

**THE EFFECT OF SHOW AND TELL METHOD ASSISTED BY SMART
CUBE IN LEARNING SPEAKING**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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ABSTRACT

Tasya Randita Siagian. 1502050186. The Effect of Show and tell Method Assisted by Smart Cube in Learning Speaking at Ten Grade of SMK MANDIRI PERCUT SEI TUAN at Academic Years 2018/2019. English Department of Teachers Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2019.

The effect of Show and Tell Method Assisted by Smart Cube in learning speaking. This research was an experimental research and was conducted in SMK MANDIRI of Ten Grade during 2018/2019 Academic years. There were two classes, which each class consisted of 28 students. So, the total population was 56 students. The method for collecting data in this research was experimental quantitative method. Based the statement above, take 100% or 56 students of the population and was taken as the sample. The research used cluster random sampling. The instrument in collecting the data was oral test: namely by asking the students to represent the information based on the topic that researcher given and asked them one by one while research listen to them. Helped by the teacher English, Then the scores were classified based on speaking creation, they were vocabulary, pronunciation, fluency, comprehension, and grammar. The result shows that test $t_{\text{observed}} > t_{\text{table}}$ Or $7.3 > 2.00$ it means the hypothesis that there was significant Effect of show and tell method assisted by smart cube in learning speaking in senior high school.

Keywords: *Speaking, Show and Tell Method, and Descriptive Text.*

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Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is the most important aspect of learning a second or foreign language. Speaking is an interaction process of meaning construction that involves producing, receiving, processing information. Pinter (2006) stated that speaking is one of the productive skills and it is assumed as the most highly prized language skill since someone who speaks a language should speak and think at the same time then he also should understand what he conveys. It means that speaking is a person's skills to produce sounds that exist at the meaning and be understood by other people, so that able to create of good communication. According to Fulcher (2003) that speaking is the verbal use of language to communicate with other. It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants.

Today, English language is important. Because many of jobs that make English as a condition of work. So, Government of Indonesia decided that English is the first foreign language to be used as a compulsory subject in Junior High School

and Senior High School. Teaching English in Junior High School and Senior High School aims to develop the four skills, listening, speaking, reading, and writing. Listening and Reading are included receptive skill, meanwhile Speaking and Writing are productive skill. Thus, the speaking ability in English is important because it enables students to interact with others. Speaking is also something crucial and indispensable for the students because the success of their studies depends on the greater part of their ability. On the other hand, if they have a good ability in speaking, they will have a better chance to success in their study.

So, to support that aspect the teacher should able to create an appropriate model in teaching especially in teaching english. But in this case, teaching speaking as a second language is not easy. It needs hardwork and a long process at least there are five components in speaking. They are pronunciation, grammar, vocabulary, fluency, and comprehension. The students must study hard to master it and the teacher should create a good atmosphere in class. However, it is contrary to the real situation in class. So the teachers have to use strategy or media to teach students so that the students interest with the material that the teacher share. Usually, the teacher was good enough in teaching english, but it was very difficult for the students to focus and to pay attention to the teacher. So, the teacher need media to attract students' attention in learning. The meaning of media is often related with means of communication. Media is any devices taht assist the teacher to transmit the larners' skill, attitudes, knowledge, or additional materials used to make the learning easy. According to Daryanto (2013) Learning media includes some devices

that are physically used for delivering the content of teaching materials which consist of books, films, videos, televisions, graphics, picture, etc. In other words, learning media is everything that can be used to channel messages from teachers to students so they can increase interest and stimulate students' thoughts, feelings, and attention so that the learning process can be achieved.

So based on the researcher observation at SMK MANDIRI, Jl. Datuk Kabu No.99 Pasar 3 Tembung, Bandar Klipah, Percut Sei Tuan, the problem as explained above, in this case researcher will be investigated about problem of speaking: 1) students are afraid of making mistakes in speaking because the fluency and pronunciation, of being laughed at by friends and having lack of confidence in students' ability. 2) Most students also do not have many vocabularies, and not only vocabulary when students try to speak students always think about grammar so they are afraid to express their opinion.

Based on the characteristic of the problems, they may can be solved by giving appropriate technique. According to many literatures, among numerous teaching speaking methods available, one of the most effective one that can motivate students to speak and to participate to speak in learning process is a method called Show and Tell method. So, the researcher gives solutions to applying the technique in speaking English, namely Show and Tell Method. Show and Tell methods basically defined as a method in teaching and learning process by sharing time activity for students. According to Barletta (2008) Show and Tell method denotes a practice whereby children are given opportunity to share an oral narrative

about an object or experience. The object or experience is usually from their home life and told orally with their peers and with the teacher's support. Thonbury (2005) stated that the procedure of Show and Tell method that giving presentations or talks in real life the experience of standing up in front of their mates and speaking for a sustained turn is excellent preparation for real-life speaking. Based on the description above, the researcher would like to conduct a research about “ **The Effect of Show and Tell Method Assisted by Smart Cube in Learning Speaking**”.

B. The Identification of the Problem

Based on the background of the problem described above, it can be identified several issues such as:

1. The students' self confidence is low in learning english.
2. English pronunciation is not good
3. The Students' vocabulary mastery is still low
4. The students' grammar understanding is still lacking

C. Scope and Limitation

The scope in this research is about speaking. This research was limited and focused on the use of Show and Tell method in teaching speaking to describing noun such as people, place, foods, etc.

D. The Formulation of the Problem

The formulation of problems of this study was formulated as the following : is there any significant effect in learning speaking with using Show and Tell method by smart cube ?

E. The Objective of the Study

Based on the problem statement, the writer states the objective of the study was to find out the effect of Show and Tell method Assisted by smart cube in learning speaking.

F. The Significant of Study

This research is expected to provide significant contribution both theoretically and practically.

1. Theoritically

This research hopeful to be able to contribute and provide empirical evidence to support the effectiveness of using Show and Tell method in the teaching and learning process, especially to teaching speaking.

2. Practically

1. The teacher can use the material easier and the teacher have a new method to teach describing noun through Show and Tell method. In addition, the

teacher can make this method to be an interesting method in other the students easy to understand in learning English.

2. The students can enjoy and understand easily the learning process and not to be bored when the teacher give the material.
3. For the researcher, this research is expected to be a reference for other researchers and give the sources of information.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

Based on the discussion in chapter I, in this chapter the researcher describes some theories related to the speaking ability, show and tell method, and conceptual framework.

1. Speaking

1.1 Defenition of Speaking

Speaking skill has become an academic attention since a long time ago. Many defenitions about speaking have been proposed by language. Speaking derives from the word “Speak”. According to Oxford dictionary, “Speak” means say things, talk, be able to use a language, make a speech, express ideas, feelings, etc. Brown (2004), speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

Speaking is a crucial part of the foreign language learning and teaching, because it can be used for the student to express their ideas orally in a foreign language. Whatever language we use, people have many ways if communicating those and speaking is one of a way of expressing ourselves and language

performances that can be used to enter the minds of other people. When people communicate, with other the mostly use speaking as a way to share their ideas, feelings, thoughts on certain issues. Thornbury (2006) say that the average person produces ten thousands of words a day, although some people may produce even more than that. According Nunan (2003) speaking is the productive aural/oral skill, it consists of producing systematic verbal utterances to convey meaning. It means, speaking is being capable of expressing or exchanging thoughts through using language.

Bailey (2005), stated that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information, often spontaneous, open-ended and involving, but it is not completely unpredictable. Richard (2006) stated that in speaking, speaker needs to produce and communicate fluently, and accurately. Meanwhile, Brown (2007) stated that some one has competence in speaking when he or she is doing his or her actual speaking of the language.

According to Gert and Hans in Efrizal (2012), speaking is speech or utterances produced by the speaker with an intention of being known and then, the listener processes the sayings in order to know the speaker's intention. Irawati (2014) defines speaking as an activity to produce sayings in the form of words and sentences orally in order to communicate with others. Meanwhile, Khorashadyzadeh (2014) states that speaking needs not only the learners' understanding about the way to produce the linguistic competence such as

grammar, pronunciation, and vocabulary but also comprehension about sociolinguistic competence such as when, why, and how to speak.

1.2 Speaking Competence

David Bohlke (2014) provides a complementary perspective on what it means to have competence in speaking another language. There are four componential skills: phonological skills, speech function, interactional skills, and extended discourse skills.

For learners to communicate effectively, they must have a reasonable command of grammar and vocabulary. But this knowledge alone is insufficient. Learners need to learn a wide range of other skills. Four skills areas of speaking competence are required for effective communication (Goh).

1. *Phonological skills.* Learners need to be able to blend the phonemes of the language they are learning. In addition, they must use appropriate stress and intonation.
2. *Speech functions.* Learners need to achieve specific communicative functions in social and transactional exchanges such as agreeing with someone, asking for clarification or offering a reason.
3. *Interactional skills.* In face-to-face exchanges, learners must manage interactions by regulating turn taking, predicting the topic, and negotiating meaning, in addition to initiating, maintaining and closing a conversation.

4. *Extended discourse skills.* Learners must often produce long stretches of uninterrupted language and they need to structure what they say so it is easy for others to follow. This requires the use of established conventions for structuring different kinds of extended spoken language such as narrative, procedural, expository, or descriptive discourse.

In addition to these four skills, the use of conversation management strategies can lead to more effective speaking. These may be strategies for enhancing one's message such as asking questions in different ways in order to be less direct, or dealing with communication breakdowns, such as rephrasing to clarify meaning.

1.3 Speaking Skill Factors

Ur P stated the factors that affect speaking skill as follow :

1. Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy.
2. Nothing to say. Students have no motive to express themselves.
3. Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.
4. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

1.4 Types of Speaking Performance

Brown (2004) describes five categories of speaking skill area. Those are five categories as follows:

1. *Imitative*. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, grammatical properties of language may be included in criterion performance. It means, this category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating word, phrase or sentence. The important thing here is focusing on pronunciation.
2. *Intensive*. A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships. The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. So, this is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

3. *Responsive*. Responsive performances includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.
4. *Interactive*. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistics conventions.
5. *Extensive (monologue)*. Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether.

