl=en&as_sdt=0%2C5&q=defenition+of+narrative+text&btnG=

¹⁴ H.Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*, second edi (California: Longman, 2001).

- 3) Pronunciation: The assessment criteria here are how often participants make mistakes in pronunciation and how aspects of pronunciation interfere in communication.
- 4) Fluency: The participants will be judged on the production of speech to deliver conversation well. Confident in expressing opinions and able to respond to certain themes without much hesitation in choosing words.
- 5) Comprehension: The last is whether the participants are able to understand the context of the conversation and are able to provide appropriate responses to the questions.

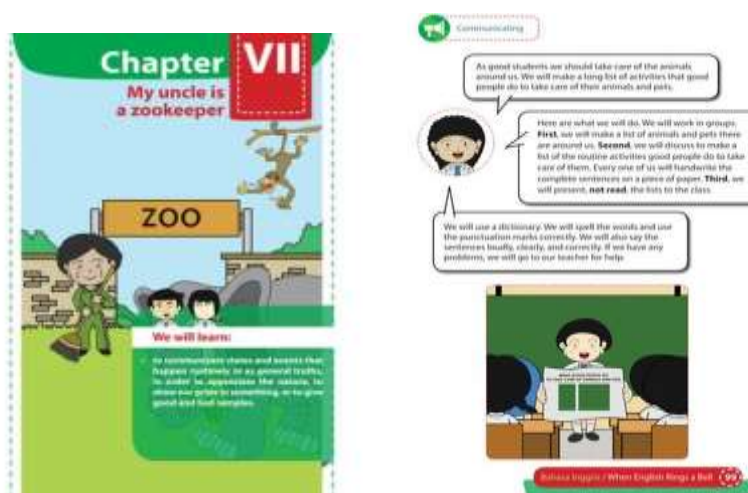
Those assessment indicators can be used on speaking to examine their grammar, vocabulary, pronunciation, fluency and comprehension with various interactional oral texts. So, the students can reach the ideal of speaking.

h. Learning Material of Teaching Speaking

There are some speaking materials in *When English Ring Bells* students book at VIII grade, in English sub topic such as to get attention, to show appreciations to other, to tell what we or other think of something, to invite someone to do something, and to communicate states and event. In this research, the material only focuses on Chapter VII “My

Uncle is a Zookeeper” in sub topic to communicate states and event, where in this chapter talk about Descriptive Text¹⁵

Figure II.1
Learning Material in Teaching Speaking



Here the indicators of speaking ability that is aim to reach the goal in learning material about.

Table II.1
Indicators of Speaking Ability

No.	Indicator of Speaking Ability
1.	Students able to reveal the information related to object.
2.	Students able to tell an experience that experienced related to object.
3.	Students able to convey ideas and feelings related to object.

2. Show and Tell (S&T) Method

a. Definitions of Show and Tell (S&T) Method

Show and tell method is activity of showing something by bringing an object and telling others about it. Show and tell as activity that show

¹⁵ Siti Wachidah et al, *Bahasa Inggris "When English Rings a Bell,"* 2nd ed. (Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2017).

something favorite to the audiences and explain or describe some case, such the students' experience, favorite place, things, food, or idol. According to Bohning, show and tell is essential in the learning activity and improving communication skill.¹⁶ Show and Tell method basically defined as a method in teaching and learning process by sharing time activity for students.

The purpose of this activity is to train children to speak in front of the classroom and get children sensitive the simple things. According to Barletta, show and tell method denotes a practice where the children are given opportunity to share an oral narrative about an object or experience.¹⁷ The object or experience is usually from the home and told orally with the peers and with the teacher's support. Meanwhile, according to Suyanto, show and tell is activity learning by showing objects and expressing opinions, express related feelings, desires and experiences with the thing.¹⁸ It can conclude that show and tell method based the students' experience related the object or thing.

Show and tell method also refers to three principal areas, namely education, music and theater. One of the three areas that the most reliable of show and tell is used in the west' education, this method is utilized for the three domains at once. These three domains are show and tell for

¹⁶ Gery Bohning, "Show-and-Tell: Assessing Oral Language Abilities," *Reading Horizons: A Journal of Literacy and Language Arts* 42, no. 2 (2001): 1, https://scholarworks.wmich.edu/reading_horizons.

¹⁷ Baratta, *World Englishes in English Language Teaching*.

¹⁸ Slamet Suyanto, *Dasar-Dasar Pendidikan Anak Usia Dini*, 1st ed. (Yogyakarta: Hikayat, 2005), p.145.

speaking, show and tell for record playing toys, and show and tell for children's book.

Based on the definitions above, the researcher concluded that show and tell method is a method that show something to audience and explain or describe something with objects to express opinions, express feeling, desires, and experiences related to the object. The aim of show and tell method to develop students' confidence in speaking ability by application of activities of showing, telling and describing something process teaching and learning speaking.

b. The Application of Show and Tell (S&T) Method

The Application for implementing the show and tell method include introducing show and tell on the procedures for implementing show and tell, providing illustrations and explanations with instructions in the form of pictures, photos, personal objects, etc. There are several different types of show and tell that can be applied, which show and tell method with personal objects, show and tell method with the food, and show and tell method with images and photos.¹⁹

- 1) Show and Tell with personal object. In this type, students can carry personal objects they can apply in carrying out the S&T method, such as books, pens, rulers, and so forth.
- 2) Show and Tell with food. In this type, students are instructed to carry foods from their home. Food is the thing needed by them and it has a powerful range in developing self-reliance and responsibility. When performing S&T, they can convey information on the taste of the food, including the ingredients, color, and so forth.

¹⁹ Tadkiroatun Musfiroh, "Show And Tell Edukatif Untuk Pengembangan Empati, Tadkiroatun Musfiroh Educative Show And Tell For Developing Empathy , Conflict Resolution Affiliation , And Positive Habits Of," *Jurnal Kependidikan* 41, no. 2 (2011): 6.

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

Based on the explanation above, to sum up, the application of the Show and Tell (S&T) method can utilize personal objects, foods, photograph, students' work, and so forth.

c. Procedures of Show and Tell (S&T) Method

The steps in activity of show and tell method according to Rahman et al namely:²⁰

- 1) The teacher displays to the students some concrete objects, pictures of objects or pictures of even.
- 2) Students describe concrete things and pictures of an object, or explain events in pictures given by the teacher.
- 3) Students are divided into several groups.
- 4) Students and groups discuss appropriate sentences to describe concrete object or narrate pictures of object or narrate picture of events.
- 5) Students and groups explain concrete objects and pictures of objects or tell pictures of events.

In other steps or procedures by Dananjaya for applying the show and tell method namely preparation, implementation and evaluation.²¹

²⁰ Rahman et al, *Menyimak Berbicara Teori Dan Praktik Teori Dan Praktik*.

²¹ Utomo Dananjaya, *Media Pembelajaran Aktif*, 4th ed. (Bandung: Nuansa Cendekiawa, 2017).

- 1) Preparation, in this step the teacher asks the students to bring students' favorite object from the home then find the information about
- 2) Implementation, in this section the students are given a chance to perform the object, afterwards demonstrate the object and inform to another students about it in front of the class one by one. Next, the other students give a chance to propose questions to the students performing the object about.
- 3) Evaluation, the teacher pay attention to students' enthusiasm in the learning process of speaking by using show and tell activities.

Based on statement above, the researcher applied the second theory that describes the steps by using show and tell method. First is preparation second is implementation and the last evaluation. The show and tell method applied with the students' favorite item or object, in the learning process students are given the opportunity to be active through speaking activities, freedom to convey what is in their minds. Students will be more motivated to dare to appear and speak in front of others.

d. The Advantages and disadvantages of Show and tell (S&T) Method

In every method in process teaching and learning has advantages and disadvantages, show and tell method also has both of it, so that the teachers must know about it. Because of it the teachers must be able to manage it to get the comfortable situation in the classroom. There are several advantages of the show and tell method.

1) The advantages of Show and Tell (S&T) Method are as follows:²²

- a) Students learn to speak and listen.
- b) Students can learn how to be an audience and introduce themselves.
- c) Students can learn to ask questions according to the theme discussed.
- d) Students can learn to link responses among the students.
- e) Students can learn to anticipate and observe
- f) Students can practice critical reasoning skill.
- g) Students learn storytelling.
- h) Students learn to use descriptive language.
- i) Improving self-confidence.

In addition of advantages of show and tell method as follow bellow:²³

- a) Effectively develops the ability to speak in public. The ability to speak in public (public speaking) is one of the characteristics of self-confidence.
- b) Train the child to do problem solving (problem solving), the moment tells the child's learning to collect information related to that object show.

2) The disadvantages of Show and Tell (S&T) Method as follows:²⁴

- a) The use of methods should always be done with teacher supervision. It requires guidance if learners difficult in telling the object used.
- b) The use of this method cannot be used in a sudden condition, is due to the need for object preparation and experience will be notified.
- c) The time it takes to do it show and tell is limited. This is because show and tell is done regularly to take turns, so the kids can perform at that moment the provided should be quite a lot.

²² Laurie, Patsalides, "The Case for Classroom Show and Tell," 2010, <http://www.brighthub.com/education/k-12/articles/16204.aspx>.

²³ Musfiroh, "Show And Tell Edukatif Untuk Pengembangan Empati , Tadkiroatun Musfiroh Educative Show And Tell For Developing Empathy , Conflict Resolution Affiliation , And Positive Habits Of."

²⁴ Dewi Sri Kuning, "Speaking Ability Through Show and Tell," *Edukasi Lingua Sastra* 17, no. 2 (2019): 33–45, <https://doi.org/10.47637/elsa.v17i2.38>.

Every method of teaching has advantages and disadvantages which it can be solved. The show and tell method is one of the methods that can use in teaching speaking. This method is simple and easily and also it can be increased the students speaking ability more enjoyable and confidence.

e. Teaching by Using Show and Tell (S&T) Method

There are some methods that can apply in learning speaking. In learning speaking, the teacher should find the best method to attract students' interest in learning Speaking. Even is not something easy, but by the choosing the good way and suitable method it can help the teacher in the process teaching and learning process.

In this research, the researcher use show and tell (S&T) method and it will apply in experimental class. The material that will be taught by using show and tell method is describing things in lesson of my uncle is zookeeper. Here are some ways to teach speaking by using show and tell method with preparation, implementation and evaluation with the following table bellows:²⁵

Table II.2
Teaching Speaking By Show and Tell (S&T) Method

1. Pre-Teaching		
Teacher	Student	Time
1. Enter to the class then give greetings.	1. Reply to the teacher's greeting.	5 Minutes

²⁵ Dananjaya, *Media Pembelajaran Aktif*, 2017, p. 103.

2. Invite the students to read a prayer before starting learning.	2. Read prayer together.	
3. Check the attendant list.	3. Declare presence and see absent friends.	
4. Ask the about the preparation of students to learning.	4. The students prepare to learn.	
5. Informs the subject matter that will be discussed at the meeting.	5. Pay attention with discussion about	
2. While Teaching		
Teacher	Procedure	Student
1. Ask the students' knowledge about descriptive text and then explain material related to "Descriptive Text"		1. Answer the teacher's questions and listen pay attention to the material that presented by the teacher.
2. Provide examples of descriptive text using the "Show and Tell (S&T) method".	1. The teacher takes out the objects that brought by the teacher to be described in front of the class.	2. Pay attention to the examples that given by the teacher.
3. Ask the students to bring their favorite object or thing from the home.	1. The teacher asks the students to find out more information about the object or the thing. 2. The teacher limits the objects each student will bring to one object.	3. Listen the instruction from the teacher.

4. Provide the opportunities for students to appear their favorite object or thing that they have brought from home in front of the class.	1. The teacher guides the students during the activities.	4. Prepare themselves and performs the object or thing that brought in front of the class in turns based on the direction from the teacher.
6. Ask the other students to listen to their friends who appear in front of the class.	1. The teacher gives an opportunity for another student who wants to ask their friends who appear regarding the objects that displayed. 2. The teacher guides and limits the questions that asked by other students that listening to their friends who appear in front of the class	6. Pay attention and ask questions to their friends who appear in front of the class.
3. Post-Teaching		
Teacher	Student	Time
1. The teacher repeats the explanation of the material "Descriptive Text" 2. Furthermore, the teacher appreciated and evaluated the students for their participation during learning process.	1. Make a resume about the important points that emerged in the learning activities carried out.	10 Minutes
3. The teacher ends the lesson by greetings.	3. Students answer the greeting together	

In teaching show and tell method process, the teacher applied the procedures of teaching in pre-teaching, while teaching and post-teaching. By preparing the teaching steps well as a reference and guideline so that teachers will be easier and more directed in the teaching and learning process.

B. The Review of Related Findings

There are several related findings that support this research. The first by Siagian, in this research it was found there was significance effect in applying of show and tell method by smart cube in learning speaking.²⁶ It can be seen from pre-test and post-test scores that observed higher than t_{table} or $7,3 > 2,00$. The percentage of the effect of applying Show and Tell Method on Students' Speaking ability was 70 % and 30 % was influenced by another factor. The result shows that the students get good achievement in speaking after applying Show and Tell Method assisted by smart cube in learning speaking.

