

**IMPROVING STUDENTS' SPEAKING SKILL BY USING SHOW AND TELL METHOD
AT THE EIGHTH GRADE OF SMP NEGERI 2 SIBORONGBORONG IN ACADEMIC
YEAR 2021/2022****Melinda Lumbantobing¹, Lamma Sihotang², Lamhot M. Situmeang³**

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Abstract

This study was conducted by using Classroom Action Research (CAR). The population of this study was the eighth grade of SMP NEGERI 2 SIBORONGBORONG In Academic Year 2021/2022, the total number of population was 224 students. The sample of this study from eight grade one and eight two in academic year 2021/2022. The total of the students were 34 students. The writer took all of them as the sample of this study. The researcher was applied in two cycles with six meetings and each cycle consists of planning, action, observation and reflection. The target score of the minimal mastery level criteria or KKM of English lesson was 75. The techniques of analysis data were quantitative and qualitative data. The quantitative data were taken from tests, the test consist of pre-test and post-test. While qualitative data were taken from observation and interview. The result of the data analysis showed that there was an improvement in the students' speaking skill after the implementation of show and tell method. In the pre-test the student mean was 55,5 and the students who passed the KKM were 5 students of 34 students or 14,7 %. In the post-test cycle I the students mean was 67,3 and the students who passed KKM were 12 students of 34 students or 35,2%. And in the post-test cycle II the students mean was 78,9 and the students who passed KKM were 27 students of 34 students or 79,4 %. Based on the observation sheet and interview sheet the students were active and enjoying participation and responses during the teaching learning process. In the other words, the students' speaking skill was improved by using show and tell method.

Keywords : *improving, show and tell method, speaking*

INTRODUCTION

Communication is an essential need for human being. Language is a means of communication has an important role to reveal an intention to someone else. So it is not enough to learn words, phrases and grammatical features if they want to produce language in their daily communication or to interact with others in English.

Therefore, the most important thing that should be noticed in teaching speaking is how to activate all of language elements, such as vocabulary, grammar, and pronunciation, which students have possessed to communicate, since the main function of language is a means of communication. It means that the goal for students learning English speaking is that they are able to use language to communicate effectively and appropriately for all life's requirements, both

social and academic. The students' have to be able to express their thoughts, ideas, and feeling orally in English without thinking for a long time before saying what they wish to say.

According to Thornbury (2005), that speaking takes so much part of our life. He expresses the importance of speaking of everyday life so that He suggests learning it, especially to the learners of foreign language. Since English is a foreign language for Indonesia students, the teachers have to help them in studying speaking skill.

A common problem that occurs in a speaking class is that instructors frequently feel it difficult to involve students in the speaking activities. In fact, English instructors should work hard to attract the students to speak a lot in the class. It's also occurs at SMP Negeri 2 Siborongborong. Based on the research's observation at the time of teaching practice

program (PPL) it was found that they faced some problem which make speaking English difficult. The first factor is the anxiety of making mistakes which can cause negative effect on the students' speaking performance. The second factor is because lack of speaking practice which can make the students fail in learning speaking such as poor grammatical mastery, lack of vocabulary, and sometimes the students are getting bored to speak, and during the learning process they are just silent. Some of them were not active in expressing their thoughts, opinions, and ideas through speaking English. When they were asked by teachers to speak in front of the class, they would bargain the command or even directly refused it. Most of them were still too shy and confused about what to speak. They were not confident to speak English.

There are so many teaching methods that can be used by the teacher to improving their student skill especially for speaking skill. One of them is Show and Tell Method. Show and Tell is the process of showing an audience something and telling them about it. Show and Tell method can enhance students' speaking skill effectively since it is a simple method which is easy to apply to the students and this method utilizes a concrete object. One of the best aspects of the Show and Tell is the method can be applied to students in all age groups.

Based on this description the researcher is interested in conducting research on use Show and Tell Method in improving students' speaking skills. The research's title is "Improving Students Speaking Skill By Using Show And Tell Method At The Eighth Grade Of SMP Negeri 2 Siborongborong In Academic Year 2021/2022"

The Problem of the Study

Based on the background of the study, the research problem is: "Does Show and Tell Method improve the students' speaking skills at the Eighth grade of SMP Negeri 2 Siborongborong?"

The Objective of the Study

The objective of the study is to find out whether Show and Tell Method improves students' speaking skill at the eighth grade of SMP Negeri 2 Siborongborong.

The Scope of the Study

There are four skills in teaching English namely, listening, speaking, reading and writing. But this research will be focused on improving students' speaking skills by using Show and Tell Method at the Eighth grade of SMP Negeri 2 Siborongborong.

THEORITICAL FRAMEWORK

Speaking

Scott Thornbuy (2010: 55) defines that speaking is a skill and as such needs to be develop and practiced independenly of the grammar curriculum. Thus, especially for speaking lessons special attention should be paid because this is the most difficult part of the English language.

According to Ladouse (1991: 23) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.