1.5 Aspects of Speaking

During speaking process occurred in interaction, there are several features of speaking involved. According to Duong (2014), commonly thought of the most important aspects of speaking is grammar, fluency, accuracy, vocabulary, and pronunciation.

1. Pronunciation

This is the process of pronouncing a particular word in a proper manner. Where pronunciation should be acceptable is a necessary aspect in speaking as well. Referring to Nation and Newton (2009), pronunciation is an individual sound which involves good articulation, and it has features of sound such as aspiration, voicing, voice setting, intonation, and stress. Pronunciation plays a great role in speaking, and it gives a hint toward what is being said. The interlocutor will misunderstand on catching the meaning whether the speaker pronounces wrong pronunciation. Therefore, pronunciation is how to generate an acceptable and an unambiguous lexical word in language.

2. Vocabulary

Vocabulary is a word which has its meaning in every function. A word expresses the content of ideas to avoid confusion in communication. It plays a useful role to define any objects, actions, ideas as well. According to Horby, an acceptable language is made up of the number of the vocabularies. Mastering vocabulary would define someone's capability in understanding language.

3. Grammar

This is similar to rigid rules in oral and written form. Brown (2000:36) mentions that, Grammar is a system of rules governing the conventional arrangement and relationship of words in the sentence. Moreover, Al-Mekhlafi and Nagaratnam (2011) write that grammar is a set of rules that determines the structure of a language, and it could be the way to combine units of a language. Combining necessary units of language help a speaker or writer in expanding any ideas in their mind, and it makes a person a lot easier to build communication in expressing messages in spoken or written.

4. Fluency

The fluency, it means knowing about how he or she express ideas without using filling word (“um” and “ah”) while talking to the other occurs. Yingjie (2014) mentions that fluency is the capability to speak in effective speed and to speak smoothly and to produce the right word without thinking too much. In this case, excellent fluency will create better confidence in expressing ideas and it improves communication skill as well. To be classified as a fluent speaker, we might well fulfill this features as presented by Thornbury (2005:8) as follows, pauses may be long but not often, and pauses allow at the meaningful transition point.

5. Accuracy

According to Kusnierek (2015), accuracy refers to an understanding word, right in structures, syntax, and better in catching the meaning of messages of language without part of mistakes, and it does not cause hesitation in interaction. Obviously,

good accuracy creates impression toward how he/she delivers the message to the other.

1.6 Micro and Macro Skills of Speaking

Brown (2004) stated that a similar list of speaking skills can be drawn up for the same purpose to serve as a taxonomy of skills from which you will select one of several that will become the objectives of an assessment task. The microskills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macroskills imply the speaker's focus on the larger elements fluency, discourse, function style, cohesion, nonverbal communication, and strategic options. The micro and macroskills total roughly 16 different objectives to assess in speaking, as following :

Microskills

1. Produce differences among English phonemes and allophonic variants.
2. Produce chunks of language of different lengths.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.

7. Monitor one's own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking to enhance the clarity of the message.
8. Use grammatical word classes, systems, word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents in appropriate phrases, pause groups, breath groups, and sentence constituents.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.

Macroskills

12. Appropriately accomplish communicate functions according to situations, participants, and goals.
13. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor keeping and yielding, interrupting, and other sociolinguistic features in face to face conversations.
14. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
15. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of

words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

2. 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 necessary to have to clear understanding involved in speech. Teaching speaking means teaching how to use the language for communication, for transferring ideas, thought or even feeling to other people. The goal of teaching speaking skills is to communicate efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest.

According to Harmer (2007) teaching is not an easy job, but it is a necessary one and can be very rewarding when we see our students' progress and know that we have helped to make it happen. It is true that some lessons and students can be difficult and stressful at times, but it also worth remembering that at its best teaching can also be extremely enjoyable.

2.1 Principles for Teaching Speaking

From basic of teaching English, speaking is one English skill which must be taught to the learners. Language is identical with the skill in communicating with

other using spoken form. So, teaching one more become very significant to be taught. Here are some descriptions about principles of teaching speaking.

According to Nunan (2015) there are five principles of teaching speaking :

1. Be aware of difference between second language and foreign language in learning context.

A foreign language context is one where the target language is not the language of communication in the society. A second language context is one where the target language is the language of communication in the society. It means that the teacher has challenges to determine partly the target language context.

2. 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. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches. It means that learners must be given opportunities to develop both their fluency and accuracy. Teachers must provide students with fluency building and realize that making mistake is a natural part of learning a new language.

3. Provide opportunities for students to talk by using group work or pair work and limiting teacher talk.

Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lesson. One further interesting

point is that when the teacher is removed from the conversation, the learners take on diverse speaking roles that are normally filled by teacher.

4. Plan speaking task that involve negotiation for meaning.

Negotiating for meaning involves checking to see if students have understood what someone said, clarifying students' understanding, and confirming that someone has understood your meaning. It means that learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make their selves understood.

5. Design of classroom activities that involved guidance and practice in both transactional and interactional speaking.

Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of goods and services.

Therefore, the principles for teaching speaking are very crucial for teacher. It is important to teacher to know how teacher should teach speaking subject in class. Through these principles, students are ready to communicate in the process of teaching and learning and to achieve the target language.

2.2 Descriptive Text in The Teaching of Speaking

Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others,

for instance our pets or person we know well. It differs from Report which describes thing, animals, persons, or other in general. In other hand. The social function of descriptive text is to describe a particular person, place, thing. In which has the specific function to describe about an object and it has the aim that is giving description of the object to the reader clearly. The generic structure of descriptive text consists of Identification and Description. The Identification is a part of text where the students could identify the phenomenon, and the Description is the part where the students are able to describe parts, qualities and characteristics.

3. Media

3.1 Defenition of Media

Media is every tool to convey information or messages from one place to another place. In teaching learning process also use media to make the process run effective and interesting. This part describes defenition of teaching media, function of teaching media, and kinds of teaching media. Media are important thing to attract the students' attention and motivation that can help them develop their creativity and imagination in expressing their idea. Related to media, Arsyad (2004) states that learning medium, in general is a component of learning resources or a physical vehicle containing instructional material in the students' environment, which is able to stimulate the students to learn.

3.2 Smart Cube

Concerning with this idea, Rustiani (2009) notes that learning could be more effective if some various kinds of teaching aids are utilized rather than without using any aids. Of all types media, as stated by Corder in Ratnasari, (2010) are more preferable because most of people learn more easily by their sight than other sensory perception. With a better understanding of media and some ideas to maximize them, teachers are expected to be able to evaluate how best to use various instructional media so they can select most appropriate means to present different content and tasks (Rose and Meyer:2002).

Smart Cube is a cube with pictures on each side, whether it's a picture of president, a historical place, a wonder of the world, food, etc. So, this media can be used to stimulate ideas. Every picture have a role in the teaching of meaning in creating contexts. They establish meaning, bring the outside world into the classroom, and contribute to the world of the classroom. One picture can invite students to tell more detail about object in the picture. In the context of speaking, pictures are used to help the students to imagine what students may say and think.

Smart Cube also can help students to learn history, because picture on each side of Smart Cube not only contain about people but also historical place, like Maimun Palace, Masjid raya, Post Office, etc. So, students can use of past tense forms since they illustrate scenes, costumes, and objects from history. A complex picture which

serve a lot of information makes them particularly suitable for some activities, such as describe and identify, matching, and memory activity.

4. Show and Tell Method

Show and Tell Method is described as a method of learning in which students tell about an object or process that has been or over experienced. This method is conducted in the classroom as a method for speaking skills. Thornbury (2005) stated that the procedure of Show and Tell Method that giving presentations or talks in real life the experience of standing up in front of their mates and speaking for a sustained turn is excellent preparation for real life speaking. It means, the purpose of this activity is to train students to speak in front of the classroom and get sensitive the simple things.

According to Barleta (2008) Show and Tell Method denotes a practice whereby children are given opportunity to share an oral narrative about an object experience. So, teacher can ask students to tell what students' want disclosed, to make students more courageous and accustomed in speaking. Referring to the description above, the notion method was Show and Tell a method of learning with students show the objects and activities express opinions, express feelings, ideas related to the object.

4.1 The Advantages and Disadvantages of Show and Tell Method

Advantages

There are several advantages of the show and tell method. Some The advantages are as follows:

1. Effectively develops the ability to speak in public (public talking). Ability to speak in public (public speaking) is one of the characteristics of selfconfidence.
2. Train the child to do problem solving (problem solving), the moment tells the child's learning to collect information related to that object show.