The second research is done by Endarweni, the results of this research that there was effectiveness in implementing show and tell technique of improving students' speaking skill.²⁷ This research conducted in two cycles and started with the process of reconnaissance in which the problems dealing with the speaking learning process were identified. It was then continued by doing four stages of action research, i.e. planning, action, observation, and reflection which were divided into two cycles of implementation. From the reconnaissance stage, it was

²⁶ Tasya Randiita Siagian, "The Effect of Show and Tell Method Assisted by Smart Cube in Learning Speaking" (2019), <http://repository.umsu.ac.id/handle/123456789/3149>.

²⁷ Yogi Endarweni, "Implementing the Show and Tell Technique To Improve" (2014).

found that the speaking learning process of Grade VIII students has not been well executed. The first problem was the speaking learning process (teaching activity) was poor. The students had limited chance to practice speaking. Then, another problem the speaking ability of the students was poor.

In order to overcome the teaching-learning problems mentioned previously, Show and Tell technique was implemented, and it was well done. Basically, the implementation of the actions was effective to improve the speaking learning process of Grade VIII students. Show and Tell implemented during the actions facilitated the students' learning need in practicing their English speaking. Show and Tell gave them more chance to practice their English orally, in individual, peer, and also in group activity.

The third is by Bangun, entitled Improving students' speaking skill by using show and tell method: A classroom action research. This research was implemented by show and tell where the result of this research suggested that the students show a tremendous improvement during the process of teaching learning when Show and Tell Method was applied.²⁸ The students' participation and vocabulary mastery were increased; they were more active, enthusiastic, and confident in speaking.

The fourth research by Apriyanto and Syakur, the results of this research can be seen from based on a minimum completeness score of 75, about 35 were declared passed while about 2 students did not pass a minimum completeness

²⁸ Betty Kasita Bangun, "Improving Students' Speaking Skill By Using Show And Tell Method: A Classroom Action Research," *International Journal of Language Teaching and Education* 2, no. 1 (2018): 41–48, <https://doi.org/10.22437/ijolte.v2i1.4517>.

score of 80% after the show and tell method, the passing completeness score increased to 84.13 then the action was successful.²⁹ The researcher suggests that show and tell method in teaching speaking to achieve students' speaking ability.

The fifth research by Nurvitasari, the result of this research is the students get low score before applying show and tell method in vocabulary test than after applying the show and tell method it can be found in students post-test, the score was higher than pre-test.³⁰ It can be concluded that using show & tell method is effective toward the students' vocabulary at the second grade student of junior high school (smp) negeri 4 galesong selatan kabupatentakalar.

Based on these findings, the use of Show and Tell (S&T) Method is a good method for teaching speaking because it can make students interested and more active in speaking skill. The research above and this research have similarity and difference. The similarity of this research is the object of research that use Show and Tell (S&T) Method, meanwhile the difference lies on the subject this research want to improve, the researcher above examined show and tell method in vocabulary and writing skill. Therefore there is similarity for another researcher with this research but in the different in kinds of research, place, time and sample of the research.

²⁹ Sigit Apriyanto and Abd Syakur, "Show and Tell Method and Its Application in Improving Speaking Skills," *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme* 4, no. 1 (2022): 366–75, <https://doi.org/10.37680/scaffolding.v4i1.1363>.

³⁰ Nurvitasari, "The Use of Show and Tell (S&T) In Teaching Vocabulary At Second Year Students of Junior High School (SMP) Negeri 4 Galesong Selatan Kabupaten Takalar" (2017).

C. Framework of Thinking

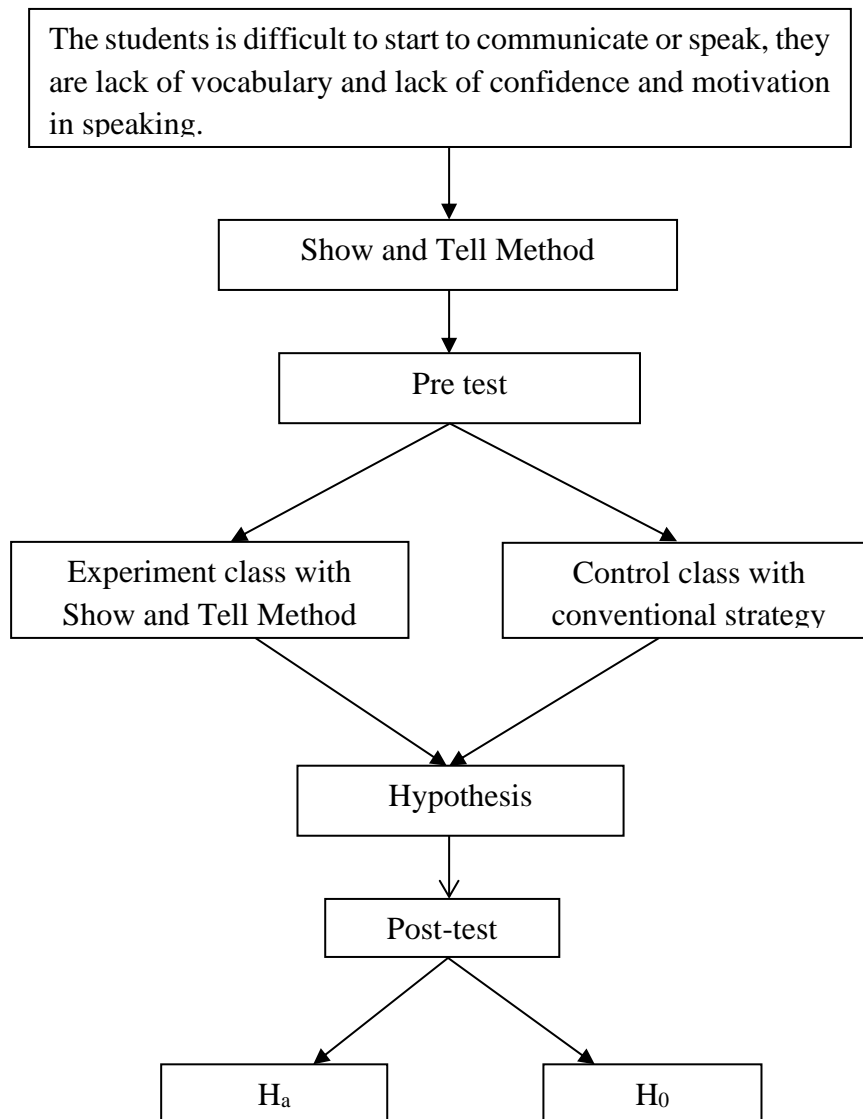
Teaching speaking as a second language is not easy. Generally, most of the students still low in speaking, this can be seen from the students' responses to teacher's question and when they are asked to express their ideas. Students have some problems in speaking English because they are afraid and difficult to start to communicate, lack of vocabulary, confidence and motivation. The teacher has to find out the best method to teach them, so they can get the teacher's point. The teacher has to use method and media to teach the students that makes the students interest, enjoy and easy to understand with their learning in speaking.

There are several methods that use be used in teaching speaking. By using and selecting appropriate methods will help the students to attract their attention and interest in the teaching and learning process. So, the teacher can manage their class effectively and more comfortable in teaching and learning process. In this case, the researcher chooses Show and Tell Method as a method that can be used in teaching speaking. This method also helps the students to build their confidence in speaking and also can increase their vocabulary.

The researcher used Show and Tell Method to know whether this method gives a significant effect on students' speaking Ability. To test the hypothesis, the researcher needs some steps. First, the researcher gives a pre-test to students to know their knowledge. Then dividing them into experimental class by using Show and Tell Method and control class with conventional strategy. After giving a treatment, the students are given a post-test to compare students' speaking skill

by using show and tell method and conventional strategy. The effect of show and tell method on students' speaking ability can be seen as figure below:

Figure II.2: Conceptual Framework



D. Hypothesis of the Research

The researcher formulated the hypothesis of this research as follows:

H_a : There is a significant effect of using Show and Tell (S&T) Method in teaching speaking of grade VIII at MTsN 1 Padangsidimpuan.

H₀: There is no significant effect of using Show and Tell (S&T) Method in teaching speaking of grade at MTsN 1 Padangsidempuan.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The research had been done in MTsN 1 Padangsidimpuan. It is located on Jl. Sutan Soripada Mulia No.27 Sadabuan, Padangsidimpuan North Sumatra Province. This research started from April 2022 up to July 2024.

B. Research Design

The type of this research was quantitative research in experimental research. True experimental design was used in this research. The design of the research was pre-test and post-test control-group design. In this research the researcher used two classes, as an experimental class and as control class. Both classes conducted pre-test and post-test. The experimental class was given show and tell method and the control class was given teacher's strategy or without treatment. It could illustrate in the table below:

Table III.1
Table of Collecting Data Design

Class	Pre- Test	Treatment	Post- Test
Experimental Class	√	Show and Tell (S&T) Method	√
Control Class	√	×	√

C. Population and Sample of the Research

1. Population

Population is the entire object that becomes target of the research. The population is the entire research object, which include people, object, animal, plant, symptom, test score, or event as data sources with specific

characteristics in a study.¹ The research had been done in the Eight Grade students of MTsN 1 Padangsidempuan. The population of the sample is consist of 11 classes of MTsN 1. It can be seen in the following table:

Table III.2
Population of the Research

No.	Class	Total Students
1.	VIII-1	31
2.	VIII-2	31
3.	VIII-3	32
4.	VIII-4	32
5.	VIII-5	32
6.	VIII-6	32
7.	VIII-7	32
8.	VIII-8	32
9.	VIII-9	32
10.	VIII-10	32
11.	VIII-11	32
Total		350

2. Sample of the Research

The sample in this research was taken randomly from the populations. The researcher used random sampling for choosing the sample. The characteristic of random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample. Random sampling was used lottre, so the sample of this research is two classes of the population.

The researcher collected the names of all population and take the name randomly. In random sampling, each member of sampling frame has equal chance of being to parcipate in the study. Simple random sampling is a

¹ Rahman et al, *Metode Penelitian Kualitatif & Kuantitatif*, 1st ed. (Yogyakarta: CV. Putaka Ilmu, 2020), P. 361.

technique to take sample from the population that is done randomly without paying attention to strata in the population.² This way is done when the members of population is homogeneous. Then, the research was divided into experimental and control class. There are 64 students to be sample as table follows below.

Table III.3
Sample of the Research

No.	Group Class	Class	Total Students
1.	Experimental Class	VIII-3	32
2.	Control Class	VIII-6	32
Total			64

D. Instrument of the Research

Instrument is the most important thing in this research. Instrument for this research is a test and the test used oral test. There are two tests in this research. They are pre-test and pos-test. The researcher gave a test about speaking that is related describing things. The test is used to get information about the students' ability in speaking. According to Brown there are five components of speaking to be scored namely grammar, vocabulary, pronunciation, fluency, and comprehension as follows below:

Table III.4
Proficiency of speaking Assessment³

Aspect	Score	Description
Grammar	1.	Often make mistakes
	2.	Can handle the basic structure pretty well but the grammar isn't very controlable.

² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan Kombinasi(Mixed Methods)* (Bandung, 2014).

³ Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition.*

Aspect	Score	Description
	3.	Grammar control is good and can speak with a fairly accurate structure.
	4.	Errors in grammar are quite rare, so it is considered capable of using language accurately in all needs.
	5.	There are no grammatical errors so it is considered equivalent to an educated native speaker.
Vocabulary	1.	Inadequate vocabulary so unable to express anything.
	2.	Some conversations are imprecise because they have little vocabulary to express themselves
	3.	His vocabulary is wide enough that he rarely has to look up words in conversation.
	4.	High level of vocabulary accuracy so you can understand and participate in any conversation.
	5.	Has a very wide vocabulary including idioms, colloquialisms, and related cultural references, so that it is fully accepted by native speakers.
Pronunciation	1.	There are often mistakes in pronunciation.
	2.	Often quite wrong but the accent is understandable
	3.	The accent may still be unfamiliar but the mistakes are rarely distracting.
	4.	Errors in pronunciation are quite rare.
	5.	Equivalent to and fully accepted by educated native speakers.
Fluency	1.	No specific fluency description. Refer to other four language areas for implied level of fluency).
	2.	Can handle confidently but not with most situations
	3.	Rarely gropes for words, and can discuss certain competencies
	4.	Be able to use the language fluently and be able to participate in any conversation within this range of experience – with a high level of fluency.
	5.	Has complete fluency in the language.
Comprehension	1.	Can only understand simple statements if delivered in slow speech, repetition, or paraphrasing.
	2.	Can get the gist of most conversations.

Aspect	Score	Description
	3.	Comprehension is quite complete at a normal rate of speech.
	4.	Can understand any conversation within the range of his experience.
	5.	Equivalent to that of an educated native speaker.

E. Validity and Reability of the Test

1. Validity

Validity is important in all forms of research and all types of tests and measures and is best thought of in terms of degree. Validity is defined as the degree to which the researcher has measured what he sets out to measure.⁴ They are highly valid, moderately valid, and generally invalid. Validation begins with an understanding of the interpretation to be made from the selected tests or instruments.

