

Applications of the Show and Tell Method in Enhancing Students' Speaking Skills

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ABSTRACT

The aim of this study is to investigate the potential impact of the show and tell approach on the speaking skills of eighth-grade students at SMPN 7 Kabupaten Sorong. The study employed a pre-experimental quantitative research design, specifically utilizing a one-group pretest-posttest experimental design. The sample for this study comprised 25 eighth-grade students from SMPN 7 Kabupaten Sorong. The researcher selected this class due to the presence of issues pertaining to students' oral communication skills. During the data collection process, the researcher employed six oral speaking exams for both the pretest and posttest. The researcher utilized SPSS 20 version to evaluate the data. The research findings indicate that the pair sample T-test yielded a p-value of 0.00, suggesting a significant impact. The two sample T-test yielded a P value of 0.00, which is less than the significance level of 0.05. The rejection of H_0 and acceptance of H_a were observed. The alternative hypothesis (H_a) posited that there exists a significant impact by employing the show and tell approach in teaching speaking skills, as evidenced by the pretest and posttest results. The show and tell method has a significant impact on training speaking skills.

Key words: Show and Tell Method; Speaking Skills

INTRODUCTION

Speaking is a mode of communication in which the speaker must engage with the listeners (Jones, 2000). Every form of communication conveys a message, as speaking involves more than just creating sound. Hence, the act of speaking is a crucial endeavor that demands careful attention in order to achieve desired objectives. Additionally, speakers must employ the suitable manner of expression.

According to Tarigan (2015), speech serves as a means via which individuals articulate and disseminate their thoughts, suggestions, or ideas. Communication occurs through verbal expression, wherein an individual imparts information and receives a reaction or answer. Speaking is more than just sound production; it is a multifaceted process that entails the transmission of messages to achieve specific objectives. The mastery of speaking abilities in English is crucial, since it enables individuals to effectively communicate and disseminate information to others.

Based on the results of writer observation at eight grades of SMPN 7 Kabupaten Sorong there are some problems on students English speaking skill. The most common problem is low of vocabulary, students have low vocabulary it is make

them difficult to speak in English. They also have other problem such as pronunciation trouble, shyness nervousness, fear of making mistake, lack of confidence, limited of practice, and low motivation. Those problems must be solved because speaking is one of important basic that student's must be mastered.

The researcher identifies a straightforward approach of instructing oral communication known as the show and tell method. The Show and Tell approach has several advantages, including the enhancement of communication skills and the opportunity to practice them in the presence of an audience (Fitriani, 2021). It also serves as a joyful occasion for companions to exchange stories about something significant, expressing their emotions, enthusiasm, or pride. This approach has additionally provided students with the opportunity to enhance their language proficiency. The primary objective of the Show and Tell method is to cultivate students' oral communication skills within the classroom setting, while simultaneously fostering their awareness of everyday nuances (Diyanti, 2022). Individuals can enhance their oral communication skills by engaging in conversations with their peers over personal experiences. This will facilitate their ability to communicate effectively due to their familiarity with the subject matter.

LITERATURE REVIEW

Previous Related Study

The study conducted by Fitriani (2021) centered on the utilization of Show and Tell techniques as a means to enhance the speaking abilities of students in the eleventh grade at SMA Negeri 2 Palopo. A pre-experimental method was employed by the researcher. The sample size for this study consists of 157 students from the eleventh grade. The research sample was purposefully selected and consisted of 35 students from the XI IPA1 class. The data collection process involved the utilization of spoken observations, which were categorized into pre-survey and post-survey phases. This research administers pre-survey and post-survey to pupils. The analysis of the data was conducted using SPSS program version 20. The findings of the research demonstrated that the use of the Show and Tell Technique yields positive outcomes in enhancing students' oral communication abilities. The computation results indicate the educational performance of students in the control class. Based on the data analysis, it can be inferred that the utilization of Show and Tell Techniques in teaching speaking abilities at the eleventh grade level of SMA Negeri 2 Palopo. For individuals interested in doing research on problem statements, it is advisable to apply this study to students with fundamental speaking language skills. The researchers anticipate that the findings of this study will be advantageous to readers.

In a study conducted by Jarwati (2021), the objective was to enhance the speaking proficiency of students at SMPN 4 Ngrayun during the academic year 2020/2021. The study focused on students who had not previously received instruction in the Show and Tell Technique. The present study employed the classroom action research methodology. The research focused on the VIII.B class of SMPN 4 Ngrayun, comprising a total of 26 pupils. The process comprised of two cycles, each consisting of four distinct phases: planning, acting, observing, and reflecting. This study included both qualitative and quantitative methodologies to collect the data. In order to gather qualitative data, the researchers employed observation sheets as the primary instruments. The researcher employed a test to gather the quantitative data. Upon doing an analysis and evaluation of the students' progress, the data revealed a notable enhancement in their levels of engagement and proficiency in oral communication. This is evident in their approach of inquiring with their peers and providing responses, as well as in their delivery of a descriptive presentation to the class.