Disadvantages

There are several disadvantages of the show and tell method. Some The advantages are as follows:

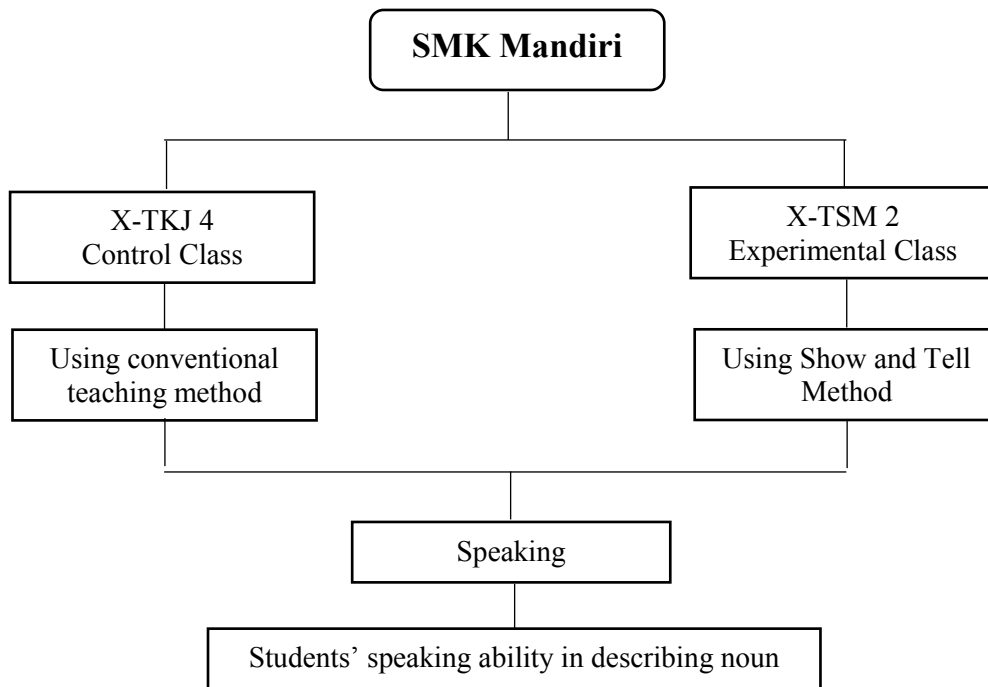
1. The use of methods should always be done with teacher supervision. This problem Because this method requires guidance if learners difficulty in telling the object used.
2. The use of this method can not be used in a sudden condition, is due to the need for object preparation and experience will be notified.
3. 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 all the kids can perform at that moment the provided should be quite a lot.

5. Relevant Study

To avoid the same title used in the research than the writer shows the relevant research which is done by two previous researcher. First, the researcher was conducted by Ikramah (2017) entitled “The Effects of Video Recording on Students’ Speaking Ability”. The research design was pre experimental research. This research was conducted at Ar-Raniry State Islamic University. The number of students are 243. They were devided to seven units in the academic year of 2017/2018. It was found that the students’ speaking score increased, it means there is significant effect in speaking ability.

The second study was done by Ratna (2013). It was “The Effect of Using The Tell-Show Strategy Toward The Ability In Writing Descriptive Text Of The First Year Students At Senior High School Al-Huda Pekanbaru”. The research design was experimental research. The number of the first year students at Senior High School Al-Huda Pekanbaru is 120 students and each class consists of 28 till 32 of students. Based on the study, it was found that there is significant increasing of the writing ability.

B. Conceptual Framework



Teaching method is the methods used in teaching process in the classroom, so that makes it easier for students to understand the optimal subject matter, the use of teaching method must be adjusted to the learning context and the objectives to be achieved. In teaching speaking students expected to practice their english in their daily life. The students' ability can be seen by doing routine exercise in their activities in expressing their ideas. Whatever they can speak the language correctly and fluently or not but it is quit difficulty might be caused by the wrong choice of the approach being used. Show and Tell Method assisted by Smart Cube media is a combination of methods and media which is the right way for teachers in teaching speaking.

C. Hypothesis

Hypothesis is a provisional conjecture, a temporary thesis that must be verified by scientific inquiry. In this research, the hypothesis can be stated as follow:

H_a : There is any significant effect of applying Show and Tell Method by Smart Cube

H_0 : There is no significant effect of applying Show and Tell Method by Smart Cube

CHAPTER III

RESEARCH METHOD

A. Location and Time

This research was conducted at SMK Mandiri, Jl, Datuk Kabu No.99 Pasar 3 Tembung, Bandar Klippa, Percut Sei Tuan. This research was focused in the 10th grade Senior High School. This school was chosen because the researcher found some problems about students speaking and teaching by using Show and Tell Method assisted Smart Cube as the media has not been conducted in teaching speaking of this school.

B. Population and Sample

1. Population

The population of this research was taken from 10th grade students of academic year 2019 in SMK Mandiri which consist of four classes such as:

Table 3.1
Table of Population

Class	Population
X-TKJ 1	32
X-TKJ 2	30
X-TKJ 3	29

X-TKJ 4	28
TSM-1	29
TSM-2	28
TSM-3	30
Total	206

2. Sample

This research using cluster random sampling, where X TKJ 4 as control class and X TSM 2 as experimental class. The total number of sampling is 56 students, 28 students for control class and 28 students in experimental class.

Table 3.2

No	Class	Sample
1	X TKJ 4 (Control Group)	28
2	X TSM 2 (Experimental Group)	28
Total		56

C. Research Design

This research was conducted by true experimental research, with experimental and control class. In experimental class, researcher has been applied Show and Tell as method in teaching while in control class used conventional teaching model. The researcher used pre-test and post-test design in both

experimental and controlled class. The aim to find out of the using Show and Tell Method by Smart Cube, to get the effectiveness significant by comparing the pre-test and post-test both experimental class and controlled class.

Table 3.3

Group	Pre-test	Treatment	Post-test
Experimental	√	Show and Tell Method by Smart Cube	√
Control	√	Communicative Method	√

D. Research Instrument

The instrument of this research is oral test. The researcher was taken the data assisted by video record. The test consist of a number of picture. In this study, the students are particular discussion about describing noun such as people, place, food, and then practice in front of class. The test is used to get information about the students' ability in speaking. According to Fulcher (2003) There are five components of speaking to be scored; Pronoun, grammar, vocabulary, fluency, and comprehension.

E. Technique of Collecting Data

The procedure of the data collection techniques are presented below :

1. Giving pre-test to both of the group

2. Giving treatment
 - a. Experimental group : using Show and Tell method by Smart Cube
 - b. Control group : using conventional technique
3. Giving post-test with the similiar test to both of the groups
4. Scoring the students' test

F. Technique of Analysis Data

The following techniques are implement to analyza the data :

1. Calculating the total score
2. Listing the score between experimental class and control class
3. Calculating the total score post test in experimental group and control group .

a. $y = a + b$ where a and b get by:

$$a = \frac{(Y)(X) - (X)(XY)}{N(Y)^2 - (Y)^2}$$

$$b = \frac{N(XY)(X) - (X)(Y)}{N(Y)^2 - (Y)^2}$$

b. determining coefficient r^2 by formulation (sudjana, 2005)

$$r = \frac{b[N(XY - (X)(Y))]}{NY^2 - Y^2}$$

c. The stastical data hypothesis could be determining by using:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

d. percentages of the use of method :

$$D = R_2 \times 100\%$$

CHAPTER IV

DATA ANALYSIS AND FINDING

A. Data

The data of this research was taken from SMK MANDIRI PERCUT SEITUAN. The data of this study were the results of speaking on descriptive text. The data were divided into two groups, namely experimental group and control group. The data of this research was the scores of pretest and post test of the two groups, experimental and control group, As seen in table

Table 4.1
Students' score in Experimental Group

No	Students' Initial	Score	
		Pre-test	Post-test
1	N P	59	82
2	I R	63	81
3	D S	61	84
4	A K S	60	83
5	D P	59	83
6	M F N	62	81
7	W I K	71	91
8	R S	65	80
9	R A	59	85
10	M S H	60	82
11	H C	59	83
12	B P	60	77
13	A R	61	83
14	M S	59	83
15	R S N	57	80
16	J K	56	85
17	A R S	62	86
18	M O M	57	81
19	T M	62	81
20	A A S	64	83
21	H H	59	83

22	Y R N	54	83
23	R	65	86
24	F A	72	90
25	J T	60	82
26	Ahd R	59	88
27	SS	63	79
28	A A	68	88
Total		1716	2333
MEAN		61.28	83.32

The data in table 4.1 above showed that in the experimental group the lowest score for pre-test was 57 and the highest score was 72. While the lowest score for the post test was 77, the highest score was 91. In pre-test students have problem in vocabulary and pronunciation with the lowest score students got 10 in each components. While after using the media, the lowest score of vocabulary and pronunciation of students increased to 15 in each components and the highest score was 18 in pronunciation and 19 in vocabulary. In this case, students' score in speaking was calculated based on scoring speaking test, they were vocabulary , comprehension, pronunciation, fluency and grammar (see appendix 5).

Table 4.2

The students' score of Control Group

No	Students' Initial	Score	
		Pre-test	Post-test
1	P W S	60	70
2	R A	60	73
3	H S	61	81
4	D R	60	80
5	D O A	59	70
6	I K	58	77
7	R D A S	71	90
8	A W	64	80
9	R S P	66	80

10	S B	53	76
11	J P N	59	83
12	H R	64	73
13	A F N	66	70
14	S A	51	70
15	F A	52	70
16	Sf A	52	71
17	A R	62	82
18	B L A	61	70
19	M R P	52	67
20	M A	61	72
21	M R A	54	70
22	W S	52	70
23	A M	63	63
24	R H	72	90
25	M R	56	78
26	R I	55	85
27	T P	63	63
28	A L A	66	81
Total		1673	2105
MEAN		59.75	75.17

Table 4.2 showed that in the control group the lowest score for pretest was 51 and the highest score was 72. While the lowest score for the post-test 63, the highest score was 90. In pre-test students have problem in vocabulary and pronunciation with the lowest score was 9 in each components. While in post test the lowest score on vocabulary was 9 and pronunciation was 13 (see appendix 6). After getting students' scores in the pre-test and post-test for both groups, it can be known that there was a significant difference of students' achievement in speaking.

B. Data Analysis

Based on the data collection, the researcher was analyzed, there was the significant effect of applying Actional Functional Model on students' achievement

in speaking. So the researcher found the significant differences scores between pre-test and post-test in both experimental and control group.