A good test must have a validity. So the test can use to measure the aspects that will be measure. In this case, the researcher used construct validity. Construct validity is a part of the test as a totality to measure the test by content. Researcher validated speaking test to the teacher. In this research, the function of conducting the test is to measure speaking skill. The validation of speaking test checked and signed by English teacher of MTsN 1 Padangsidempuan

⁴ Ranjit Kumar, *Research Methodology a Step by Step Guide for Beginners*, 3rd ed. (London: Sage, 2011).

2. Reliability

Reliability means the result of the test has similarity. The research instruments say to have a high reliability value, if the test make to have consistant results in a measure that would be measure. Construct validity and reliability are a test validity based on the judgement of the teacher. In this case, expert gives opinion about the instrument, whether instrument can use or still need improving or maybe the instrument is failed to use. The researcher used oral test to the students' speaking in describing things and then practice in front of class. In this research, scoring criteria is based on five aspects of speking assessment, they are pronunciation, grammar, vocabulary, fluency, and comprehension.

F. Procedures of the Research

In collecting the data, researcher gave the sample two test; pre-test and post-test.

1. Pre-test

This test gave before conducting the treatmentto find out the normality and homogeneity of the sample. The researcher used some steps in giving pre-test, they are:

- a) The researcher was prepared an orally test for testing the students' speaking skill.
- b) The researcher distributed the test to both classes: experimental and control class.
- c) The researcher explained what the students need to do.

- d) The researcher recorded the answer of the students.
- e) The researcher checked and give score the answer of the students.

2. Treatment

After giving the pre-test, next students gave the treatment. The experimental class taught by using show and tell method, while for control class is taught by using conventional method. In conducting the treatment, the researcher had some steps to do they are:

- a) For the beginning, teacher opened the learning activity by greeting.
- b) The researcher explained the learning material by using show and tell method.
- c) The reseacher monitored the students.
- d) The researcher made the summary or conclusion about the important the lesson.

3. Post-test

After giving the treatment, the researcher gave post-test to the students. In this test, the researcher measured wheter there is an effect of show and tell method on students speaking ability or not. The researcher used the method in some steps, they are:

- a) The researcher asked the students to bring things from the home then
- b) The researcher distributed the test to both classes: experimental and control class.
- c) The researcher explained what the students need to do in showing and telling time.

- d) The researcher gave time to show and tell activity with the students' item that bring from the home.
- e) The researcher recorded the answer of the students.
- f) The researcher collected the answer then counts the students' score.

G. Technique of Collecting Data

The technique of data collection in this research was test technique. The test technique was used to know the student's speaking ability of the students in VIII (experimental class and control class) at MTsN 1 Padangsidimpuan. Experimental process, two of classes was tested with using technique of data analysis. There are two tests that must be done before analyzing the data. They are normality test and homogeneity test.

1. Requirement Test

a. Normality Test

The function of normality test is to know whether the data of research distributed normal or not. In this research, the researcher used SPSS version 26 with a significant level of 5% or 0.05 with criteria. If the value is significant < 0.05 , the students pre-test and post-test were distributed normally. It can be seen in appendix 7 and 8.

b. Homogeneity Test

Homogeneity test is use to know whether control class and experimental class have the same variant or not. If both classes are same, it can be call homogenous. To find the homogeneity, the researcher use SPSS version 26 to calculate the data.

The criteria are:

1. If the significant value (sig) > 0.05 , the data variance of two classes is homogeneous.
2. If the significant value (sig) < 0.05 , the data variance of two classes is homogeneous. It can be seen the calculation in appendix 16

c. Hypothesis Test

The hypothesis analyzed using repeated measures t- test of statistical package for social science (SPSS) version 26. The researcher used the level of significance 0.05 in which the hypothesis is approved is $\text{sig} < p$. it means that the probability of error in the hypothesis was only 5%. The criteria of hypothesis are:

1. If the t_{count} is lower than t_{table} : H_0 is accepted that there is no significant effect of Show and Tell (S&T) Method on students' speaking ability at the VIII grade students of MTsN 1 Padangsidimpuan.
2. If the t_{count} is higher than t_{table} : H_a is accepted that there is a significant effect of of Show and Tell (S&T) Method on students' speaking ability at the VIII grade students of MTsN 1 Padangsidimpuan.

CHAPTER IV

THE RESULT OF THE RESULT

As mentioned in previous chapter, in order to evaluate the effect of show and tell on speaking ability at the VIII grade student of MTsN 1 Padangsidempuan. The researcher has calculated the data using pre-test and post-test. The researcher used the formulation of T-test to test the hypothesis. It is done to know the effect of show and tell method on the student's speaking ability. So, the researcher described the data as followed:

A. Data Description

1. Data Description before Using Show and Tell (S&T) Method

a. Score of Pre-Test in Control Class

In pre-test of control class the researcher calculated the result which has been gotten by the students in doing a test in oral test. It could be seen on Appendix 5. The score of pre-test control class could be seen in the following table:

Table IV.1
The Score of Pre-Test in Control Class

No.	Statistics	Number of Statistics
1.	Highest Score	75
2.	Lowest Score	35
3.	Mean	53.28
4.	Median	55.00
5.	Modus	60
6.	Range	40
7.	Interval	6
8.	Standard Deviation	9.805
9.	Variants	96.144
Total		1705

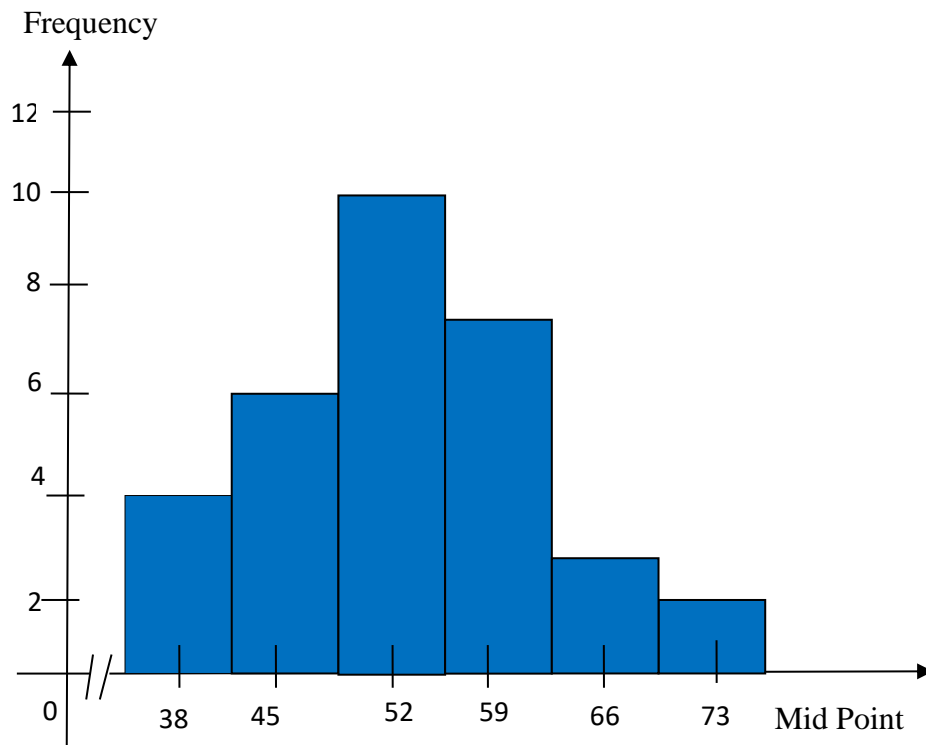
Based on the table above, the sum (total score) of the experimental class in pre-test was 1705, the mean was 53.28, the median was 55.00, the mode was 60, the range was 40, the minimum was 35, and the maximum was 75. Then, the computed of the frequency distribution of the students' score of control class loads in the table below.

Table IV.2
Frequency Distribution of Students' Score

No.	Interval	Frequency	Mid-Point	Percentage
1.	35-41	4	38	13%
2.	42-48	6	45	19%
3.	49-55	10	52	31%
4.	56-62	7	59	22%
5.	63-69	3	66	9%
6.	70-76	2	73	6%
<i>I=7</i>		32		100%

From the above table, the students' score in class interval between 35-41 was 4 students (13%), class interval between 42-48 was 6 students (19%), class interval between 49-55 was 10 students (31%), class interval between 56-62 was 7 students (22%), class interval between 63-69 was 3 students (9%), and class interval between 70-76 was 2 student (6%). In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

Figure IV.1
The Histogram of Description Data of Students' Speaking Ability
in Control Class (Pre-test)



b. Score of Pre-Test in Experimental Class

In pre-test of experimental class, the researcher calculated the result which had been gotten by the students in Descriptive Text about Describing People (oral test). It could be seen on appendix 5. The score of pre-test experimental class could be seen in the following table:

Table IV.3
The Score of Pre-Test in Experiment Class

No.	Statistics	Number of Statistics
1.	Highest Score	75
2.	Lowest Score	35
3.	Mean	53.59
4.	Median	55.00
5.	Modus	55
6.	Range	40
7.	Interval	6

No.	Statistics	Number of Statistics
8.	Standard Deviation	10.336
9.	Variants	106.830
Total		1715

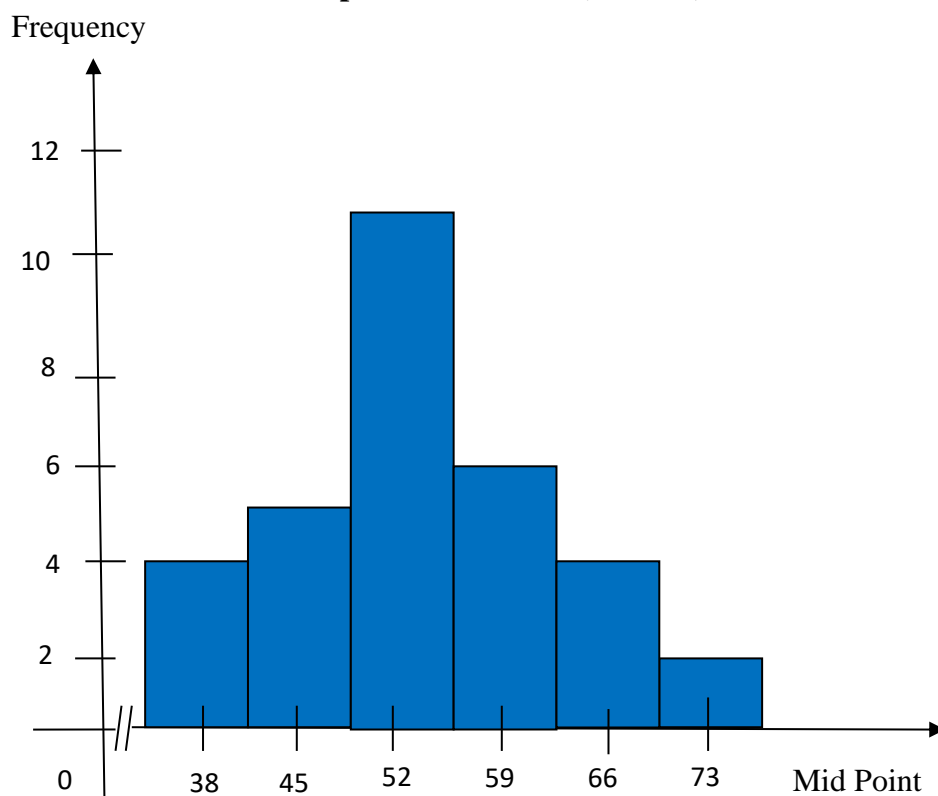
Based on the table above, the sum (total score) of the control class in pre-test was 1715, the mean was 53.59, the median was 55.00, the mode was 55, the range was 40, the minimum was 35, and the maximum was 75. Then, the computed of the frequency distribution of the students' score of experimental class loads in the table below.

Table IV.4
Frequency Distribution of Students' Score

No.	Interval	Frequency	Mid-Point	Percentage
1.	35-41	4	38	13%
2.	42-48	5	45	16%
3.	49-55	11	52	34%
4.	56-62	6	59	19%
5.	63-69	4	66	13%
6.	70-76	2	73	6%
<i>I=7</i>		32		100%

From the above table, the students' score in class interval between 35-41 was 4 students (13%), class interval between 42-48 was 5 students (16%), class interval between 49-55 was 11 students (34%), class interval between 56-62 was 6 students (19%), class interval between 63-69 was 4 students (13%), and class interval between 70-76 was 2 students (6%). In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

Figure IV.2
The Histogram of Description Data of Students' Speaking Ability
In Experimental Class (Pre-test)



1. Data Description After Using Show and Tell (S&T) Method

a. Score of Post-Test in Control Class

In post-test of control class, the researcher counted the result that had been gotten by the students in Descriptive Text about Describing Thing (oral test) after the researcher did the treatment by using conventional method. It could be seen on appendix 6. The score of post-test control class could be seen in the following table

Table IV.5
The Score of Post-Test in Control Class

No.	Statistics	Number of Statistics
1.	Highest Score	80
2.	Lowest Score	45
3.	Mean	60.47
4.	Median	60.00
5.	Modus	60
6.	Range	35
7.	Interval	6
8.	Standard Deviation	7.968
9.	Variants	63.483
Total		1935

Based on the table above, the sum (total score) of the control class in post-test was 1935, the mean was 60.47, the median was 60.00, the mode was 60, the range was 35, the minimum was 45, and the maximum was 80. Then, the computed of the frequency distribution of the students' score of control class loads in the table below.