Speaking Skills

Cameron (2019) defines speaking as the deliberate utilization of language to convey meaning, enabling others to comprehend it. To effectively communicate in a foreign language and foster mutual understanding, one must pay careful attention to the specific nuances of the language. A speaker must select the most suitable vocabulary and employ proper grammar to communicate meaning effectively and precisely, while also structuring the conversation in a manner that facilitates comprehension for the listener. Furthermore, Thornbury (2005) proposes four additional oral communication types, namely interactive, non-interactive, planned, and spontaneous speaking. An instance of interactive speaking occurs when someone makes a purchase at a store, while leaving a message on an answering machine might be classified as non-interactive speaking due to the absence of interaction between two or more individuals. The planned speaking genres encompass various forms, including lectures, sermons, and speeches. According to the provided definition, speaking is a language proficiency in the English language that is intended to facilitate contact, communication, and the exchange of information.

According to Burns (2019), a crucial objective of a teacher is to assist their students in acquiring language and skills that they are unable to acquire themselves. When engaging in verbal communication, it is imperative for an educator to possess an understanding of the students' individual requirements and the obstacles they encounter. Teachers must carefully consider how to implement the most efficient teaching and learning methods in the classroom. According to Rahmah (2018), Brown outlines several principles for teaching speaking. These principles are contingent upon the objective, emphasize the importance of both fluency and accuracy, employ intrinsically motivating techniques, promote the use of authentic language within meaningful contexts, offer appropriate feedback and correction, leverage the inherent connection between speaking and listening, provide students

with opportunities to initiate oral communication, and foster the development of speaking strategies. The students are perplexed about how to enhance their English-speaking skills, as they are apprehensive about making errors or initiating conversations with others. Engaging in practice is essential for students to enhance their English-speaking skills.

Show and Tell Method

The Show and Tell method approach, according to Tilaar (2013)), is an activity that prioritizes clear communication. This method is meant to teach students' how to speak in front of their class and to make them more aware of the little things in life. Musfiroh (2005) a show-and-tell activity involved demonstrating something to the audience and elaborating on it. The Show and Tell method technique, according to Musfiroh (2005)), is built on three key areas: education, music, and theater. Show and Tell method is the educational approach that has the best track record in western nations among these three categories.

According to Thornbury (2005), the Show and Tell Method's practice of having participants stand up in front of their peers and speak for an extended period of time is a great way to prepare for speaking in public. Shepley (2019) states that the Show and Tell method's application can be summarized as follows: Students bring an item to share in class. The instructor then requests that they describe. The teacher also poses some pertinent questions and encourages class discussion about the item. Following that, the pupils stand forward to deliver the item they brought and examined. Tilaar (2013) the Show and Tell approach can be used to demonstrate new game equipment, birthday gifts, food gifts from relatives, tableware, or any object that are thought to be novel or fascinating by children.

METHOD

The researcher employed a pre-experimental design for this study. Pre-experimental design is a research technique that assesses how the researcher's involvement affected the experiment before to the actual experiment. The most straightforward type of study design uses pre-experiments. A single group or a number of groups are observed after a treatment that is thought to cause change in a pre-experimental setting. There are two types of pre-experimental designs, both of which include pre- and post-tests. The researcher administered a speaking proficiency exam to the students. The treatment is then carried out by the students utilizing the show-and-tell method. The final post-test was completed by the students. The post-test was used by the researcher to determine whether or not he impact was on their speaking while instructing.

Table 1. One Group Pretest-Posttest Design

Pretest	Independent	Posttest
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Y_1	X	Y_2
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Y_1 =Pre-test (initial speaking before treatment)

X = Treatment (giving treatment using show and tell method)

Y_2 = Post-test (final speaking test after treatment)

RESULT AND DISUSSION

In this research, Researcher used pretest and posttest to analysis data. This test is oral test that conduct at SMPN 7 Kabupaten Sorong for eight class. This research was conducted in 6 meetings, the researcher gave pretest in first meeting to know the students understanding in speaking English and to know the students' score before given treatment. At the end of the meeting researcher gave post-test to know the score after give treatment. The total of students in the pre-test and and post-test are 25 students in eight grades of SMPN 7 Kabupaten Sorong. post-test has given to know the speaking score after being teaching by use show and tell method.