Table 4.3

The Differences Scores of the Pre-test and Post-test in Experimental Group

No	Name	Pre-test	T_1^2	Post-test	T_2^2	$X=(T_2-T_1)$
1	N P	59	3481	82	6724	23
2	I R	63	3969	81	6561	18
3	D S	61	3721	84	7056	23
4	A K S	60	3600	83	6889	23
5	D P	59	3481	83	6889	24
6	M F N	62	3844	81	6561	19
7	W I K	71	5041	91	8281	20
8	R S	65	4225	80	6400	15
9	R A	59	3481	85	7225	26
10	M S H	60	3600	82	6724	22
11	H C	59	3481	83	6889	24
12	B P	60	3600	77	5929	17
13	A R	61	3721	83	6889	22
14	M S	59	3481	83	6889	24
15	R S N	57	3249	80	6400	23
16	J K	56	3136	85	7225	29
17	A R S	62	3844	86	7396	24
18	M O M	57	3249	81	6561	24
19	T M	62	3844	81	6561	19
20	A A S	64	4096	83	6889	19
21	H H	59	3481	83	6889	24
22	Y R N	54	2916	83	6889	29
23	R	65	4225	86	7396	21
24	F A	72	5184	90	8100	18
25	J T	60	3600	82	6724	22
26	Ahd R	59	3481	88	7744	29
27	SS	63	3969	79	6241	16
28	A A	68	4624	88	7744	20
Total		$\Sigma T_1 = 1716$	$\Sigma(T_1^2) = 105624$	$\Sigma T_2 = 2333$	$\Sigma(T_2^2) = 194665$	$\Sigma(T_2 - T_1)^2 = 617$

Based on the data above the researcher shown that there was the significant differences score, the researcher saw the total score pretest in experimental group was 1716 in which the lowest score was 57 and the highest score was 72, and the researcher used the formula (T_1^2) in every students' value, So the total score was **105624** in pre-test, obviously the lowest score from the students was only in component of vocabulary and pronunciation which was the students got 10 in each components. And for the total score post-test in experimental group was 2333, which was the lowest score 77 and the highest score was 91 and a researcher used the formula (T_2^2) formula in every students' value, so the total score was **194665** infact the lowest score from the students in the component was pronunciation and grammar which was the students got 15 score in each components. In this case the researcher found the difference component and there was progress between pre-test and post test. After found out that case the researcher calculated score pre-test and post-test without (T_2) , So the result was **617**. Then the researcher made the calculation for pre-test and post-test in experimental group.

The Calculation in Experimental Group

a. The Calculation for Pretest in Experimental Group

1. Mean

$$\begin{aligned}
 M (T_2 - T_1) &= \sum \frac{(T_1)}{N} \\
 &= \frac{1716}{28} \\
 &= 61.28
 \end{aligned}$$

2. Variances

$$\begin{aligned}
 S^2 &= \sum T_1^2 - \frac{(T_1)^2}{n} \\
 &= 105624 - \frac{1716^2}{28} \\
 &= 105624 - \frac{2944656}{28} \\
 &= 105624 - 105166.28 \\
 &= 457.72
 \end{aligned}$$

$$S^2 = 457.72$$

$$S = \sqrt{457.72}$$

$$= 21.39$$

3. Standart Deviation

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum(T_1)^2}{N}} \\
 &= \sqrt{\frac{105624^2}{28}} \\
 &= \sqrt{398443906.28} \\
 &= 61.41
 \end{aligned}$$

b. The Calculation for Posttest in Experimental Group

1. Mean

$$\begin{aligned}
 M (T_2 - T_1) &= \sum \frac{(T_2)}{N} \\
 &= \frac{2333}{28} \\
 &= 83.32
 \end{aligned}$$

2. Variances

$$S^2 = \sum T_2^2 - \frac{(T_2)^2}{n}$$

$$\begin{aligned}
&= 194665 - \frac{2333^2}{28} \\
&= 194665 - \frac{5442889}{28} \\
&= 194665 - 194388.89 \\
&= 276.11
\end{aligned}$$

$$S^2 = 276.11$$

$$\begin{aligned}
S &= \sqrt{276.11} \\
&= 16.61
\end{aligned}$$

3. Standart Deviation

$$\begin{aligned}
SD &= \sqrt{\frac{\sum(T_1)^2}{N}} \\
&= \sqrt{\frac{194665^2}{28}} \\
&= 33.38
\end{aligned}$$

c. The Calculation for Total Pretest and Post test in Experimental Group.

1. Mean

$$\begin{aligned}
M(T_2 - T_1) &= \frac{\sum(T_2 - T_1)}{N} \\
&= \frac{617}{28} \\
&= 22.03
\end{aligned}$$

2. Standart deviation

$$\begin{aligned}
SD &= \sqrt{\frac{\sum(T_1 - T_2)^2}{28}} \\
&= \sqrt{\frac{(617)^2}{28}}
\end{aligned}$$

$$\begin{aligned}
&= \sqrt{\frac{380689}{28}} \\
&= \sqrt{13596.03} \\
&= 116.6
\end{aligned}$$

Table 4.4

The Differences Scores of the Pretest and Posttest in Control Group

No	Name	Pre-test	T_1^2	Post-test	T_2^2	Y=(T2-T1)
1	P W S	60	3600	70	4900	10
2	R A	60	3600	73	5329	13
3	H S	61	3721	81	6561	20
4	D R	60	3600	80	6400	20
5	D O A	59	3481	70	4900	11
6	I K	58	3364	77	5929	19
7	R D A S	71	5041	90	8100	19
8	A W	64	4096	80	6400	16
9	R S P	66	4356	80	6400	14
10	S B	53	2809	76	5776	23
11	J P N	59	3481	83	6889	24
12	H R	64	4096	73	5329	9
13	A F N	66	4356	70	4900	4
14	S A	51	2601	70	4900	19
15	F A	52	2704	70	4900	18
16	Sf A	52	2704	71	5041	19
17	A R	62	3844	82	6724	20
18	B L A	61	3721	70	4900	9
19	M R P	52	2704	67	4489	15
20	M A	61	3721	72	5184	11
21	M R A	54	2916	70	4900	16
22	W S	52	2704	70	4900	18
23	A M	63	3969	63	3969	0
24	R H	72	5184	90	8100	18
25	M R	56	3136	78	6084	22
26	R I	55	3025	85	7225	30
27	T P	63	3969	63	3969	0
28	A L A	66	4356	81	6561	15

Total	$\Sigma T_1 =$ 1673	$\Sigma(T_1^2) = 100859$	$\Sigma T_2 =$ 2105	$\Sigma(T_2^2) = 159659$	$\Sigma(T_2)^2$ =432
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Based on the data above the researcher shown that there was the significant differences score, the researcher saw the total score pretest in control group was 1716 in which the lowest score was 51 and the highest score was 72, and the researcher used the formula (T_1^2) in every students' value, So the total score was 100859 in pre-test obviously the lowest score from the students was only in component of vocabulary and pronunciation which was the students got 10 in each components., and for the total score post-test in control group was 2105, which was the lowest score 63 and the highest score was 90 and a researcher used the formula (T_2^2) formula in every students' value, So the total score was 159659 and infact the lowest score from the student in the component was only pronunciation and fluency which score 11 in each components. So in this case the researcher found the difference component but there was abit progress between pre-test and post test. After found out that case the researcher calculated score pre-test and post-test without(T_2), So the result was only 432.

Then the researcher made the calculation for pre-test and post-test in experimental group.

The Calculation in Control Group

a. The Calculation for Pretest in Control Group

1. Mean

$$M(T_2T_1) = \sum \frac{T^2}{28}$$

$$= \frac{1673}{28}$$

$$= 59.75$$

2. Variances

$$S^2 = \sum T^2 - \frac{(T_1)^2}{n}$$

$$= 100859 - \frac{1673^2}{28}$$

$$= 100859 - \frac{2798929}{28}$$

$$= 100859 - 99961.75$$

$$= 897.25$$

$$S^2 = 897.25$$

$$S = \sqrt{897.25}$$

$$= 29.95$$

3. Standart Deviation

$$SD = \sqrt{\frac{\sum(T_1)^2}{N}}$$

$$= \sqrt{\frac{1673^2}{28}}$$

$$= 316.16$$

b. The Calculation for Posttest in Control Group

1. Mean

$$M(T_2T_1) = \sum \frac{T^2}{28}$$

$$= \frac{2105}{28}$$

$$= 75.17$$

2. Variances

$$S^2 = \sum T^2 - \frac{(T^2)^2}{n}$$

$$= 159659 - \frac{2105^2}{28}$$

$$= 159659 - \frac{4431025}{28}$$

$$= 159659 - 158250.89$$

$$= 1408$$

$$S^2 = 1408$$

$$S = \sqrt{1408}$$

$$= 37.52$$

3. Standart Deviation

$$SD = \sqrt{\frac{\sum(T^2)^2}{N}}$$

$$= \sqrt{\frac{2105^2}{28}}$$

$$= 397.8$$

c. The Calculation for Total Pretest and Post test in Experimental Group.