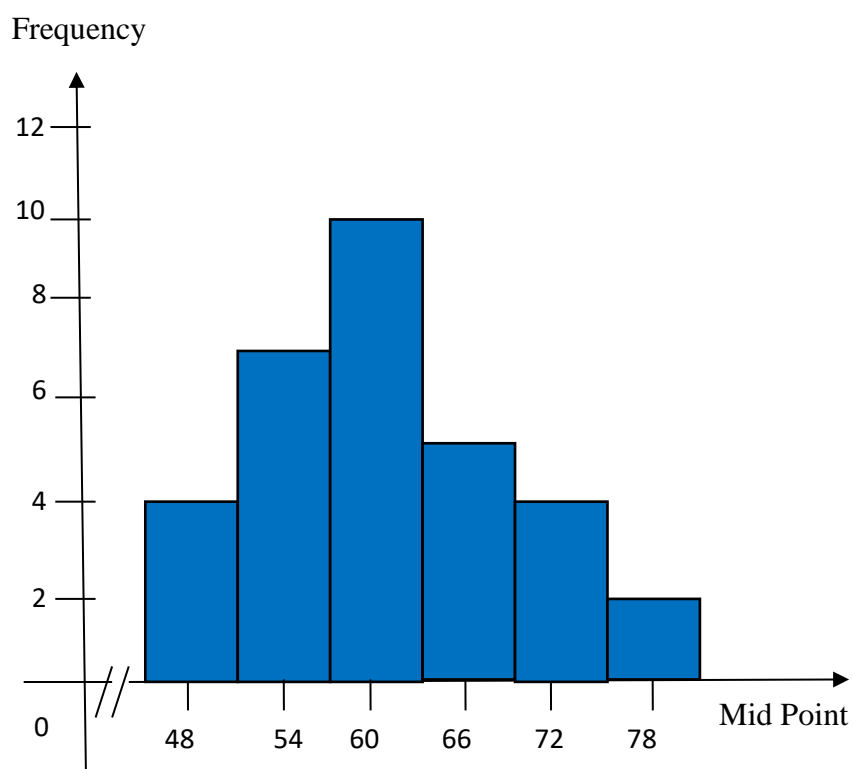
Table IV.6
Frequency Distribution of Students' Score

No.	Interval Class	Frequency	Mid-Point	Percentage
1.	45-50	4	48	13%
2.	51-56	7	54	22%
3.	57-62	10	60	31%
4.	63-68	5	66	16%
5.	69-74	4	72	13%
6.	75-80	2	78	6%
<i>I=6</i>		32		100%

From the above table, the students' score in class interval between 45-50 was 4 students (13%), class interval between 51-56 was 7 students (22%), class interval between 57-62 was 10 students (31%), class interval between 63-68 was 5 students (16%), class interval between 69-74 was

4 students (13%) and class interval between 75-80 was 2 students (6%). In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

Figure IV. 3
The Histogram of Description Data of Students' Speaking Ability in Control Class (Post-test)



b. Score of Post-Test in Experimental Class

In post-test of experiment class, the researcher counted the result that had been gotten by the students in Descriptive Text about Describing Thing (oral test) after the researcher taught the profession by using show and tell method. It could be seen on Appendix 6. The score of post-test for experiment class can be seen in the following table:

Table IV.7
The Score of Post-Test in Experiment Class

No.	Statistics	Number of Statistics
1.	Highest Score	85
2.	Lowest Score	50
3.	Mean	68.28
4.	Median	70.00
5.	Modus	70
6.	Range	35
7.	Interval	6
8.	Standard Deviation	8.763
9.	Variants	76.789
Total		2185

Based on the table above, the sum (total score) of the experimental class in post-test was 2185, the mean was 68.28, the median was 70.00, the mode was 70, the range was 40, the minimum was 50, and the maximum was 85. Then, the computed of the frequency distribution of the students' score of experimental class loads in the table below.

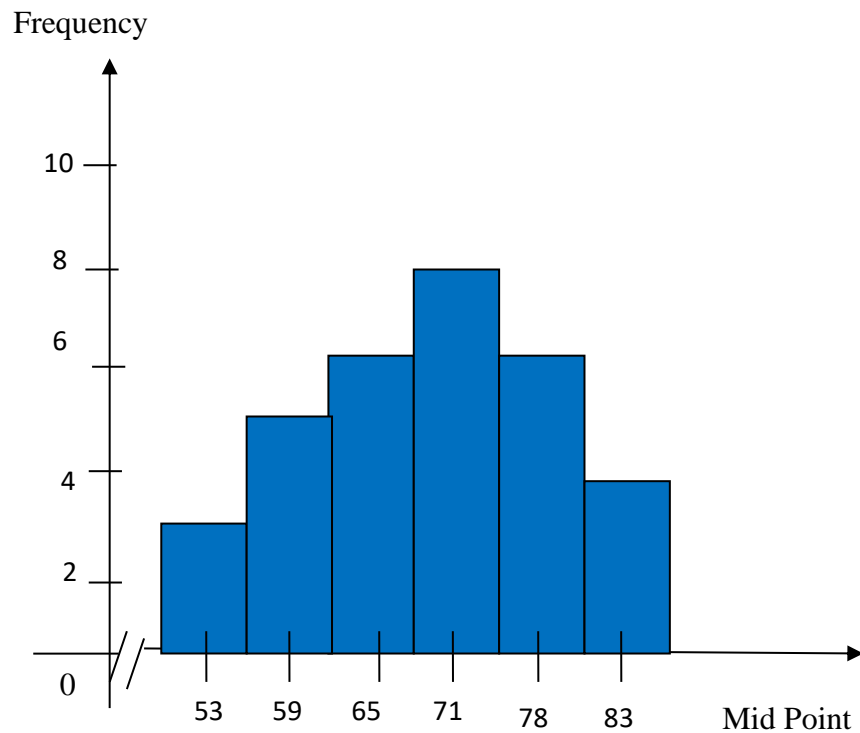
Table IV.8
Frequency Distribution of Students' Score

No.	Interval	Frequency	Mid-Point	Percentage
1.	50-55	3	53	9%
2.	56-61	5	59	16%
3.	62-67	6	65	19%
4.	68-73	8	71	25%
5.	74-79	6	77	19%
6.	80-85	4	83	13%
<i>I=6</i>		32		100%

From the above table, the students' score in class interval between 50-55 was 3 student (9%), class interval between 56-61 was 6 students (16%), class interval between 62-67 was 6 students (19%), class interval between 68-73 was 8 students (25%), class interval between 74-79 was 6 students (19%), and interval between 80-85 was 4 students (13%). In order

to get description of the data clearly and completely, the researcher presents in histogram on the following figure:

Figure IV. 4
The Histogram of Description Data of Students' Speaking Ability
In Experimental Class (Post-test)



B. Data Analysis

1. Requirement Test

Requirement test is the test to find out mean score of the data and also to prove whether the data is normality and homogenous or not.

a. Pre- Test

1) Normality Test

Data normality of the two groups was calculated using SPSS v.26 using *Shapiro-Wilk* test because the number of samples in the

study was less than 100 students the significance level of test was 5% or 0.05. The hypothesis that test in normality test as follows:

H₀: The students are not distributed normally. H₀ is accepted when the shapiro-wilk < 0.05.

H_a: The students are distributed normally. H_a is accepted when the shapiro-wilk > 0.05.

Based on the analysis of normality of the pre-test data with *Shapiro-Wilk* test using SPSS v.26 (Appendix 7) it was obtained that the control class was 0.479 and the experimental class was 0.141. In other words, $0.479 > 0.05$ in control class and $0.141 > 0.05$ in experimental class.

Table IV.9
Normality Test in pre-test

	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
pre-test	Control	.128	32	.195	.969	32	.479
		.142	32	.102	.950	32	.141

a. Lilliefors Significance Correction

The calculation it was found that Shapiro-Wilk > 0.05. So it can be concluded that pre-test data in experimental class and control class were normally distributed.

2). Homogeneity Test

The homogeneity of variance test aims to determine whether the initial value (pre-test) of the sample has a homogeneous variance.

$$H_0: \sigma^2_1 = \sigma^2_2 \text{ (Homogeneous variance)}$$

$$H_a: \sigma^2_1 \neq \sigma^2_2 \text{ (Heterogeneous Variance)}$$

Based on the results of analysis of homogeneity of variance analysis of the initial value data (post-test) using SPSS v.26 calculation (Appendix 7), obtained a significance value (sig) was 0.843. Based on criteria for testing data homogeneity using SPSS v.26 obtained a value significance (sig) based on $\text{mean} > 0.05$, or $0.843 > 0.05$ it means the pre-test value of the sample has a homogeneous variance.

Table IV.10
Homogeneity Test in Pre-Test

		Levene Statistic	df1	df2	Sig.
pre- test	Based on Mean	.040	1	62	.843
	Based on Median	.010	1	62	.919
	Based on Median and with adjusted df	.010	1	61.325	.919
	Based on trimmed mean	.040	1	62	.842

b. Post- Test

1) Normality Test

Data normality of the two groups was calculated using SPSS v. 26 using *Shapiro-Wilk* test because the number of sample in the study were

less than 100 students, the significance level of test was 5% or 0.05. The hypothesis that was tested in normality test as follows:

H₀: The students are not distributed normally. H₀ is accepted when the shapiro-wilk > 0.05.

H_a: The students are distributed normally. H_a is accepted when the shapiro-wilk > 0.05.

Based on the analysis of normality of the post-test data with Shapiro Wilk test using SPSS v.26 (Appendix 8) it was obtained that the control class was 0.226 and the experimental class was 0.299. In other words 0.226 > 0.05 for control class and 0.299 > 0.05 in experimental class.

Table IV.11
Normality Test in Post-Test

	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
post -test	Control	.180	32	.010	.957	32	.226
	Experimental	.140	32	.111	.961	32	.299

a. Lilliefors Significance Correction

Based on the test criteria obtained a significant value (sig) Shapiro-wilk > 0.05 so it can be concluded that post-test in experimental class and control class were normally distributed.

2) Homogeneity Test

The homogeneity of variance test aims to determine whether the initial value (post-test) of the sample has a homogeneous variance.

$$H_0: \sigma^2_1 = \sigma^2_2 \text{ (Homogeneous variance)}$$

$$H_a: \sigma^2_1 \neq \sigma^2_2 \text{ (Heterogeneous Variance)}$$

Based on the results of analysis of homogeneity of variance analysis of the initial value data (post-test) using SPSS v.26 calculation (Appendix 8), obtained a significance value (sig) was 0.443. Based on criteria for testing data homogeneity using SPSS v.26 obtained a value significance (sig) based on mean > 0.05 , or $0.443 > 0.05$. It means the post-test value of the sample has a homogeneous variance.

Table IV.12
Homogeneity Test in Post-Test

		Levene Statistic	df1	df2	Sig.
post-test	Based on Mean	.595	1	62	.443
	Based on Median	.450	1	62	.505
	Based on Median and with adjusted df	.450	1	61.743	.505
	Based on trimmed mean	.621	1	62	.434

C. Hypothesis Test

From the results of the data analysis requirements test, it can be seen that the two classes after treatment are normal and have homogeneous variance, so to test the hypothesis using Independent Sample T-test using SPSS v.26. The hypothesis that has been tested as follows:

If $H_a : \mu_1 \neq \mu_2$ means there is significant effect of using show and tell (S&T) method on students' speaking ability at the VIII grade of MTsN 1 Padangsidempuan.

Based on the calculation in Post-Test by using Independent Sample T-test, it was found that $t_{count} > t_{table}$ or $3.731 > 1.99897$. (The calculations in Appendix 9). Based on the test criteria, H_a is accepted. It means that the students' speaking ability in experimental class using Show and Tell method increased. So that is why $H_a : \mu_1 \neq \mu_2$, it can be concluded that "Show and Tell (S&T) Method" significantly affects on speaking ability at the VIII grade students of MTsN 1 Padangsidempuan. The result of T-test is as below:

Table IV.13
The result of T-test

Result	
T_{count}	T_{table}
3.731	1.99897

In addition, it was gotten the mean score of control class in pre-test was 53.28 and in post-test was 60.47. Then the mean score of Experimental class in pre-test was 53.59 and post-test was 68.28. The gain score was 7.5 it can be seen below:

Table IV.14
Gain score Experimental Class and Control Class

Class	Pre-Test	Post-Test	Enhancement	Gain Score
Control	53.28	60.47	7.19	7.5
Experimental	53.59	68.28	14.69	

Table IV.15
T-Test of Both Averages in Post-Test
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
post-test	Equal variances assumed	.595	.443	3.731	62	.000	7.812	2.094	11.998	3.627
	Equal variances not assumed			3.731	61.447	.000	7.812	2.094	11.998	3.627

D. Discussion

The researcher discussed the result of this research based on the result of the calculation of the data analysis and hypothesis test that using T-test formula. Based on the data analysis, the researcher got the mean score for control class in pre-test was 53.28 and post-test was 60.47. The improving was 7.19. Then, the mean score for experimental class in pre-test was 53.59 and post-test was 68.28. The improving was 14.64. So, based on its comparing can be concluded that the improvement of experimental class was higher than control class.