When someone speaks to other person, there will be a relationship. The relationship itself is communication. Furthermore, Wilson (1983:5) defines speaking as development of the relationship between speaker and listener. In addition speaking determining which logical linguistic, psychological a physical rules should be applied in a given communicate situation". It means that the main objective of speaking is for communication. In order to express effectively, the speaker should know exactly what he/she wants to speak or to communicate, he/she has to be able to evaluate the effects of his/her communication to his/her listener, he/she has to understand any principle that based his speaking either in general or in individual.

On the other hand, speaking can be called as oral communication and speaking is one of skills in English learning. Speaking skills are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. This become one important subject that teacher should given. That is why the teachers have big challenge to enable their students to master English well, especially speaking English in class or out of the class.

According to H. Douglas Brow (2004: 142), there are five language componets influencing speaking skill, namely:

a. Comprehension

Comprehension is associated with the measurement of the students' understanding level in comprehending the meaning of a message.

b. Grammar

Grammar is study or science of rules for the combination of words into sentences (syntax), and the forms of words (morphology).

c. Vocabulary

Vocabulary is the stock of words used by people or particular uses or person or a list of collection of the word of a language in alphabetical order and define.

d. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak.

e. Fluency

Fluency measures how fluent the students keep their speaking at the right speed and how good their ideas are connected together.

Show and Tell Method

According to Musfiroh (2011 : 27) show and tell is an activity of showing something to the audience and telling them about it. Show and tell activity showing something favorite to the audience and explain or describe something such as their favorite things or food.

During this activity, students' oral language and thinking abilities will be develop. Because through Show and Tell students can learn, share, and describe some case, such as their experience, their favorite place, their favorite thing, or their idol. In the learning process, students should bring something from their home such as picture or another thing, and explain to the classmates about the object.

According to Barleta (2008), Show and Tell is an activity where the teacher asked the students to talk and answer question about something, it could be an object, person or an image. Through show and Tell, students can learn how to express their ideas, their thought and it will give students experience and it is one of the best preparations for the real-life speaking.

Show and Tell is conducted in the classroom as a method for speaking skills. Show and Tell (S&T) method is activity prioritizing the ability to communicate simple. Through Show and Tell, it can help teachers to

enhance students' speaking skill. There were so many reasons why the Show and Tell can enhance students' speaking skill, they are; First of all, Show and Tell method can be applied to students in all age groups, so it could helped the students to enhance their speaking skill from early childhood. Then, this activity is to trains students to speak in front of the classroom and get students' sensitive with the simple things every day. Moreover, through Show and Tell, students can train their skill to speak in front of people and train their self-confidence. Furthermore, through Show and Tell method, students will learn how to deliver their speaking carefully and it can provide an opportunity for the students to seek and construct a meaningful communication and represent their learning through spoken language.

According to Takdiroatum Musfiroh (2011:34), there are several types of show and tell that can be applied namely:

a. Show and and Tell with personal objects, student can bring personal objects to use when doing show and tell method such as book, pen, ruler, wardrobe, bag, doll, etc.

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

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

Meanwhile, HAR Tilaar (2013:103) Steps in Show and Tell method can be described as follows: students bring an object to tell in the classroom. Then, the teacher asks them to describe. Teacher also gives some related questions and lets the students discuss about the object. After that, the students come forward to present the object that has been brought and analyzed.

According to Takdiroatum Musfiroh (2005) the steps of show and tell method can be explained as follow: (1) firstly, students carry an object and cobvey information about it the class; (2) secondly, the students are instructed to convey a description of the object; (3) thirdly; students are given questions and instructed to have carried and analyzed.

RESEARCH METHOD

Research Design

This study was designed as Classroom Action Research (CAR), John Elliot (1991:69) states that action research must be defined as the study of a social situation with a view to improve the quality of action.

CAR encompasses two cycles and each comprises four phase, namely planning, action, observation, and refection. As conveyed by Arikunto (2008:104), at least there are two cycles that have to be applied continually. It demonstrates that CAR comprises two cycles in which if the results are not gratifying, the Cycle II can subsequently be carried out so that the determined criteria can be achieved. For the clarity of this explanation, the researcher will present an action research model conveyed by Kemmis and Taggart (1992).

According to the type of this research that is action research, this research has form cycle stages. Each of the cycle consists of four steps namely: planning, action, observing, and reflecting.

Population and Sample

According to Sukandarrumidi (2004: 47) the population is all members of the researcher subjects. The population of this research was eighth grade students at SMP Negeri 2 Siborongborong in academic year 2021/2022. There were seven classes each class consists of 32 students. So, the total of the population was 224 students.

Sample is a part of population that gives clearly characteristic of the population in this study, the sample consisting 100 % of the population. It was considering representative enough and relevant to what Arikunto (2006: 134) says if number of population is less than 100, it is better for the researcher took all the population. If number of population more than 100 the researcher can be taken between 10% - 15% or 20% - 25%. Based on the quotation above, the researcher taken 15% of the population. So rounded up there are 34 students as sample. It takes 15 % of the population as sample, 15 % of 224 is 34.