1. Mean

$$M(T_2-T_1) = \sum \frac{T_2-T_1}{28}$$

$$= \frac{432}{28}$$

$$= 15.42$$

2. Standart Deviation

$$SD = \sqrt{\frac{\sum(T_1-T_2)^2}{28}}$$

$$= \sqrt{\frac{(432)^2}{28}}$$

$$= 81.64$$

Table 4.5

The Calculation of Table

No	X	Y	X ²	Y ²	XY
1	82	70	3481	4900	5740
2	81	73	3969	5329	5913
3	84	81	3721	6561	6804
4	83	80	3600	6400	6640
5	83	70	3481	4900	5810
6	81	77	3844	5929	6237
7	91	90	5041	8100	8190
8	80	80	4225	6400	6400
9	85	80	3481	6400	6800
10	82	76	3600	5776	6232
11	83	83	3481	6889	6889
12	77	73	3600	5329	5621
13	83	70	3721	4900	5810
14	83	70	3481	4900	5810
15	80	70	3249	4900	5600
16	85	71	3136	5041	6035
17	86	82	3844	6724	7052
18	81	70	3249	4900	5670

19	81	67	3844	4489	5427
20	83	72	4096	5184	5976
21	83	70	3481	4900	5810
22	83	70	2916	4900	5810
23	86	63	4225	3969	5418
24	90	90	5184	8100	8100
25	82	78	3600	6084	6396
26	88	85	3481	7225	7480
27	79	63	3969	3969	4977
28	88	81	4624	6561	7128
TOTAL	$\Sigma X =$	$\Sigma Y =$	$\Sigma X^2 =$	$\Sigma Y^2 =$	$\Sigma XY =$
	2333	2105	105624	159659	175775

C. Testing The Hypothesis

a. The Equation of Linear Regression

$y = a + b$ where a and b got by :

$$a = \frac{(\Sigma Y)(\Sigma Y^2) - (\Sigma X)(\Sigma XY)}{N(\Sigma X^2) - (\Sigma X)^2}$$

$$= \frac{(2105)(159659) - (2333)(175775)}{28(105624) - (2333)^2}$$

$$= \frac{336082195 - 410083075}{2957472 - 5442889}$$

$$= \frac{-74000880}{-2485417}$$

$$= 29.77$$

$$b = \frac{(\Sigma XY) - (\Sigma X)(\Sigma Y)}{N(\Sigma X^2) - (\Sigma X)^2}$$

$$= \frac{(175775) - (2333)(2105)}{28(105624) - (2333)^2}$$

$$= \frac{(175775) - (2333)(2105)}{28(105624) - (5442889)}$$

$$= \frac{4735190}{2485417}$$

$$= 1.9$$

$$Y = a + b$$

$$= 29.77 + 1.9$$

$$= 31.67$$

b. Coefficient r

$$r^2 = \frac{b\{N(\sum XY - (\sum X)(\sum Y))\}}{N\sum Y^2 - (\sum Y)^2}$$

$$= \frac{1,9 (56)(175775) - (2333)(2105)}{56 (159659) - (2105)^2}$$

$$= \frac{18702460 - 4910965}{8940904 - 4431025}$$

$$= \frac{13791495}{4509879}$$

$$= 0.49$$

$$r^2 = \sqrt{0.49}$$

$$r = 0.7$$

c. Examination the Statistic Hypothesis

$H_a : P \neq 0$ There is Significant effect of The effect of carousel brainstorming by cartoon picture on students speaking achievement.

$H_0 : P = 0$ There is no significant effect of The effect of carousel brainstorming by cartoon picture on students speaking achievement.

The Stastistical hypothesis could be determined by using :

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

With a criteria examination H_a is accepted if $t_{\text{observed}} > t_{\text{table}}$ or H_0 is rejected

if $t_{\text{observed}} < t_{\text{table}}$ with degree of freedom or $df = N-2 = 54$. $\alpha = 5\% = 0.05$

$$\begin{aligned} t_{\text{observed}} &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \\ &= \frac{0.7 \sqrt{56-2}}{\sqrt{1-0.7^2}} \\ &= \frac{0.7 \sqrt{54}}{\sqrt{1-0.49}} \\ &= \frac{0.7 (7.3)}{0.7} \\ &= 7.3^{\text{df}} \end{aligned}$$

$$\begin{aligned}
 t_{table} &= t \left(1 - \frac{1}{2} 0.05\right)^{df} \\
 &= \left(t \left(1 - \frac{1}{2} 0.05\right)\right)^{54} \\
 &= \left(t (1 - 0.025)\right)^{54} \\
 &= 2.00
 \end{aligned}$$

Based on the calculation above, where $t_{\text{observed}} > T_{\text{table}}$ ($7.3 > 2.00$) it could be concluded that H_0 was rejected. It means that H_a was accepted or “there is significant effect of Show and Tell Method by smart cube on students speaking achievement”.

The percentage effect of carousel brainstorming by cartoon picture on students speaking achievement”.

In determining of the percentage the effect of applying Actional functional model on students’ achievement in speaking ”, formula was use :

$$\begin{aligned}
 D &= R_2 \times 100\% \\
 &= 0.7 \times 100\% \\
 &= 70 \% \\
 X &= 100\% - 70 \% \\
 &= 30 \%
 \end{aligned}$$

It means that the effect of applying Show and Tell Method on students’ speaking achievement was 70 % and 30 % was influence by the other factor.

D. Discussion

Based on the research finding above, it was saw that there was an effect of applying Show and Tell Method assisted by smart cube on students' achievement in speaking.

E. Research Finding

After the Pre test and Post test were conducted, then the findings could be report us follow:

1. There is the significant effect of Show and Tell Method on students' speaking achievement, which was proven from the result of the test $t_{observed} > T_{table}$ or $7.3 > 2.00$
2. The percentage of the effect of applying Show and Tell Method on Students' Speaking ability was 70 % and 30 % was influenced by another factor.

CHAPTER V

\CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that was carried out at SMK MANDIRI Percut Sei Tuan the researcher has been analysed the data statistically, it was found that there was the significance effect of applying Show and Tell Method assisted by Smart Cube in learning speaking. It can be seen from the total pre-test and post-test scores of the experimental group. It was found that t observed was higher than T table or $7,3 > 2.00$.

B. Suggestion

1. For the research: this research give contribution to the research in helping find out the best method for teaching speaking and get more information from this research.
2. For the students: the result of this suggested to used Show and Tell Method assisted by Smart Cube in learning speaking.
3. For the teachers: the use of Show and tell Method assisted by Smart Cube in learning speakng can make the students" are more enjoyable to improve their ability in speaking sklll in front of the class.

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APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMK MANDIRI
Mata Pelajaran	: Bahasa Inggris
Kelas	: X Semester 1 (Ganjil)
Program Keahlian	: TSM
Materi Pokok	: Describing Noun
Alokasi Waktu	: 2 x 45 menit

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, 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 dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif 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, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan makanan tradisional , sesuai dengan konteks penggunaannya.
 - 3.7.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata dan makanan tradisional , sesuai dengan konteks penggunaannya.
- 4.8 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.
 - 4.8.1 Mendeskripsikan makna dalam teks deskriptif lisan dan tulis sederhana.
- 4.9 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan makanan tradisional , dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
 - 4.9.1 Mengidentifikasi teks deskriptif lisan dan tulis, sederhana tentang orang, tempat wisata dan makanan tradisional , dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
 - 4.9.2 Mendeskripsikan teks deskriptif lisan dan tulis, sederhana tentang orang, tempat wisata dan makanan tradisional , dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan makanan tradisional , dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.
 - 4.10.1 Melakukan monolog dan dialog teks deskriptif sederhana tentang orang, tempat wisata dan makanan tradisional , dengan memperhatikan

tujuan, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

4.10.2 Menulis monolog dan dialog teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata dan makanan tradisional , dengan memperhatikan tujuan, struktur teks dan unsur kebahasaan secara benardan sesuai konteks.

C. Tujuan Pembelajaran

- Diperlihatkan dan diperdengarkan video/teks, peserta didik dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan makanan tradisional , sesuai dengan konteks penggunaannya.
- Diberikan situasi, peserta didik dapat mendeskripsikan makna dalam teks deskriptif lisan dan tulis sederhana.
- Diberikan situasi, peserta didik dapat mengidentifikasi teks deskriptif lisan dan tulis, sederhana tentang orang, tempat wisata dan makanan tradisional , dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
- Diberikan situasi, peserta didik dapat mendeskripsikan teks deskriptif lisan dan tulis, sederhana tentang orang, tempat wisata dan makanan tradisional , dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
- Diberikan situasi, peserta didik dapat melakukan monolog dan dialog teks deskriptif sederhana tentang orang, tempat wisata dan makanan tradisional , dengan memperhatikan tujuan, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.
- Diberikan situasi, peserta didik dapat menulis monolog dan dialog teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata dan makanan tradisional , dengan memperhatikan tujuan, struktur teks dan unsur kebahasaan secara benardan sesuai konteks.

D. Materi Pembelajaran (Rincian dan Materi Pokok)

Teks deskriptif lisan dan tulis, sederhana, tentang orang.

Kegiatan pembelajaran pada bab ini berisi bahasan berikut:

- Meminta dan memberikan informasi yang berhubungan dengan orang, binatang dan benda.

Struktur descriptive text (generic structure) :

1. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Ciri-ciri Descriptive text :

- Mengenalkan simple present tense.
- Menggunakan attribute verb seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut.

Fungsi sosial

Memanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.

Unsur kebahasaan

(1) Pertanyaan dan pernyataan tentang deskripsi

- *How does your brother look like?*
- *He's short and wears glasses*
- *wears glasses*

(2) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).

(3) Kata ganti *it, they, she, we, dst; our, my, your, their, dst.*

(4) Kata sifat, tanpa atau dengan penambahan kata *quite, very*, atau kombinasi seperti *dark brown, sweet, big* dan sebagainya.

(5) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

(6) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Topik

Berbagai hal terkait dengan orang, makanan tradisional atau tempat.