It can be seen also from the hypothesis test using T-test formula. Researcher proved from Baratta's theory which using Show and Tell (S&T) Method for teaching Speaking was a good Method to increase students' speaking ability.¹ It was proved by hypothesis that showed $t_{count} = 3.731$, significance value (sig) $\alpha = 0,05$ and $dk = n_1 + n_2 - 2$ or $(32 + 32 - 2 = 62)$ with $t_{table} = 1.99897$, it means $t_{count} > t_{table}$. It was also sharpen by looking at sig. (2-tailed) < 0.05 or $.000 < 0.05$. So, it can be concluded that show and Tell (S&T) is significantly affects on speaking ability at the VIII grade students of MTsN 1 Padangsidempuan.

The researcher provided the similar cases with this research. The first research was conducted by Siagian. It was found that t observed was higher than t_{table} or $7.3 > 2.00$. The percentage of the effect of applying Show and Tell Method on Students' Speaking ability was 70 % and 30 % was influenced by another factor.² It could be concluded than H_0 was rejected. Its means that H_a was accepted or there is significant effect of Show and Tell Method by smart cube on students speaking achievement.

The second researcher was conducted by Endarweni. The result of this study shows that the implementation of the Show and Tell technique was effective to improve the student's speaking ability.³ It could be seen from the students' interest, motivation, and active participation in joining the speaking learning process. It could be conclude that Implementing Show and Tell technique could

¹ Baratta, *World Englishes in English Language Teaching*.

² Siagian, "The Effect of Show and Tell Method Assisted by Smart Cube in Learning Speaking."

³ Endarweni, "Implementing the Show and Tell Technique To Improve."

improve the speaking ability in English teaching and learning process for grade VIII students of SMP PembaharuanPurworejo.

The third conducted by Bangun, this research employed a qualitative study using a Classroom Action Research that was done during 3 cycles. The results of the research suggested that the students show a tremendous improvement during the process of teaching learning when Show and Tell Method was applied.⁴ The students' participation and vocabulary mastery were increased; they were more active, enthusiastic, and confident in speaking.

The fourth conducted by Apriyanto and Sakur, The results of this research can be seen from first cycle of the average student score of 68.30 with a passing percentage of 75% with the criteria being immensely increased with an average of 84.13 with a percentage of 81% with a high predicate.⁵

The fifth conducted by Nurvitasari, It was proved by the t-test value 14.12 is greater than the t-table value 2.042.⁶ It can be concluded that using Show & Tell (S&T) Method is effective toward the students' vocabulary at the Second Grade Student of Junior High School (SMP) Negeri 4 Galesong Selatan KabupatenTakalar.

Based on five researches above, this research has similarity with all of the research before. Researcher tries to use show and tell method in teaching

⁴ Bangun, "Improving Students' Speaking Skill By Using Show And Tell Method: A Classroom Action Research."

⁵ Apriyanto and Syakur, "Show and Tell Method and Its Application in Improving Speaking Skills."

⁶ Nurvitasari, "The Use of Show and Tell (S&T) In Teaching Vocabulary At Second Year Students of Junior High School (SMP) Negeri 4 Galesong Selatan Kabupaten Takalar."

speaking ability at VIII Grade students of MTsN 1 Padangsidempuan. Hopefully this learning method can apply for teaching Speaking.

E. Threats of the Research

In conducting of this research, the researcher realized that there were many threats in this research, it started from the title until the technique of analyzing the data, and from arranging proposal until finishing thesis, so the researcher knew that it was far from the excellent thesis. The researcher found the threats of this research as follow:

1. Show and tell method has not used in learning speaking in the classroom before. It takes longer time to explain the steps many times.
2. There were some students that were noisy while teaching and learning process. So, it can disturb the others students' concentration.
3. The Students were lack of experience in processing data or lack of the knowledge about it.

CHAPTER V

CLOSING

A. Conclusions

Based on quantitative research result with experimental method, the researcher took some points as below:

1. Before using Show and Tell (S&T) Method, students' speaking ability was enough. The mean score of pre-test in experimental class was 53.59.
2. After using Show and tell (S&T) Method, the mean score of experimental class was higher than before using show and tell. The students' speaking ability is good. The mean score of post-test in experimental class was 68.28.
3. The researcher found the result of the research shows that there is significant effect of show and tell method on students' speaking ability at the VIII grade students of MTsN 1 Padangsidimpuan. Based on the result of performing T-test which shows that t_{count} was higher than t_{table} , where ($t_{count} = 3.731 > t_{table} = 1.99897$) and also it can be seen from the sig. (2-tailed) < 0.05 or $.000 < 0.05$. It means that H_a was accepted and H_0 was rejected. So, there is a significant effect of Show and Tell Method on speaking ability at the VIII Grade students of MTsN 1 Padangsidimpuan.

B. Implications

Implications are made based on the research findings. The research discovered a statistically significant difference between students who are taught utilized by using show and tell method and those who are not when it comes to

their speaking ability. Additionally, this research implies that the use of show and tell method on teaching speaking.

Considering the conclusions reached above, it is implied that the employment of the show and tell method is capable of assisting in the improvement of students' speaking ability, as seen by the progression of the students' speaking scores after using the treatment in teaching speaking with show and tell method. It can help the students more confidence and enthusiastic in the process teaching and learning speaking. So, it is intended that teachers will be recommended to use show and tell method for teaching speaking.

In conclusion, teaching speaking by using show and tell method can help students get higher levels of achievement with their speaking ability. As a result, the show and tell method was effective and useful tool to create an interesting in learning speaking process, even though this method is simple but necessary for improving the learning process standard of competence.

C. Suggestions

After finishing the research there are many information about the English teaching and learning process in this research. As a result, it presents several points that want to be proved. The several suggestions, as follows:

1. It is as the information for the headmaster to motivate the English teacher to deliver lessons as effectively as possible. Speaking is taught using the show and tell (S&T) method because this method can improve a student's speaking ability.

2. It is also as the information to the English teacher to use show and tell (S&T) as a reference in teaching speaking to make learning process more active so that students can express their thought or idea confidently.
3. This research suggests to another researchers to use this method in solving another problem and find another factors that faced by students in learning English.

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Appendix 1

Control Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MTsN 1 Padangsidempuan

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII/ II

Materi Pokok : Descriptive Text

Alokasi Waktu : 2 X 45Menit

A. Standar Kompetensi

- KI.1 Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI.2 Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI.3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya 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.
- KI.4 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya. 1.7 Teks Deskriptif.	4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda. 4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran menggunakan model Problem Based Learning selama dan setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat menyusun teks descriptive lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

D. Materi Pembelajaran

1. Descriptive Teks

Teks interaksi transaksional tentang tingkah laku/tindakan/fungsi orang, binatang, benda.

2. Fungsi Sosial

Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik.

3. Struktur Teks

Dapat mencakup:

- a. Identifikasi (nama keseluruhan dan bagian)
 - b. Sifat yang menjadi pencirinya.
 - c. Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciriorang, binatang, atau benda yang dibicarakan
4. Unsur Kebahasaan:
- a. Kalimat deklaratif (positif dan negatif), dan interrogative (Yes/No question; Wh-question), dalam simple present tense.
 - b. Penggunaan kata sifat dan adverb.
 - c. Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.

E. Metode Pembelajaran

Conventional Method

F. Media/Alat, Bahan dan Sumber

1. Media/Alat : Papan tulis, spidol,
2. Bahan : Kertas dan text book.
3. Sumber : English Text Book

G.Langkah Pembelajaran

1. Kegiatan Pendahuluan

Guru	Siswa	Waktu
1. Guru memasuki kelas dengan mengucapkan salam.	1. Membalas salam guru.	5 Menit
2. Guru mengajak siswa membaca doa sebelum memulai pembelajaran.	2. Berdoa bersama dengan guru.	
3. Memeriksa kehadiran siswa.	3. Menyatakan kehadirannya dan melihat teman yang tidak hadir.	
4. Menanyakan kesiapan siswa untuk belajar.	4. Menyatakan kesiapannya untuk belajar.	
5. Menyampaikan cakupan materi dan uraian kegiatan dan menjelaskan tujuan pembelajaran yang akan dicapai.	5. Siswa mendengarkan serta memahami	

2. Kegiatan Inti (30 menit)

Guru	Procedure	Siswa
1. Guru meminta siswa untuk membuka materi di dalam buku tentang descriptive text.	1. Pertama, guru menjelaskan materi yang akan dipelajari.	1. Siswa melakukan apa yang diperintahkan oleh guru dan menyimak serta aktif dalam pembelajaran.
2. Guru menjelaskan materi descriptive text beserta susunan dan unsur kebahasaannya.	1. Guru meminta siswa memerhatikan materi yang terpapar pada buku.	2. Mendengarkan penjelasan guru
3. Memberikan contoh descriptive text	1. Guru menuntun siswa memerhatikan contoh descriptif teks pada teks buku secara seksama. 2. Selanjutnya guru menuntun siswa agar sama-sama membaca teks descriptif yang ada pada buku.	3. Menyimak dan mengikuti arahan guru.
4. Memberikan tugas kepada siswa untuk menulis descriptive text sederhana tentang benda favorite siswa dan menceritakannya di depan kelas.		4. Membuat descriptive text sederhana tentang benda favorite siswa. dan menceritakannya di depan kelas.

3. Kegiatan Penutup

Guru	Siswa	Waktu
1. Guru menanyakan kepada siswa apa saja yang sudah mereka pelajari.	1. Siswa menjawab pertanyaan guru dan siswa menanyakan kembali kepada guru terkait materi yang belum dipahami.	10 Menit
2. Guru mengajak siswa untuk menyimpulkan pembelajaran bersamasama	2. Siswa menyimpulkan pembelajaran secara singkat, jelas, dan padat	
3. Guru dan siswa menutup pembelajaran dengan doa	3. Guru dan siswa menutup pembelajaran dengan doa.	
4. Guru Memberi salam	4. Siswa menjawab salam guru bersama-sama.	

H. Penilaian

Aspects	Score	Description
Pronunciation	1.	Pronunciation problems so severe as to make speech virtually impossible.
	2.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/her-self understood.
	3.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding
	4.	Always intelligible, though one is conscious of a definite accent and occasional inappropriate patterns.
	5.	Pronunciation and intonation approximate s that of a native speaker.
Grammar	1.	Errors in grammar and word order so severe as to make speech virtually unintelligible
	2.	Grammar and word order errors make comprehending difficult. Must often

Aspects	Score	Description
		rephrase and/or restrict him/her-self to basic patterns.
	3.	Makes frequent errors of grammar and word order, which occasionally obscure meaning
	4.	Occasionally makes grammatical and/or word order errors which do not obscure meaning.
	5.	Grammatical usage and word order approximate s that of a native speaker
Vocabulary	1.	Vocabulary limitations so extreme as to make conversation virtually impossible.
	2.	Misuse of words and very limited vocabulary make comprehension quite difficult
	3.	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	4.	Occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
	5.	Use of vocabulary and idioms approximates that of a native speaker.
Fluency	1.	Speech so halting and fragmentary as to make conversation virtually impossible.
	2.	Usually hesitant; often forced into silence by language limitations.
	3.	Speech in everyday conversation and classroom discussion is frequently disrupted by the student's search for the correct manner of expression.
	4.	Speech in conversation and classroom discussions is generally fluent, with occasional lapses while the student searches for the correct manner of expression.
	5.	Speech in everyday conversation and classroom discussions is approximating that of a native speaker.
Comprehension	1.	Cannot be said to understand even simple conversation.
	2.	Has great difficulty Following what is said. Can comprehend only "social

Aspects	Score	Description
		conversation” spoken slowly and with frequent repetitions.
	3.	Understands most of what is said at slower-than normal speed with repetitions.
	4.	Understands nearly everything at normal speech, although occasional repetition may be necessary.
	5.	Understand everyday conversation and normal classroom discussions without difficulty.

Mengetahui,

English Teacher

Yusniati, S. Pd.
Nip.19701203 200604 2 011

Padangsidempuan, 03 Februari 2024

Peneliti

Suri Wahyuni Harahap
Nim 182030003

Appendix 2

Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MTsN 1Padangsidempuan

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII/ II

Materi Pokok : Descriptive Text

Alokasi Waktu : 2 X 45 Menit

A. Standar Kompetensi

KI.1 Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI.2 Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI.3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya 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.

KI.4 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya. 4.7 Teks Deskriptif.	4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda. 4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran menggunakan model Problem Based Learning selama dan setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat menyusun teks descriptive lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

D. Materi Pembelajaran

1. Descriptive Teks

Teks interaksi transaksional tentang tingkah laku/tindakan/fungsi orang, binatang, benda.