At first meeting researcher checked the students' attendance and explained to students about the purpose of this research then researcher conduct pretest. Students were asked to understand the text that had been given by researcher and they must answer 6 questions by orally while students' answer that question researcher recorded the answer. After finished doing pretest researcher explain what would be do in next meeting. At second meeting researcher checked the students' attendance first. Then did treatment with teaching speaking by using show and tell method. The researcher gave material about descriptive text and students must pay attention while researcher taught it. After finish explained the material researcher gave an example how to use show and tell method. To know students' understanding the researcher asked students to describe their favorite friends in front of classroom, then researcher conclude the material.

At third meeting researcher checked the students' attendance, then asked students to choose their favorite picture that has been given by researcher, after that they have to describe their favorite picture in front of classroom. The students were so excited and confidently to describe their favorite picture. At fourth meeting researcher checked the students' attendance first, then explained a new material about the procedure text. Students' must pay attention while researcher taught it. After finished explained researcher gave an example about how to make corn salad. At fifth meeting researcher checked the students' attendance first. Then asked students to practice their favorite things that they brought from home in front of classroom. After finished, researcher evaluated the material and tell them about posttest that would be conduct next meeting.

At sixth meeting researcher gave posttest. The researcher asked student to read and understand a text had been given, after that students have to answer 6 question orally, when the students' answer researcher recorded their answer.

Table 1. Mean Score and Standard Deviation

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre	68.93	25	4,37798	1,38444
	post	82.57	25	7,09068	2,24227

According to the table above the pretest students' score was 68.93 with standard deviation 4.3778, while the post-test students' score was 82.57 with standard deviation of 7.09068. It means students' post-test average score were higher than their pretest score.

Table 2. T Test Result

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pre – post	17,00000	7,52773	2,38048	22,38501	11,61499	7,141	24	,000

The data analysis above used to know whether there is significant different score between pretest and posttest or not. Statistically, there is a different score if the P-Value smaller than 0.05 and there is no different score if the P-Value higher than 0.05. From the data above, we can see that there is a different score between pretest and posttest because the P-Value (0.00 smaller than P-value (0.05). It means that the students' speaking score between pretest and posttest is significantly different so there is an impact in teaching speaking by using show and tell method on students' speaking at eight grades of SMPN 7 Kabupaten Sorong.

Based on the result above, it showed that show and tell method has impact on students' speaking skill. Using this method students became more confidence to talk in front of class, the learning activities more interesting and not makes the students be bored, students easy to understand the words given by their friend and they enjoy the learning process. As stated by Tilaar (2013), that show and tell method is an activity that prioritizes clear communication. This method is meant to teach students' how to speak in front of their class and to make them more aware of the little things in life. This method helps students to increase their speaking skill.

Also to solve their problem on speaking. There are some problems on students' speaking and solve by show and tell method.

First, lack of confidence to talk in front of class. In first meeting students' still did not have brave or initiative to speak in front of class that is why researcher have to choose students' one by one, after the researcher taught by using show and tell method, students' become more confident because the object that they show and tell in front of class was familiar with them, it was easy for them to apply this method.

Second, less of motivation in learning process. Using show and tell method students' motivation more increase, it can be seen by the attendance that they join the class from the first meeting until last meeting, they were also active to learn speaking by show and tell method and enthusiastic in the learning process. Third, lack of vocabulary. Before students' do show and tell method in front of classroom, they have to think first and search about the vocabulary that they used to talk in front of class, it was make students knew the new vocabulary and also to increase their vocabulary.

Fourth, nervous. Students are nervous to speak in English because they are afraid of making mistake or being laughed by their friends for the mistake that they have been made. To solve the problem research asked other students to appreciate their friends and gave them motivation that it is fine to make a mistake, from mistake we can learn better. Researcher also gave praise to students' who already practice their assignment. The result also supports the data, posttest that higher than pretest. from discussion of the researcher concluded that show and tell method was good to teach English speaking especially in speaking.

CONCLUSION

In conclusion, the implementation of the Show and Tell method has demonstrated a significant positive impact on students' speaking skills, as evidenced by the substantial increase in mean scores from the pretest (68.93) to the posttest (82.57). The data analysis using a t-test revealed a highly significant p-value of 0.000 compared to the alpha level of 0.05, indicating a strong improvement in students' speaking proficiency following the intervention. These results underscore the effectiveness of the Show and Tell method in enhancing students' oral communication abilities and emphasize its value as a valuable instructional approach for promoting language development and communication skills in the classroom.

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