E. Metode Pembelajaran (Rincian dari Kegiatan Pembelajaran)

Metode : Using Show and Tell

Teknik : Group Discussion

F. Media, Alat, dan Sumber Pembelajaran

1. Smart Cube
2. Buku Paket Bahasa Inggris K.13
3. Spidol, penghapus, papan tulis

A. Langkah-Langkah Kegiatan Pembelajaran

Pertemuan : 2JP

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none">1. Salam dan tegur sapa2. Guru memeriksa kehadiran siswa3. Guru Menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan di capai.4. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP	15'
Kegiatan Inti	<ol style="list-style-type: none">1. Mengamati :<ul style="list-style-type: none">- Guru membaca teks atau percakapan yang ada di buku paket mereka kemudian siswa nya mengikuti apa yang telah dibaca oleh gurunya tersebut.2. Menanya :<ul style="list-style-type: none">- Guru memberikan kesempatan pada siswa untuk mempertanyakan antara lain	

	<p>perbedaan antar berbagai teks deskripsi yang ada dalam bahasa inggris terutama tentang fungsi social, struktur teks, dan unsur kebahasaan.</p> <p>3. Mengumpulkan informasi :</p> <p>Guru memberikan kesempatan pada siswa untuk mencari informasi atau mengemukakan jawaban lebih lanjut dan lebih jelas lagi.</p> <p>4. Mengeksplorasi :</p> <p>Siswa mendeskripsikan gambar gambar atau benda – benda yang ada di dalam kelas mereka atau mendeskripsikan tentang teman mereka.</p> <p>5. Mengkomunikasikan :</p> <p>Guru memberikan kesempatan kepada siswa untuk menyampaikan descriptive text tentang teman sebangkunya mereka.</p>	60'
Penutup	<ol style="list-style-type: none"> 1. Guru memerintahkan siswa menyimpulkan apa yang telah dipelajari.. 2. Guru kembali menyimpulkan pembelajaran dan menyampaikan informasi tentang 	10'

	rencana kegiatan pembelajaran untuk pertemuan selanjutnya.	
	3. Guru mengucapkan salam perpisahan	

H. Penilaian

The Indicators to Evaluate Speaking Skill

1. Vocabulary (20)

Level	Explanation
20	Very good : rarely has trouble
15	Good : sometimes user inappropriate term about language
10	Fair: frequent user wrong words speech limited to simply vocabulary.
5	Unsatisfactory: very limited vocabulary and make the comprehension quite difficult.

2. Comprehension (20)

Level	Explanation
20	Very Good: few noticeable errors
15	Good: occasionally grammatical errors which do not observe meaning.
10	Fair: errors of the basic structure, meaning occasionally obscure by grammatical errors.
5	Unsatisfactory: usage definitely unsatisfactory frequently needs to rephrase construction or restrict himself to basic structure.

3. Pronunciation (20)

Level	Explanation
20	Very Good: understandable
15	Good: few noticeable errors
10	Fair: errors of basic pronunciation
5	Unsatisfactory: hard to understand because of sound, accent, pitch, difficulties and incomprehensible.

4. Fluency (20)

Level	Explanation
16-20	Very Good: understand able
11-15	Good: speech is generally natural
6-10	Fair: some definite stumbling but manager to rephrase and continue
1-5	Unsatisfactory: errors in grammar frequent to speak language

5. Grammar(20)

Level	Explanation
16-20	Very Good: errors in grammar are quite rare
11-15	Good: control of grammar is good
6-10	Fair: construction quite accurately but does not have through or confident control of grammar
1-5	Unsatisfactory: errors in grammar frequent to speak language

Student's Score = Score obtained X100

Score maximal

Criteria of the Score

The criteria of the score used to interpret whether the students are considered excellent, very good, good, moderate, enough, low and poor.

The score Category

Percentage Range	Level of Competency
91-100	Excellent
81- 90	Very Good
71-80	Good
61-70	Moderate
51-60	Enough
41-50	Low
0-40	Poor

Instrument (pre test) :

Please describe one of them, at least six sentences

- a. Jokowi Dodo
- b. Urap

Instrument (post test)

Rule :

- 1) Devide class into several groups. Each group consist of 6 people.
- 2) All leaders of group come forward to get the paper that contains numbers
- 3) After that, take the cube (each side of the cube has a picture) that matches the number you got.
- 4) Then, rotate the cube while closing your eyes, following the directions given by the teacher
- 5) Describe the selected picture with group friends



Mengetahui,

Peneliti

Guru Pamong

A handwritten signature in black ink, appearing to be 'Venny'.

A handwritten signature in black ink, appearing to be 'Tasya'.

Venny, S.pd

Tasya Randita Siagian

APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMK MANDIRI
Mata Pelajaran	: Bahasa Inggris
Kelas	: X Semester 1 (Ganjil)
Program Keahlian	: TKJ
Materi Pokok	: Describing Noun
Alokasi Waktu	: 2 x 45 menit

G. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, 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 dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif 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, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan

H. Kompetensi Dasar dan Indikator

- 1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.4 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan makanan tradisional , sesuai dengan konteks penggunaannya.
 - 3.7.2 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata dan makanan tradisional , sesuai dengan konteks penggunaannya.
- 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.
 - 4.8.2 Mendeskripsikan makna dalam teks deskriptif lisan dan tulis sederhana.
- 4.12 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan makanan tradisional , dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
 - 4.9.3 Mengidentifikasi teks deskriptif lisan dan tulis, sederhana tentang orang, tempat wisata dan makanan tradisional , dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
 - 4.9.4 Mendeskripsikan teks deskriptif lisan dan tulis, sederhana tentang orang, tempat wisata dan makanan tradisional , dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.13 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan makanan tradisional , dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.
 - 4.13.1 Melakukan monolog dan dialog teks deskriptif sederhana tentang orang, tempat wisata dan makanan tradisional , dengan memperhatikan

tujuan, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

4.13.2 Menulis monolog dan dialog teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata dan makanan tradisional , dengan memperhatikan tujuan, struktur teks dan unsur kebahasaan secara benardan sesuai konteks.

I. Tujuan Pembelajaran

- Diperlihatkan dan diperdengarkan video/teks, peserta didik dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan makanan tradisional , sesuai dengan konteks penggunaannya.
- Diberikan situasi, peserta didik dapat mendeskripsikan makna dalam teks deskriptif lisan dan tulis sederhana.
- Diberikan situasi, peserta didik dapat mengidentifikasi teks deskriptif lisan dan tulis, sederhana tentang orang, tempat wisata dan makanan tradisional , dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
- Diberikan situasi, peserta didik dapat mendeskripsikan teks deskriptif lisan dan tulis, sederhana tentang orang, tempat wisata dan makanan tradisional , dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
- Diberikan situasi, peserta didik dapat melakukan monolog dan dialog teks deskriptif sederhana tentang orang, tempat wisata dan makanan tradisional , dengan memperhatikan tujuan, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.
- Diberikan situasi, peserta didik dapat menulis monolog dan dialog teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata dan makanan tradisional , dengan memperhatikan tujuan, struktur teks dan unsur kebahasaan secara benardan sesuai konteks.

J. Materi Pembelajaran (Rincian dan Materi Pokok)

Teks deskriptif lisan dan tulis, sederhana, tentang orang.

Kegiatan pembelajaran pada bab ini berisi bahasan berikut:

- Meminta dan memberikan informasi yang berhubungan dengan orang, binatang dan benda.

Struktur descriptive text (generic structure) :

3. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
4. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Ciri-ciri Descriptive text :

- Mengenalkan simple present tense.
- Menggunakan attribute verb seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut.

Fungsi sosial

Memanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.

Unsur kebahasaan

(1) Pertanyaan dan pernyataan tentang deskripsi

- *How does your brother look like?*
- *He's short and wears glasses*
- *wears glasses*

(2) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).

(3) Kata ganti *it, they, she, we, dst; our, my, your, their, dst.*

(4) Kata sifat, tanpa atau dengan penambahan kata *quite, very*, atau kombinasi seperti *dark brown, sweet, big* dan sebagainya.

- (5) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- (6) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Topik

Berbagai hal terkait dengan orang, makanan tradisional atau tempat.

K. Metode Pembelajaran (Rincian dari Kegiatan Pembelajaran)

Metode : Conventional Method

L. Media, Alat, dan Sumber Pembelajaran

- 4. Buku Paket Bahasa Inggris K.13
- 5. Spidol, penghapus, papan tulis

B. Langkah-Langkah Kegiatan Pembelajaran

Pertemuan : 2JP

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none">1. Salam dan tegur sapa2. Guru memeriksa kehadiran siswa3. Guru Menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan di capai.4. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP	15'
Kegiatan Inti	<p>6. Mengamati :</p> <ul style="list-style-type: none">- Guru membaca teks atau percakapan yang ada di buku paket mereka kemudian siswa nya mengikuti apa yang telah dibaca oleh gurunya tersebut. <p>7. Menanya :</p> <ul style="list-style-type: none">- Guru memberikan kesempatan pada siswa untuk mempertanyakan antara lain	

	<p>perbedaan antar berbagai teks deskripsi yang ada dalam bahasa inggris terutama tentang fungsi social, struktur teks, dan unsur kebahasaan.</p> <p>8. Mengumpulkan informasi :</p> <p>Guru memberikan kesempatan pada siswa untuk mencari informasi atau mengemukakan jawaban lebih lanjut dan lebih jelas lagi.</p> <p>9. Mengeksplorasi :</p> <p>Siswa mendeskripsikan gambar gambar atau benda – benda yang ada di dalam kelas mereka atau mendeskripsikan tentang teman mereka.</p> <p>10. Mengkomunikasikan :</p> <p>Guru memberikan kesempatan kepada siswa untuk menyampaikan descriptive text tentang teman sebangkunya mereka.</p>	60'
Penutup	<p>4. Guru memerintahkan siswa menyimpulkan apa yang telah dipelajari..</p> <p>5. Guru kembali menyimpulkan pembelajaran dan menyampaikan informasi tentang</p>	10'

	rencana kegiatan pembelajaran untuk pertemuan selanjutnya.	
	6. Guru mengucapkan salam perpisahan	

H. Penilaian

The Indicators to Evaluate Speaking Skill

6. Vocabulary (20)

Level	Explanation
20	Very good : rarely has trouble
15	Good : sometimes user inappropriate term about language
10	Fair: frequent user wrong words speech limited to simply vocabulary.
5	Unsatisfactory: very limited vocabulary and make the comprehension quite difficult.

7. Comprehension (20)

Level	Explanation
20	Very Good: few noticeable errors
15	Good: occasionally grammatical errors which do not observe meaning.
10	Fair: errors of the basic structure, meaning occasionally obscure by grammatical errors.
5	Unsatisfactory: usage definitely unsatisfactory frequently needs to rephrase construction or restrict himself to basic structure.

8. Pronunciation (20)

Level	Explanation
20	Very Good: understandable
15	Good: few noticeable errors
10	Fair: errors of basic pronunciation
5	Unsatisfactory: hard to understand because of sound, accent, pitch, difficulties and incomprehensible.