2. Fungsi Sosial

Mendeskrripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik.

3. Struktur Teks

Dapat mencakup:

- a. Identifikasi (nama keseluruhan dan bagian)
- b. Sifat yang menjadi pencirinya.

c. Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciriorang, binatang, atau benda yang dibicarakan

4. Unsur Kebahasaan:

a. Kalimat deklaratif (positif dan negatif), dan interrogative (Yes/No question; Wh-question), dalam simple present tense.

b. Penggunaan kata sifat dan adverb.

c. Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.

E. Metode Pembelajaran

Show and Tell (S&T) Method

F. Media/Alat, Bahan dan Sumber

1. Media/Alat : Papan tulis, spidol,

2. Bahan : Benda favorite siswa dan text book.

3. Sumber : English Text Book

G. Langkah-Langkah Kegiatan Pembelajaran

1. Kegiatan Pendahuluan

Guru	Siswa	Waktu
1. Guru memasuki kelas dengan mengucapkan salam.	1. Membalas salam guru.	5 Menit
2. Guru mengajak siswa membaca doa sebelum memulai pembelajaran.	2. Berdoa bersama dengan guru.	
3. Memeriksa kehadiran siswa.	3. Menyatakan kehadirannya dan melihat teman yang tidak hadir.	
4. Menanyakan kesiapan siswa untuk belajar.	4. Menyatakan kesiapannya untuk belajar	
5. Menyampaikan cakupan materi dan uraian kegiatan dan menjelaskan tujuan pembelajaran yang akan dicapai.	5. Siswa mendengarkan serta memahami	

2. Kegiatan Inti (30 menit)

Guru	Procedure	Siswa
1. Menanyakan pengetahuan siswa terhadap descriptive text dan kemudian menjelaskan materi terkait “Descriptive Text”		1. Menjawab pertanyaan guru dan menyimak dengan seksama materi yang disampaikan guru.
2. Memberikan contoh tentang descriptive text.	1. Guru meminta siswa memperhatikan contoh descriptive text yang telah disajikan pada text book.	2. Memperhatikan contoh yang diberikan guru.
3. Memberikan contoh descriptive text menggunakan “Show and Tell (S&T) method” .	1. Guru mengeluarkan benda yang dibawa oleh guru untuk di deskripsikan di depan kelas.	3. Memperhatikan dan melakukan apa yang diperintahkan oleh guru dan serta aktif dalam pembelajaran.
4. Memerintahkan siswa untuk memberikan contoh lain dengan menggunakan benda yang siswa yang ada disekitar class melalui kegiatan (show and tell) seperti yang dilakukan oleh guru di depan kelas	1. Guru meminta salah seorang siswa yang bersedia memberikan contoh lain dari descriptif teks melalui kegiatan (show and tell) dengan memilih salah satu benda yang ada di dalam kelas. 2. Siswa lainnyamemperhatikan teman yang maju didepan kelas.	4. Salah seorang siswa melakukan seperti arahan guru di depan kelas dan siswa lainnya menyimak.
5. Menanyakan kesiapan siswa untuk melakukan perform dengan benda masing-masing di depan kelas dengan cara unjuk dan ceritakan (show and tell).		5. Menyiapkan diri

6. Memberikan kesempatan kepada siswa untuk tampil di depan kelas secara bergiliran.	1. Guru membimbing siswa dalam kegiatan yang dilakukan. 2. Guru melakukan Penilaian.	6. Menampilkan benda yang dibawa di depan kelas secara bergiliran sesuai.
7. Meminta siswa lain untuk menyimak temannya yang tampil di depan kelas.	1. Guru memberikan kesempatan kepada siswa lainnya yang ingin bertanya kepada teman yang tampil terkait object atau benda yang ditampilkan. 2. Guru menuntun dan membatasi pertanyaan yang disampaikan oleh siswa lain yang menyimak temannya yang tampil di depan kelas.	7. Memperhatikan dan mengajukan pertanyaan kepada teman yang tampil di depan kelas.

3. Kegiatan Penutup

Guru	Siswa	Waktu
1. Guru mengulang penjelasan materi "Descriptive Text" 2. Selanjutnya, guru mengapresiasi siswa atas partisipasi dan mengevaluasi siswa selama proses pembelajaran yang telah berlangsung.	1. Membuat resume tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang dilakukan.	10 Menit
3. Guru mengakhiri pembelajaran dengan salam.	3. Siswa menjawab salam bersama	

H. Penilaian

Aspect	Score	Description
Pronunciation	1.	Pronunciation problems so severe as to make speech virtually impossible.
	2.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/her-self understood.
	3.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding
	4.	Always intelligible, though one is conscious of a definite accent and occasional inappropriate patterns.
	5.	Pronunciation and intonation approximate s that of a native speaker.
Grammar	1.	Errors in grammar and word order so severe as to make speech virtually unintelligible
	2.	Grammar and word order errors make comprehending difficult. Must often rephrase and/or restrict him/her-self to basic patterns.
	3.	Makes frequent errors of grammar and word order, which occasionally obscure meaning
	4.	Occasionally makes grammatical and/or word order errors which do not obscure meaning.
	5.	Grammatical usage and word order approximate s that of a native speaker
Vocabulary	1.	Vocabulary limitations so extreme as to make conversation virtually impossible.
	2.	Misuse of words and very limited vocabulary make comprehension quite difficult
	3.	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	4.	Occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
	5.	Use of vocabulary and idioms approximates that of a native speaker.
Fluency	1.	Speech so halting and fragmentary as to make conversation virtually impossible.
	2.	Usually hesitant; often forced into silence by language limitations.

Aspect	Score	Description
	3.	Speech in everyday conversation and classroom discussion is frequently disrupted by the student's search for the correct manner of expression.
	4.	Speech in conversation and classroom discussions is generally fluent, with occasional lapses while the student searches for the correct manner of expression.
	5.	Speech in everyday conversation and classroom discussions is approximating that of a native speaker.
Comprehension	1.	Cannot be said to understand even simple conversation.
	2.	Has great difficulty Following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
	3.	Understands most of what is said at slower-than normal speed with repetitions.
	4.	Understands nearly everything at normal speech, although occasional repetition may be necessary.
	5.	Understand everyday conversation and normal classroom discussions without difficulty.

Mengetahui,

Padangsidempuan, 03 Februari 2024

English Teacher

Peneliti

Yusniati, S. Pd.
Nip.19701203 200604 2 011

Suri Wahyuni Harahap
Nim 18 203 00037

Appendix 3

Pre-Test

Topic : Descriptive Text (Describing People)

Kind of Test : Oral Test

Instruction:

1. The Students are asked to describe their table mate orally.
2. Each student is given a chanceto describe their table mate in 2 minutes.

Validator

Yusniati, S. Pd.
Nip.19701203 200604 2 011

Appendix 4

Post-Test

Topic : Descriptive text (Describing Favorite Thing)

Kind of Test : Oral Test

Instructions:

1. The students are asked to bring their favorite thing from home.
2. Then, the students will describe their favorite thing orally in front of the class.
3. Each student is given 2 minutes to describe their favorite thing.

Validator

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Appendix 5

Score of Control Class and Experimental Class in Pre-Test

A. Score Pre-Test in Control Class

No.	Initial of the Students	P	G	V	F	C	Score	5X Total Score
1.	GHRD	2	2	2	2	1	9	45
2.	ISS	2	2	2	1	1	8	40
3.	FSPH	2	2	2	2	1	9	45
4.	AS	2	2	2	1	2	9	45
5.	DLN	2	2	2	2	2	10	50
6.	YAH	3	2	2	2	2	12	60
7.	NAS	2	2	2	2	2	10	50
8.	IUS	2	2	2	2	2	10	50
9.	ZT	3	2	3	2	2	12	60
10.	NDF	3	3	3	2	2	13	65
11.	NAS	3	2	3	2	2	12	60
12.	LHT	3	3	3	2	2	13	65
13.	RAN	2	2	2	1	1	8	40
14.	AAL	2	1	2	1	1	7	35
15.	FAF	3	2	3	2	2	12	60
16.	HS	2	2	2	1	2	9	45
17.	AWH	3	2	2	2	2	11	55
18.	RAZ	1	2	2	1	1	7	35
19.	IAN	3	3	3	2	2	13	65
20.	SSTA	3	3	3	3	3	15	75
21.	CS	2	2	2	2	1	9	45
22.	RA	2	2	2	1	2	9	45
23.	AS	2	2	2	2	2	10	50
24.	AQM	3	2	2	2	2	11	55
25.	IP	3	3	3	3	2	14	70
26.	AR	3	2	2	2	2	11	55
27.	NAS	3	2	2	2	2	11	55
28.	HJ	3	2	3	2	2	12	60
29.	AI	2	2	2	2	2	10	50
30.	AH	3	3	3	1	1	11	55
31.	DAR	3	2	3	2	2	12	60
32.	NHP	3	2	3	2	2	12	60

B. Pre-Test in Experimental Class

No.	Initial of the Students	P	G	V	F	C	Score	5X Total Score
1.	BSS	3	2	2	2	2	11	55
2.	ZA	2	2	2	1	2	9	45
3.	AA	3	2	3	2	2	12	60
4.	AN	3	2	3	2	2	12	60
5.	AN	3	3	2	2	2	12	60
6.	NS	2	2	1	1	1	7	35
7.	NP	3	2	3	3	2	13	65
8.	AR	2	2	2	2	2	10	50
9.	MMK	2	2	2	2	2	10	50
10.	RS	2	2	2	2	2	10	50
11.	PKT	3	2	3	3	2	12	65
12.	RZ	3	3	3	2	2	12	65
13.	SD	2	2	2	1	2	9	45
14.	ISH	2	2	2	2	1	9	45
15.	AS	2	2	2	2	1	9	45
16.	FES	2	2	1	1	1	7	35
17.	PTP	2	2	1	1	1	7	35
18.	APR	2	2	3	2	2	11	55
19.	SPA	3	2	2	2	2	11	55
20.	IQM	3	3	2	2	1	11	55
21.	JNZ	3	2	2	2	2	11	55
22.	CZUS	3	3	2	2	2	11	55
23.	NY	3	2	3	3	2	12	60
24.	NAN	2	2	2	2	2	10	50
25.	PMA	3	3	3	2	2	14	70
26.	IRP	3	3	3	3	3	15	75
27.	NAH	3	2	3	2	2	12	60
28.	TAN	3	2	3	2	2	12	60
29.	ZA	3	2	2	2	2	11	55
30.	TFN	3	2	3	2	2	13	65
31.	AT	2	1	2	1	1	7	35
32.	IHN	2	2	2	1	2	9	45

Appendix 6

Score of Control Class and Experimental Class in Post-Test

A. Score Post-Test in Control Class

No.	Initial of the Students	P	G	V	F	C	Score	5X Total Score
1.	GHRD	2	2	3	2	2	11	55
2.	ISS	2	2	3	2	2	11	55
3.	FSPH	3	2	2	2	2	11	55
4.	AS	2	2	3	2	2	11	55
5.	DLN	2	2	3	2	2	11	55
6.	YAH	2	2	3	2	2	11	55
7.	NAS	3	2	3	2	2	12	60
8.	IUS	3	2	3	2	2	12	60
9.	ZT	3	3	3	2	3	14	70
10.	NDF	3	2	3	2	2	12	60
11.	NAS	3	2	3	2	2	12	60
12.	LHT	3	2	3	2	2	12	60
13.	RAN	2	2	2	2	2	10	50
14.	AAL	2	2	2	1	2	9	45
15.	FAF	3	2	3	3	2	13	65
16.	HS	3	2	3	2	2	12	60
17.	AWH	3	2	3	2	2	12	60
18.	RAZ	2	2	2	1	2	9	45
19.	IAN	3	3	3	3	2	14	70
20.	SSTA	3	3	4	3	3	16	80
21.	CS	2	2	2	2	2	10	50
22.	RA	2	2	3	2	2	11	55
23.	AS	3	2	3	2	2	12	60
24.	AQM	3	2	3	2	3	13	65
25.	IP	3	3	3	3	3	15	75
26.	AR	3	2	3	2	3	13	65
27.	NAS	3	3	3	2	2	13	65
28.	HJ	3	3	3	3	3	14	70
29.	AI	3	2	3	2	2	12	60
30.	AH	3	2	3	2	1	12	60
31.	DAR	3	3	3	3	3	14	70
32.	NHP	3	2	3	2	2	13	65