9. Fluency (20)

Level	Explanation
16-20	Very Good: understand able
11-15	Good: speech is generally natural
6-10	Fair: some definite stumbling but manage to rephrase and continue
1-5	Unsatisfactory: errors in grammar frequent to speak language

10. Grammar(20)

Level	Explanation
16-20	Very Good: errors in grammar are quite rare
11-15	Good: control of grammar is good
6-10	Fair: construction quite accurately but does not have thorough or confident control of grammar
1-5	Unsatisfactory: errors in grammar frequent to speak language

Student's Score = Score obtained X100

Score maximal

Criteria of the Score

The criteria of the score used to interpret whether the students are considered excellent, very good, good, moderate, enough, low and poor.

The score Category

Percentage Range	Level of Competency
91-100	Excellent
81-90	Very Good
71-80	Good
61-70	Moderate
51-60	Enough
41-50	Low
0-40	Poor

Instrument:

Describe about Jokowi or Urap. Please choose one of them, at least six sentences !

Mengetahui,
Teacher


Venny, S.pd

Researcher


Tasya Randita S

APPENDIX 3

The Indicators to Evaluate Speaking Skill

1. Vocabulary (20)

Level	Explanation
16-20	Very good : rarely has trouble
11-15	Good : sometimes user inappropriate term about language
6-10	Fair: frequent user wrong words speech limited to simply vocabulary.
1-5	Unsatisfactory: very limited vocabulary and make the comprehension quite difficult.

2. Comprehension (20)

Level	Explanation
16-20	Very Good: few noticeable errors
11-15	Good: occasionally grammatical errors which do not observe meaning.
6-10	Fair: errors of the basic structure, meaning occasionally obscure by grammatical errors.
1-5	Unsatisfactory: usage definitely unsatisfactory frequently needs to rephrase construction or restrict himself to basic structure.

3. Pronunciation (20)

Level	Explanation
16-20	Very Good: understand able
11-15	Good: few noticeable errors
6-10	Fair: errors of basic pronunciation
1-5	Unsatisfactory: hard to understand because of sound, accent, pitch, difficulties and incomprehensible.

4. Fluency (20)

Level	Explanation
16-20	<i>Very Good: understand able</i>
11-15	Good: speech is generally natural
6-10	Fair: some definite stumbling but manager to rephrase and continue
1-5	Unsatisfactory: errors in grammar frequent to speak language

5. Grammar(20)

Level	Explanation
16-20	Very Good: errors in grammar are quite rare
11-15	Good: control of grammar is good
6-10	Fair: construction quite accurately but does not have through or confident control of grammar
1-5	Unsatisfactory: errors in grammar frequent to speak language

Appendix 4

Attendant List of Experimental Class

No	Name	Pre-Test		Post-Test	
1	Irwandi Ramadhan				
2	Nanda Prianto				
3	Dwi Setiawan				
4	Arief Kurnia Syahputra				
5	Dimas Prayoga				
6	M. Fikri Falevi Nst				
7	Wendy Ilham Khairi				
8	Riski Syahputra				
9	Raihan Ajril				
10	M. Syahid Hasim				
11	Hebi Candra				
12	Bima Prastiya				
13	Ananda Rizki F				
14	Muhammad Syahrul				
15	Rizky Suhada Nst				
16	Samuel Situmorang				
17	Zaka Krisna				
18	Alfin Ramansah Sianturi				
19	Akbar Afrizal Srg				
20	Mhd. Okrizal Manday				
21	Tegar Maulana				
22	Hafidz Hidayatullah				
23	Yunus Rosalim Nazara				
24	Ramadhani				
25	Faris Azhari				
26	Jaka Triwibowo				
27	Ahmad Riva'i				
28	Akbar Ardiansyah				

Teacher



Venny, S.pd

Researcher



Tasya Randita S

Attendant List of Control Class

No	Name	Pre-Test		Post-Test	
1	Puji Wulan Sari				
2	Resti Aprilia				
3	Hermayunita S				
4	Dwi Rahmadani				
5	Dwi Oktara Amanda				
6	Indah Khairani				
7	Retri Dita Anjune Shb				
8	Ayunda Widya				
9	Rian Syah Putra				
10	Septian Barus				
11	Jonathan Pradipta N				
12	Handrian Nababan				
13	Ahmad Fauxan Nst				
14	Shandy Afriansyah				
15	Fadhila Arumtini				
16	Sifani Azzahra				
17	Andre Riandika				
18	Bambang Lodri Aditya				
19	Muhammad Ridho P				
20	Muhammad Anggi				
21	M. Risky Abdullah				
22	Wamsal Sinaga				
23	Alfiandi Majid				
24	Risky Hidayah				
25	M.Rauf				
26	Rizky Irfandi				
27	Tiara Putri				
28	Azzahra Lathifa A				

Teacher

Venny, S.pd

Researcher

Tasya Randita S

APPENDIX 5

The Scores of Pre-test in Experimental Group

No.	Students' Initial Name	The Component to Evaluate					Total
		Pronun	Grammar	Vocab	Fluency	Compre	
1	N P	11	11	12	11	14	59
2	I R	11	12	13	13	14	63
3	D S	10	13	11	15	12	61
4	A K S	14	12	11	12	11	60
5	D P	11	11	12	14	11	59
6	M F N	10	14	10	15	13	62
7	W I K	14	13	14	15	15	71
8	R S	11	15	12	14	13	65
9	R A	11	10	13	12	13	59
10	M S H	11	13	12	10	14	60
11	H C	11	13	11	13	11	59
12	B P	12	13	11	11	13	60
13	A R	13	12	12	11	13	61
14	M S	13	11	12	11	12	59
15	R S N	12	10	12	11	12	57
16	J K	11	12	10	13	10	56
17	A R S	15	10	11	14	12	62
18	M O M	12	10	12	12	11	57
19	T M	11	11	13	14	13	62
20	A A S	12	14	13	14	11	64
21	H H	12	10	14	12	11	59
22	Y R N	11	11	10	12	10	54
23	R	13	13	11	13	15	65
24	F A	14	15	14	14	15	72
25	J T	14	10	10	13	13	60
26	Ahd R	12	12	11	13	11	59
27	SS	11	14	13	13	12	63
28	A A	13	14	15	12	14	68
Total							1716

The Score of Post-test in Experimental Group

No.	Students' Initial Name	The Component to Evaluate					Total
		Pronun	Grammar	Vocab	Fluency	Compre	
1	N P	15	15	18	17	17	82
2	I R	17	15	18	16	15	81
3	D S	16	17	17	18	16	84
4	A K S	15	16	17	18	17	83
5	D P	16	15	16	18	18	83
6	M F N	15	15	18	17	16	81
7	W I K	18	19	18	17	19	91
8	R S	16	15	15	18	16	80
9	R A	17	16	18	17	17	85
10	M S H	16	15	15	19	17	82
11	H C	17	18	15	16	17	83
12	B P	15	16	16	15	15	77
13	A R	16	15	15	18	19	83
14	M S	15	15	18	17	18	83
15	R S N	16	16	15	17	16	80
16	J K	17	15	18	17	18	85
17	A R S	17	16	16	19	18	86
18	M O M	16	17	16	17	15	81
19	T M	15	15	17	16	18	81
20	A A S	18	16	16	18	15	83
21	H H	15	15	18	18	17	83
22	Y R N	16	15	18	16	18	83
23	R	18	16	17	18	17	86
24	F A	18	17	18	19	18	90
25	J T	16	18	15	16	17	82
26	Ahd R	18	17	17	18	18	88
27	SS	16	15	16	17	15	79
28	A A	18	17	18	17	18	88
Total							2333

APPENDIX 6

The Scores of Pre-test in Control Class

No	Students ' Initial Name	The Component to Evaluate					Total
		Pronun	Grammar	Vocab	Fluency	Compre	
1	P W S	10	11	12	13	14	60
2	R A	11	11	12	11	14	60
3	H S	10	13	11	15	12	61
4	D R	14	12	11	12	11	60
5	D O A	11	11	12	14	11	59
6	I K	10	14	10	15	9	58
7	R D A S	14	13	14	15	15	71
8	A W	11	15	11	14	13	64
9	R S P	17	10	13	16	10	66
10	S B	9	10	12	8	14	53
11	J P N	11	13	11	13	11	59
12	H R	15	13	11	12	13	64
13	A F N	17	10	13	16	10	66
14	S A	13	9	10	11	8	51
15	F A	9	10	12	9	12	52
16	Sf A	11	12	10	9	10	52
17	A R	15	10	11	14	12	62
18	B L A	15	13	10	10	13	61
19	M R P	11	9	13	10	9	52
20	M A	9	14	13	14	11	61
21	M R A	9	10	14	12	9	54
22	W S	11	9	10	12	10	52
23	A M	13	13	9	13	15	63
24	R H	14	15	14	14	15	72
25	M R	14	10	10	12	10	56
26	R I	12	12	9	11	11	55
27	T P	11	14	13	13	12	63
28	A L A	13	14	15	10	14	66
Total							1673

The Scores of Post-test in Control Group

No	Students ' Initial Name	The Component to Evaluate					Total
		Pronun	Grammar	Vocab	Fluency	Compre	
1	P W S	14	13	15	14	14	70
2	R A	14	15	15	14	15	73
3	H S	16	17	17	15	16	81
4	D R	15	16	17	15	17	80
5	D O A	13	14	16	14	13	70
6	I K	15	15	18	15	14	77
7	R D A S	18	19	18	17	18	90
8	A W	16	15	15	18	16	80
9	R S P	14	16	16	17	17	80
10	S B	14	15	15	15	17	76
11	J P N	17	18	15	16	17	83
12	H R	11	16	16	15	15	73
13	A F N	13	15	15	13	14	70
14	S A	14	15	14	15	12	70
15	F A	14	13	15	12	16	70
16	S f A	14	15	15	13	14	71
17	A R	17	16	16	15	18	82
18	B L A	16	12	16	11	15	70
19	M R P	15	10	14	16	12	67
20	M A	13	14	16	14	15	72
21	M R A	15	11	14	15	15	70
22	W S	16	15	15	12	12	70
23	A M	13	13	9	13	15	63
24	R H	18	17	18	19	18	90
25	M R	16	17	13	16	16	78
26	R I	18	17	16	18	16	85
27	T P	11	14	13	13	12	63
28	A L A	18	17	15	17	14	81
Total							2105

APPENDIX 7

Experimental Class



Students did pre test





The researcher did treatment by applying Show and Tell Method



Students were realiing Show and Tell Method by Mart Cube

Control Class



Students did pre test



Students did post test

Media





**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umhu.ac.id> E-mail: fkip@umhu.ac.id

Form : K - 1

Kepada Yth : Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini:

Nama Mahasiswa : TASYA RANDITA SIAGIAN
NPM : 1502050186
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 138 SKS

IPK = 3,55

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	
	The Effect of Using Show and Tell Method by Smart Cube in Learning Speaking	
	The Influence of JEKA (Job, Education, Knowledge, Attitude) in Speaking Style	
	The Effect of Age and Gender on the Choice Style in Greeting	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Ibu saya ucapkan terima kasih.