B. Score Post-Test Experimental Class

No.	Initial of the Students	P	G	V	F	C	Score	5X Total Score
1.	BSS	3	3	3	2	3	14	70
2.	ZA	3	2	3	2	2	12	60
3.	AA	3	2	3	2	2	12	65
4.	AN	3	3	3	2	2	13	65
5.	AN	3	3	3	3	3	15	75
6.	NS	3	2	3	2	2	12	60
7.	NP	3	3	3	3	2	14	75
8.	AR	3	3	3	2	2	13	65
9.	MMK	3	2	3	3	2	13	65
10.	RS	3	3	3	3	3	16	70
11.	PKT	3	3	3	3	3	15	75
12.	RZ	3	3	3	3	2	14	70
13.	SD	3	3	3	2	2	13	65
14.	ISH	3	3	3	2	2	12	60
15.	AS	3	2	3	2	2	12	60
16.	FES	2	2	3	2	2	11	55
17.	PTP	2	2	3	3	2	12	60
18.	APR	3	3	3	3	2	14	70
19.	SPA	3	3	3	2	3	14	70
20.	IQM	3	3	3	3	2	14	70
21.	JNZ	3	3	3	3	2	14	70
22.	CZUS	4	3	3	3	3	16	80
23.	NY	4	3	3	3	3	16	80
24.	NAN	3	3	3	3	2	14	70
25.	PMA	3	4	4	3	3	17	85
26.	IRP	4	3	4	3	3	17	85
27.	NAH	3	3	3	3	3	15	75
28.	TAN	3	3	3	3	3	15	75
29.	ZA	3	2	3	2	3	13	65
30.	TFN	3	3	3	3	3	15	75
31.	AT	2	2	2	2	2	10	50
32.	IHN	2	2	2	2	2	10	50

Appendix7

Result of Normality and Homogeneity in Pre-Test

A. Control Class

1. The Score of Control Class in Pre-test From Low to High Score

35	35	40	40	45	45	45	45
45	45	50	50	50	50	50	55
55	55	55	55	60	60	60	60
60	60	60	65	65	65	70	75

2. Range (R) = High Score – Low Score

$$R = 75 - 35 = 40$$

3. Total of the Class (K) = 1 + 3.3 log (n)

$$K = 1 + 3.3 \text{ Log } (32)$$

$$= 1 + 3.3 (1.50)$$

$$= 1 + 4.95 = 5.95 = 6$$

4. Length of the Class (p) = $\frac{\text{Rane}}{\text{Total of the Class}}$

$$\frac{40}{6} = 6.66 = 7$$

No.	Interval Class	Frequency	Mid-Point	Percentage
1.	30-36	4	38	13%
2.	37-43	6	45	19%
3.	44-50	10	52	31%
4.	51-57	7	59	22%
5.	58-64	3	66	9%
6.	65-71	2	73	6%
I=7		32		100%

B. Experimental Class

1. The Score of Control Class in Pre-test From Low to High Score

35	35	35	35	45	45	45	45
45	50	50	50	50	55	55	55
55	55	55	55	60	60	60	60
60	60	65	65	65	65	70	75

2. Range (R) = High Score – Low Score

$$R = 75 - 35 = 40$$

3. Total of the Class (K) = 1 + 3.3 log (n)

$$K = 1 + (3.3 \text{ Log } (32))$$

$$= 1 + 3.3 (1.50)$$

$$= 1 + 4.95 = 5.95 = 6$$

4. Length of the Class (p) = $\frac{\text{Range}}{\text{Total of the Class}}$

$$\frac{40}{6} = 6.66 = 7$$

No.	Interval Class	Frequency	Mid-Point	Percentage
1.	35-41	4	38	13%
2.	42-48	5	45	16%
3.	49-55	11	52	34%
4.	56-62	6	59	19%
5.	63-69	4	66	13%
6.	70-76	2	73	6%
<i>I=7</i>		32		100%

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
pret-test	Control	32	53.28	9.805	1.733
	Experiment	32	53.59	10.336	1.827

Descriptives

	Group		Statistic	Std. Error	
pre-test	Control	Mean	53.28	1.733	
		95% Confidence Interval for Mean	Lower Bound	49.75	
			Upper Bound	56.82	
		5% Trimmed Mean	53.19		
		Median	55.00		
		Variance	96.144		
		Std. Deviation	9.805		
		Minimum	35		
		Maximum	75		
		Range	40		
	Interquartile Range	15			
	Experiment	Skewness		.051	.414
			Kurtosis	-.408	.809
		Mean		53.59	1.827
			95% Confidence Interval for Mean	Lower Bound	49.87
		Upper Bound		57.32	
		5% Trimmed Mean	53.54		
		Median	55.00		
		Variance	106.830		
		Std. Deviation	10.336		
Minimum		35			
Maximum	75				
Range	40				
Interquartile Range	15				
Skewness		-.228	.414		
	Kurtosis	-.342	.809		

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Group	Statistic	df	Sig.	Statistic	Df	Sig.
pre-test	Control	.128	32	.195	.969	32	.479
	Experiment	.148	32	.073	.952	32	.167

a. Lilliefors Significance Correction

Test of Homogeneity of Variance

		Levene	df1	df2	Sig.
		Statistic			
pre-test	Based on Mean	.012	1	62	.914
	Based on Median	.000	1	62	1.000
	Based on Median and with adjusted df	.000	1	61.035	1.000
	Based on trimmed mean	.013	1	62	.911

Appendix 8

Result of Normality and Homogeneity in Post-Test

A. Control Class

1. The Score of Control Class in Post-test From Low to High Score

45	45	50	50	55	55	55	55
55	55	55	55	60	60	60	60
60	60	60	60	65	65	65	65
65	70	70	70	70	70	75	80

2. Range (R) = High Score – Low Score

$$R = 80 - 45 = 35$$

3. Total of the Class (K) = $1 + 3.3 \log (n)$

$$K = 1 + (3.3 \text{ Log } (32))$$

$$= 1 + 3.3 (1.50)$$

$$= 1 + 4.95 = 5.95 = 6$$

4. Length of the Class (p) = $\frac{\text{Range}}{\text{Total of the Class}}$

$$\frac{35}{6} = 5.83 = 6$$

No.	Interval Class	Frequency	Mid-Point	Percentage
1.	45-50	4	48	13%
2.	51-56	7	54	22%
3.	57-62	10	60	31%
4.	63-68	5	66	16%
5.	69-74	4	72	13%
6.	75-80	2	78	6%
I=6		32		100%

B. Experimental Class

1. Score of Experiment Class in Post-test From Low Score to High Score

50	50	55	60	60	60	60	60
65	65	65	65	65	65	70	70
70	70	70	70	70	70	75	75
75	75	75	75	80	80	85	85

2. Range (R) = High Score – Low Score

$$R = 85 - 50 = 35$$

3. Total of the Class (K) = 1 + 3.3 log (n)

$$K = 1 + (3.3 \text{ Log } (32))$$

$$= 1 + 3.3 (1.50)$$

$$= 1 + 4.95 = 5.95 = 6$$

4. Length of the Class (p) = $\frac{\text{Range}}{\text{Total of the Class}}$

$$\frac{35}{6} = 5.83 = 6$$

No.	Interval Class	Frequency	Mid-Point	Percentage
1.	50-55	3	53	9%
2.	56-61	5	59	16%
3.	62-67	6	65	19%
4.	68-73	8	71	25%
5.	74-79	6	77	19%
6.	80-85	4	83	13%
I=6		32		100%

Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
post-test	control	32	60.47	7.968	1.408
	experiment	32	68.28	8.763	1.549

Group Statistics

Descriptives

	Group			Statistic	Std. Error	
post-test	Control	Mean		60.47	1.408	
		95% Confidence Interval for Mean	Lower Bound	57.60		
			Upper Bound	63.34		
		5% Trimmed Mean		60.35		
		Median		60.00		
		Variance		63.483		
		Std. Deviation		7.968		
		Minimum		45		
		Maximum		80		
		Range		35		
		Interquartile Range		10		
		Skewness		.245	.414	
		Kurtosis		.281	.809	
			Experiment	Mean		68.28
	95% Confidence Interval for Mean			Lower Bound	65.12	
				Upper Bound	71.44	
	5% Trimmed Mean			68.37		
	Median			70.00		
	Variance			76.789		
	Std. Deviation			8.763		
Minimum				50		
Maximum				85		
Range				35		
Interquartile Range				14		
Skewness				-.163	.414	
Kurtosis				-.093	.809	

Tests of Normality

	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
post-test	Control	.180	32	.010	.957	32	.226
	experiment	.140	32	.111	.961	32	.299

a. Lilliefors Significance Correction

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
post-test	Based on Mean	.595	1	62	.443
	Based on Median	.450	1	62	.505
	Based on Median and with adjusted df	.450	1	61.743	.505
	Based on trimmed mean	.621	1	62	.434

Appendix 9

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
post-test	Equal variances assumed	.595	.443	3.731	62	.000	7.812	2.094	11.998	3.627
	Equal variances not assumed			3.731	61.447	.000	7.812	2.094	11.998	3.627

Appendix 10

TRANSCRIPTION OF STUDENTS' SPEAKING IN TEST

A. Pre-Test in Control Class (VIII-6)

No.	The Initial Name of Students	Transcription
1.	GHRD	Ilman is my friend. He is from Sitamiang Baru. He is very smart.
	ISS	Ghalib is my friend. He is from Losung Batu. He is smart.
2.	FSPH	Awal is my best friend. Se is from Simasom. Se is very cheerful.
	AS	Fazry is my friend. Se is from Joring Lombang. Se is very smart.
3.	DLN	Yusro is my /freund/. She is from Mompang, she is beautiful and she is smart.
	YAH	Dewi is my friend. She is from Panobasan. She is smart and she is crowded.
4.	NAS	Intan is my best friend and from Gang PUD. Se is fati and Unsful.
	IUS	Nur Azizah my table mate. Se is from Unte Manis. Se his an Unsful.
5.	ZT	Nazwa is my best friend. She is from Sitataring. She is very beautiful and she is short hair.
	NDF	My friend Zahra. Zahra is my best friend. She is from Panyanggar. She his very beautiful and she his short hair.
6.	NAS	She is my best friend. She is from Kampung Dare. She is very beautiful and she has short Hair.
	LHT	Nurul is my best friend. Se is from Tano Bato. Se is very beautiful and she has short hair.
7.	RAN	Si Fatir it is it is tall and suka Softball.
	AAL	Rafli it is tall and suka fishing.
8.	FAF	Hendra is my table mate. He from Sibangkua. He short but not shorter. He have a long hair but not too long.
	HS	Fariz is my best friend. He is from Panyanggar. He is tall.
9.	AWH	Mayyu he like football. Mayyu [repetation 3x] /Lumayan/ /kurus/ Mayyu cheerful.
	RAZ	This is aswin. He like rubic. This is Aswin fat and short.
10.	IAN	Sifa my best friend. She is very beautiful, she is sweet, she is cheerful, she is very cute.
	SSTA	My name is sifa, and I have table mate. This is Ismi I often call she mimi not Ismi. She very pretty and sweet. Mimi is not just my table mate but she is my best friend. She is secretary in our classmate. She make me love and smile. She birthday dua blas

No.	The Initial Name of Students	Transcription
		12 th Desember and now she fourteen years old. I love mimi I hope mimi I and mimi always best friend.
11.	CS	His name is Riki. /Dia sering/ Badminton.
	RA	Cekud is my friend. He is from Rondaman. He is very smart.
12.	AS	She is Annisa Qutrun Maza my table mate. She is from palopat Maria. She is cheerful. she is like Bts.
	AQM	Aisyah is my table mate. She from broad car she has long hair.
13.	IP	She is aisyah Rezeki my table mate. She is from Losung Batu. She is beautiful and she is like ice cream and she is like blue color.
	AR	She is Indah Pratiwi my table mate. She is from Gang Prasih. She is beautiful and like to book.
14.	NAS	My table name is Hafsah. She is smart, pretty, kind and she very like pasta keju and ice cream. She smile is sweet and beautiful. She like cat but she can fear if meet cat.
	HJ	My name is hafsah. My best friend she is my best friend nur azizah Siregar. Bentar bentar, She look so beautiful. She like handcraft sama deperi dia look beautiful.
15.	AI	Adit is my friend. Hmm she is good, she is smart. [berhenti] She is from Silandit. She is long.
	AH	Alzam this is friend. She is good she is from Ujung Padang She is tall pashionable and she is smart.
16.	DAR	Nazla this my table mate. Nazla beautiful. She is from Jln. Merdeka
	NHP	Dzafar is my best friend. She is from Parsalakan. And she is fun.

B. Pre-Test in Experimental Class (VIII-3)

No.	The Initial Name of Students	Transcription
1.	BSS	I have I have table mate [repetition] in my class eh, I have table mate table mate in my class his name is Zaiden Asrof. He is have a black skin and he is little stupid.[silent] He is have bald hair and he is have high one hundred and six sixty five cm.
	ZA	He is my name /uh/. This is my table mate /eh/. He is name Beny Sholahuddin. He have high baru one hundred and sixty eight cm.
2.	AA	Hi everyone, this is my table mate. She name is Almira my table is beautiful girl. She is diligent and smart. She is always like Azhar and we have seem small. Amira very like rabbit and we very like Seblak.
	AN	This is my table mate se name is Arin. She is always like Jemin, because jemin is handsome. Song favorite she is she is Sempurna. Arin very like cat
3.	AN	This is my table mate. This is Safwah. Safwah beautiful, sweet, and like to Azmi.
	NS	This is my table mate Nabila. Nabila beautiful. And nabila like
4.	NP	My name is Naylah Putri. And this is my friend Azmi Riskyna. And this is table mate, my friend beautiful girl and Azmi very like singing. Is farorite song bunga hati and is favorite game is Zaveto and Azmi like reading.
	AR	This is my friend Naylah. Naylah is beautiful. Naylah like singing. Naylah favorite song bunga hati. Naylah is smart.
5.	MMK	My name is Mustofa Kamaluddin and my friend is Ramandha. Ramandha like is growing and hobby Ramandha is football.
	RS	My friend is kamal. Kamal is like [repetition 2x] study and hobby Kamal badminton.
6.	PKT	This is my table mate. Her name is Rizky Zalfa. She is beautiful, she is very diligent and she is have smile the sweet. Her nick name Zalfa.
	RZ	Her name is Khalisa and she is pretty and She have white skin and she is has small eyes and then she is very cleaver.
7.	SD	Hi guys, this is my best friend. She name is Wany. This is my best friend /eh/, She is have whit skin. Wany she is have white skin.
	ISH	Sabila always mirroring. Sabila is have white skin. She is like about Islamic. Sabila always pretty.

No.	The Initial Name of Students	Transcription
8.	AS	Hi everyone, my name is Angga Syaputra. This is my friend Faiz Esfandiaz and his name Panca Tegar purba. Panca have black hair Panca memiliki rambut hitam dan pendek Dan memiliki tinggi setinggi saya.
	FES	Panca has black /rambut/ and /tinggi/ /setinggi saya juga/.
	PTP	Faiz is hair black and /tinggi seperi saya/.
9.	APR	Hi audiences, I have friend I have friends in my classroom. She /nem/ is Suci Putri Aulia. Suci always become support system me.
	SPA	Adel is always pretty. Adel is have white and white skin.
10.	IQM	Hi everyone,[laugh] my name is Izmi and their name Jihan and Cantika. They look so beautiful and intimates and they /pangalapi/ and /parbuncut/ /terutama/ si Cantika but they so good.
	JNZ	My name is Jihan and their names are Jihan and Cantika. They look so intimate and diligent.
	CZUS	My name is Cantika. Their names are Jihan and Izmi. They look so sweet, beautiful, good and /parbuncut/ [laugh].
11.	NY	Hi guys, this is my table mate her name is Nazifa Asyura. She is have long hair and beautiful. Nazifa have attitude very annoying.
	NAN	Her name is Nadya Yusra. Thi is your good and she is pretty.
12.	PMA	My name is Putri Maharani Asrul. This is my friend her name is Indah Ramadhani Pane. She is smart, beautiful and cheerful. She have white skin and long hair. Her hobby is reading Novel and listen to the music.
	IRP	Hello every one, my name is Indah Ramadhani Pane. You can call me Indah. This is my Friend her name is Maharani. She is adorable girl and diligent but she is known as a shy girl in the class. She has long hair and white skin. She like reading, swimming and drawing. I like to become her friend.
13.	NAH	Hello guys, my name is Amira, her name is Aulia. Aulia is have long hair and she is so look pretty.
	TAN	Her name is Taing, she is very so beautiful and cute and little strength. She also dressable like people Arabic and little unique.
14.	ZA	I have a class mate name tsaniyah. He is child with eyes with face. Every day I existence story with him. Tsaniyah a kind child and have hobby listening to the song.

No.	The Initial Name of Students	Transcription
	TFN	Her name is zahira. Have hobby likes reading book and very diligent. She has white skin color she often bring bottle drink to the school.
15.	AT	Hello guys, [tertawa] this is my friend. /Baru/ /ade/ [laugh], This is /dia tinggi/ his hobby futsal.
	IHN	This is my Friend this is my name friend Andre Muktar tanjung. /Eh/ [laugh] hobby eh His hobby andre football.

C. Post-Test in Control Class (VIII-6)

No.	The Initial Name of Students	Transcription
1.	GHRD	This is my favorite thing. With color black. I like my favorite hat.
	ISS	This is my favorite thing. This is note book small. Color is note book grey I use in study.
2.	FSPH	This is my favorite thing. It is a color pencil. I like drawing. Sometimes I drawing car with color pencil.
	AS	My favorite thing is rubic. This rubic I play with my brother in house.
3.	DLN	My favorite is my bag. The color grey and pink. I can put my books in my bag. I like this bag because from my uncle.
	YAH	I have favorite thing is pencil box. It is gift from my nephew in Padang.
4.	NAS	The favorite thing is Watch. I like this thing because it is from my mother. My Mother give to me in my birthday.
	IUS	My favorite thing is my shoes. For me this shoes so beautiful. The color is white. This shoes from my uncle.
5.	ZT	It is my favorite jacket. The color is dark blue. This jacket buy when I went to Medan with family.
	NDF	This is my favorite thing. This is a panda doll. The color is black and white. I sleep with this doll. This is so cute and funny.
6.	NAS	This doll is my favorite thing. Name of the doll is kiko. The doll like hello kitty but not hello kitty. The color pink. Kiko my best friend in my room. This doll from my brother.
	LHT	The favorite thing is mini fan. In my room so hot. This fun can make me fresh and cool again no hot. I like it because it is very useful for me.

No.	The Initial Name of Students	Transcription
7.	RAN	This is notebook. I bring this in the school. It is a color black book.
	AAL	It is favorite thing. This is comic. I like in this comic.
8.	FAF	My favorite thing is comic. I read this comic in my free time. This comic tell about detective. The character is wonderful. So I really like this comic.
	HS	This is a ball. I like football. I bring ball to school.
9.	AWH	I have notebook. I like to write in this book. It is simple and color is black cover.
	RAZ	I have ruler. I like it is ruler. The color is blue.
10.	IAN	I like my bag. My bag is black. I bring book in my bag. It is my father give my bag. It is not to big and not small.
	SSTA	Hi guys, this is my favorite thing. This is a launch box. Every day if I go to the school, my mom always prepare this launch box. I will launch together with my friends when school break time in the canteen.
11.	CS	This is a black pen. It is I bring to school every day. It is use when write notebook to study.
	RA	This is a backpack. It is favorite backpack. It is color black and white.
12.	AS	This is brooch hijab. It is I very like because so cute and beautiful. It is like flower. The color is silver and pink.
	AQM	It is bottle drink. I very like my bottle. It is bottle from my sister. The color is grey. Grey is my favorite color also.
13.	IP	I like my doll. This doll hello kitty, this is my friend in my house. The color of the doll white and pink. It is doll buy because I winner in badminton competition. My mother buy for me and I love it. I always sleep with my doll.
	AR	I like reading book. So this beautiful book is favorite book. The colors are blue and white.
14.	NAS	This is my diary book. The size is small and cute. I always write story in here.
	HJ	This ring is my favorite thing. The color is silver. I like use ring. This ring I buy in market. I buy with friend we have same ring.
15.	AI	I have favorite pencil. It is pencil so small and good.
	AH	It is my favorite watch. The color silver it so nice.
16.	DAR	I like my hat. The hat color is white. I buy this hat in the market with my friend.
	NHP	I have bracelet, it is my favorite because so beautiful. It is like butterfly. And color is pink.

D. Post-Test in Experimental Class (VIII-3)

No.	The Initial Name of the Students	Transcription
1.	BSS	My favorite thing is my glasses. I always use my glasses. This thing can help me to see something clearly. The color is grey and white.
	ZA	My favorite thing is my watch. The watch color is black. I everyday bring everywhere.
2.	AA	I have small doll. I like this doll because is very cute and funny. It is color pink, name doll is cici.
	AN	This bear doll my favorite thing. This color is pink and the size is small.
3.	AN	This is favorite doll. Why is it my favorite thing because this doll is given to me as gift birthday present. This doll small cute and soft.
	NS	This is my favorite doll. I call this doll teddy bear. The color is soft brown and given My brother.
4.	NP	This is my favorite thing. This bear doll color brown and little orange.
	AR	This is my favorite small pillow. This is a gift from hand master when I was in playground. This pillow has many memories from the playground. This pillow always I bring everywhere even though there many pillow in the car.
5.	MMK	This is my Note book. I like my mini note book. Because I use for taking note.
	RS	This is the thing I like the most it drawing book. The cover simple and blue color.
6.	PKT	This is my favorite item. The thing is a drink bottle. This color of bottle is red. The size is medium. I always bring to the school.
	RZ	My name is Zalfa. This is my favorite thing. This is a lip gloss. The color is very beautiful that is why I like this lip gloss. The color is pink. It is make my lips beautiful and gloss, because it is the base is standart an dtne color is ready orange the color is really sheap on my lips and thi stoty about my lipstic and lip gloss. Thank you.
7.	SD	Hi everyone, my name is Sabila. This is my favorite thing. It is body scrubs. I so like this. This is can make white skin and have long fragrance.
	ISH	Hi guys, my name is Ikhwany Sandra. Her here I want to tell my favorite thing. This book is my favorite thing. In this

		book I put my story. This book is from naylah. This thing is blue.
8.	AS	This is my favorite Pen. The color is black and white.
	FES	Drawing book, this is the thing I the most I like drawing book. This is the simple blue cover to fill my free time.
	PTP	This is my favorite book. The color is brown and green. My book have is thirty sheets.
9.	APR	Hello everyone, my name is Adelia. This is my favorite thing. It is it is a book, this book is pech of my story as a gift from wany. This thing is pink
	SPA	This is my favorite item. This bottle is so big. The color is peach and I really like my bottle.
10.	IQM	Here I want to describe my favorite item. I like this thing because the thing can protect me from the sun exposure and easy to carry everywhere. The texture is liquid.
	JNZ	This is my favorite thing. This is a comic the color is pink cover with picture of women. There are four stories in this comic.
11.	CZUS	This is my favorite thing. This is Umbrella. The color is soft purple. I like this thing because it is help and protect me when the weather is rainy and hot. I always put in my bag and I bring to school every day.
	NY	This is my favorite thing. This is a red rose. I really like this rose because this rose from my grandmother. She give to me when I in the village.
	NAN	This is my favorite item. This note book is so small and cute and the color is pink.
12.	PMA	My name is Putri Maharani Asrul. /Uh/ Here I wanna tell my favorite thing. This Novel is my favorite thing, I like this novel because the story is very interesting the names of character from this novel is very good and the color is very beautiful.
	IRP	Hello everyone, I want to describe my favorite thing. This novel I found in my bookshelf in my bedroom. Why this novel is one of my favorite things because the story. The story is about a friendship has struggle. I feel touched when I read this story. That is all thank you for your attention.
13.	NAH	My favorite this is Doll. The name of the doll is Adi. The shape of the doll is like ahanged and has green color. This doll from my beloved mother.
	TAN	I really like faily skipping. In apart my daily play skipping. It is also special for health my body.
14.	ZA	This is my favorite teddy bear. I often wear huge this doll when I want to sleep. This doll is brown. The size is medium not big and not too small. This is my favorite doll even

		though there many other dolls. This doll has large ear and this doll does not have no eyes but it does have eyes because the are eyes covered with fur this doll looks eye is it does not have eyes.
	TFN	I have a stupid rabbit. This is my favorite,it was my britday present last year. This is a medium size rabbit doll.it is white and grey and this rabbit doll is one to hold I hope this doll don't break way and always with me.
15.	AT	This is my favorite Pena. Thi color is black and white.
	IHN	This is a note book. The color is blue and black.

Appendix 11

Documentation

Pre-Test Control (VIII-6)



Pre-Test Experimental Class (VIII-3)



Post-Test Control Class (VIII-6)



Treatment in Experimental Class



Post-Test Experimental Class (VIII-3)





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7 September 2022

Yth.

1. Fitri Rayani Siregar, M. Hum. (Pembimbing I)
2. Yusni sinaga, M. Hum. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:


Nama	: Suri Wahyuni Harahap
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Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Effect of Show and Tell (S&T) Method on Speaking Ability at the Grade VIII Students of MTsN 1 Padangsidimpuan.


Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagai mana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

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Dengan hormat, bersama ini kami sampaikan bahwa :

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Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Show and Tell (S&T) Method on Speaking Ability at the Grade VIII Students of MTsN 1 Padangsidempuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas. Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan



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Perihal : Izin Mengadakan Penelitian

Kepada Yth : Dekan Bidang Akademik
Dan Kelembagaan UIN Syahada Padangsidempuan.
di _____
Tempat.

Dengan Hormat,

Sehubungan dengan datangnya surat dari Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan Nomor : B-7247/Un.28/E.1/TL.00.9/12/2023, pada tanggal 18 Desember 2023, Hal Izin Riset Penyelesaian Skripsi. Kepala MTsN 1 Padangsidempuan memberikan izin melakukan penelitian kepada :

Nama : Suri Wahyuni Harahap.
NIM : 1820300037
Fakultas : Tarbiyah dan Ilmu Keguruan.
Program Study : Tadris Bahasa Inggris.
Jenjang Akademik : Starata Satu (S-1).

Untuk mengumpulkan data guna menyusun skripsi dengan judul : *"The Effect of Show and Tell (S&T) Method on Speaking Ability at the Grade VIII Students of MTsN 1 Padangsidempuan"*.

Demikian disampaikan, untuk dapat dipergunakan seperlunya.



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