Medan, 06 April 2019
Hormat Pemohon,

Tasya Randita Siagian

Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

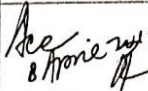


MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.unsu.ac.id> E-mail: fkip@unsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Tasya Randita Siagian
NPM : 1502050186
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Effect of Using Show and Tell Method by Smart Cube in Learning Speaking	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing



Erlindawaty, S.Pd, M.Pd

Medan, 06 April 2019
Hormat Pemohon,



Tasya Randita Siagian



**MAJLIS PENDIDIKAN TINGGI MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jalan Kapten Muktar Basri No. 3 Medan 20238 Telp 061-6619056

Form K-2

Kepada : Yth. Bapak / Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
Universitas Muhammadiyah Sumatera Utara
di –
Tempat

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalamu 'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : TASYA RANDITA SIAGIAN
NPM : 1502050186
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of Using Show and Tell Method by Smart Cube in Learning Speaking

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Erlindawaty, M.Pd Acc

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 06 April 2019
Hormat Pemohon,

Tasya Randita Siagian

Keterangan

Dibuat rangkap 3 :

- Asli untuk Dekan / Fakultas
- Duplikat Untuk Ketua / Sekretaris Prog. Studi
- Triplikat Untuk Mahasiswa yang Bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 2240 /IL.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Tasya Randita Siagian
N P M : 1502050186
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Using Show and Tell Method by Smart Cube in Learning Speaking.

Pembimbing : Erlindawati, S.Pd, M.Pd

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 17 Mei 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

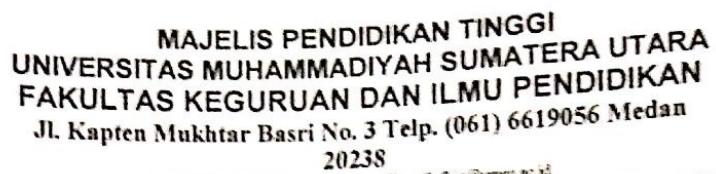
Dikeluarkan pada Tanggal :
Medan, 17 Mei 1440 H
2019 M



Dr. H. Elwan Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



Website: <http://www.fap.unma.ac.id> E-mail: fap@unma.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Tasya Randita Siagian
NPM : 1502050186
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using Show and Tell Method by Smart Cube in Learning Speaking

[illegible]

Diketahui oleh:
Ketua Prodi

Medan, Mei 2019
Dosen Pembimbing

(Mandra Saragih, S.Pd, M.Hum)

(Erlindawaty, S.Pd, M.Pd)



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6619056 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Tasya Randita Siagian
N.P.M : 1502050186
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Show and Tell Method Assisted by Smart Cube in Learning Speaking

benar telah melakukan seminar proposal skripsi pada hari Kamis, tanggal 23, Bulan Mei, Tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Juli 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Tasya Randita Siagian
N.P.M : 1502050186
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Show and Tell Method Assisted by Smart Cube in Learning Speaking

Pada hari Kamis tanggal 23 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Juli 2019

Disetujui oleh:

Dosen Pembahas

Mandra Saragih, S.Pd, M.Hum

Dosen Pembimbing

Erlindawaty, S.Pd, M.Pd

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Tasya Randita Siagian
N.P.M : 1502050186
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Show and Tell Method Assisted by Smart Cube in Learning Speaking

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Juli 2019
Hormat saya
Yang membuat pernyataan,



Tasya Randita Siagian

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



Unggul, Cerdas & Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website : <http://fkip.umsu.ac.id> Email : fkip@umsu.ac.id

Nomor : *tsy* /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 28 Dzulqaidah 1440 H
31 Juli 2019 M

Kepada Yth. Bapak/Ibu Kepala
SMK Mandiri Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Tasya Randita Siagian
N P M : 1502050186
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Show and Tell Method Assisted by Smart Cube in Learning Speaking

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

**** Pentinggal ****





YAYASAN PENDIDIKAN SIAP MANDIRI

SEKOLAH MENENGAH KEJURUAN (SMK) MANDIRI

Jl. Datuk Kabu No. 99 Psr 3 Tembung

SIOP : Nomor. 421/4216/PDM/2013

e-mail : smk_mandiri01@yahoo.com website : smkmandiri.sch.id



Nomor : 364 /105.2/SMK.M/2019
Lamp. : -
Hal : Izin Riset

Percut Sei Tuan, 1 Agustus 2019

Kepada
Yth.


: Dekan
Dr. H. Elfrianto Nst, S.Pd. M.Pd.
Universitas Muhammadiyah Sumatera Utara
Fakultas Keguruan dan Ilmu Pendidikan
Jl. Kapten Mukhtar Basri No. 3 Medan

Dengan hormat,

Menanggapi surat Bapak/Ibu No.5064/II.3/UMSU-02/F/2019 tanggal 30 Agustus 2019 dengan ini kami memberikan **Izin Penelitian**, dengan data sbb :

Nama : **Tasya Randita Siagian**
NIM : 1502050186
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : "The Effect of Show and Tell Method Assited by Smart Cube in Learning Speaking".

Demikian kami sampaikan, atas perhatiannya di ucapkan terima kasih.

a.n. Kepala,
Waka Kurikulum

Franky MS, M.Pd.



YAYASAN PENDIDIKAN SIAP MANDIRI

SEKOLAH MENENGAH KEJURUAN (SMK) MANDIRI

Jl. Datuk Kabu No. 99 Psr 3 Tembung

SIOP : Nomor. 421/4216/PDM/2013

e-mail : smk_mandiri01@yahoo.com website : smkmandiri.sch.id



Nomor : 402 /105.2/SMK.M/2019
Lamp. : -
Hal : Riset

Percut Sei Tuan, 2 September 2019

Kepada
Yth. : Dekan
Dr. H. Elfrianto Nst, S.Pd. M.Pd.
Universitas Muhammadiyah Sumatera Utara
Fakultas Keguruan dan Ilmu Pendidikan
Jl. Kapten Mukhtar Basri No. 3 Medan

Dengan hormat,

Yang bertanda tangan dibawah ini Kepala SMK Mandiri Percut Sei Tuan, menerangkan bahwa Mahasiswa :

Nama : **Tasya Randita Siagian**
NIM : 1502050186
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : "The Effect of Show and Tell Method Assited by Smart Cube in Learning Speaking".

Telah selesai melaksanakan Riset di SMK Mandiri Percut Sei Tuan tanggal 1 Agustus s.d 2 September 2019.

Demikian kami sampaikan, atas perhatiannya di ucapkan terima kasih.

an, Kepala ,
Waka Kurikulum
FRANKY MS, M. Pd.



MAJELIS PENDIDIKAN TINGGI UNIVERSITAS
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapt. Muchtar Basri No. 3 (061) 6624567 Medan 20238

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan Dan Ilmu Pendidikan
Nama Lengkap : Tasya Randita Siagian
N.P.M : 1502050186
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect Of Show Tell Method Assisted By Smart Cube In Learning Speaking

TANGGAL	BIMBINGAN SKRIPSI	PARAF	KETERANGAN
9/05/19	Chapter I		
	- Background of the Study		
	- Formulation of the Problem		
	- Objective of the Study		
12/05/19	Chapter II		
	Conceptual Framework		
	Hypothesis		
17/05/19	Chapter III		
	Research Design		
17/09/19	Chapter IV		
	Data Analysis		
24/09/19	Chapter V		
24/09/19	Conclusion		

Diketahui / Disetujui
Ketua Jurusan Manajemen

Mandra Saragih, S.Pd., M.Hum

Medan, September 2019

Dosen Pembimbing

Erlindawaty, S.Pd, M.Pd

CURRICULUM VITAE

(DAFTAR RIWAYAT HIDUP)

I. DATA PRIBADI

Nama : **TASYA RANDITA SIAGIAN**
Tempat, Tanggal Lahir : Medan, 28 Desember 1996
Jenis Kelamin : Perempuan
Agama : Islam
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Kewarganegaraan : Indonesia
No. Hp : 0821-6844-2843
Email : tasyaranditasiagian@gmail.com

II. LATAR BELAKANG PENDIDIKAN

1. SD Negeri 064979 (2002 – 2008)
2. SMP Negeri 09 Medan (2008 – 2011)
3. SMK Negeri 09 Medan (2011 – 2014)
4. Universitas Muhammadiyah Sumatera Utara (2015 – sampai sekarang)

III. KEMAMPUAN

1. Mengoperasikan Komputer

Demikian daftar riwayat hidup ini saya perbuat dengan sebenarnya untuk dapat dipergunakan dengan seperlunya.

Medan, Oktober 2019
Hormat Saya,

Tasya Randta Siagian