Procedures of Research

The procedures of this research conducted into two cycles. Cycle one consist of four meetings and cycle two consists of two meetings. In order to know the basic

knowledge of students in speaking to describe things around them or things in the classroom an orientation test need to give to students in the first meeting. It means that the first cycle was done the orientation. This meeting completed the whole meeting become six meetings.

Technique of Collecting Data

In collecting data, oral test was used. The researcher was given the test to the student to show and tell with described the objects around them or their personal object they bring from home in individual. Oral test was given in the pre-test, post test cycle 1 and post test cycle 2. Each student was given 2-3 minutes to speak up in front of the class. In scoring the data of speaking test, researcher used the category evaluating the criteria utilized for the assessment of students' speaking skill.

Beside the oral test, observation sheet and interview sheet were used to collect the data. Observation sheet was used to identify all the condition that happen during teaching learning process, while interview sheet was used to know the feeling, problem and other condition of the students.

Scoring of Speaking Test

Based on the 2013 Curriculum, there are five aspect scoring of speaking namely; Pronunciation, grammar, vocabulary, fluency and comprehension.

Table 3.2 Students' score classification (Depdikbud in Nur 2011)

No	Score	Classification
1	95 – 100	Excellent
2	85 – 94	Very Good
3	75 – 84	Good
4	65 – 74	Fairly Good
5	55 – 64	Fairly
6	45 – 54	Poor
7	0 – 44	Very Poor

Technique of Analysis Data

This study applied qualitative and quantitative data. The qualitative data found by describing the situation during the teaching and learning process and quantitative data found by analyzing the scores tests of the students. Quantitative data analyzed by computing the scores of speaking test. It was expected to attain gratifying results after implementing the Show and Tell Method and it was analyzed to

examine the improvement of students' speaking skill. According to Sudjono (2006) mean is the number of existing values then divided by the number of existing data. So, to finding the mean of the students' score this study used the following formula :

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

Where:

X : The mean of the students score

$\sum X$: The total score

N : The number of the students

In order to categorize the number of students' mastering speaking skill in English, the researcher applied the formula by Sudjono (2006) below:

$$P = \frac{R}{T} X 100\%$$

Where:

P : The percentage of students doing the test 75.

R : The number of students attaining point to 75 above.

T : The total of students doing the test.

Data Analysis

The data of this study was quantitative and qualitative data. The quantitative data were taken from the mean students' score in taking speaking test. The qualitative data were taken from interview sheet and observation sheet. The research was conducted at the Eighth grade students with 34 students taken as the sample.

This research was accomplished into two cycles and every cycle had four phases: planning, action, observation, and reflection.

Analysis The Quantitative Data

The pre-test of students' speaking skill in English was still very low. There were 5 students gaining successful score (14,7 %), and 29 students attained unsuccessful score (85,2%).

In Post-Test I the mean students' score comprised 67,3. There were 12 students gaining successful test (35,2) and 22 students also attained unsuccessful test (64,7%). The post test in cycle I was classified unsuccessful cycle since the result of the minimum standard of successful criteria (KKM) was >75 score.

In Post-Test II the students' means comprised 78,9 and 27 students were successful in the test (79,4 %). Meanwhile, 7

students gained unsuccessful test (20,5). In short, the students' speaking skill improved and post-test II in cycle II was successful.

To find out the number and percentage of the students mastering the speaking skill, it could be viewed in Table 4.8.

Table 4.8 The Number and Percentage of Students in Pre-Test, Post –Test I and Post-Test II

Tests	Students who get score >75	Percentage
Pre-Test	5	14,7 %
POST-TEST I	12	35,2 %
Post-Test II	27	79,4 %

As denoted in Table 4.8, there was an increasing of students' speaking skill score from pre-test to post-test II. In the pre-test, there was only 14,7 % (5 students) gaining point >75. In the post-test I, there was 35,2 % (12 students) gaining point >75. In the post-test II in cycle II, there was 79,4 % (27 students) gaining point >75. In short, the show and tell method worked effectively in improving the students' speaking skill at the eighth grade students of SMP Negeri 2 Siborongborong.

Analysis the Qualitative Data

Before conducting cycle 1, the research initially undertook a pre-test to examine the basic knowledge of the students concerning speaking skill, the problem they encountered in speaking, and their interest in English subject. The pre-test was conducted to examine the students' speaking skill including the problems faced in the class during pre-test. They were also instructed to describe the objects around them.

Research Findings

The results denoted that there was an increasing on the students' speaking skill by applying the show and tell method. Which showed the mean of the students in the second cycle (78,9) was higher than in the first cycle (67,3) and also Pre-test (55,5)The students' mean in cycle II comprised 78,9 denoting that their score and mean in cycle II were better than that of the cycle I. The percentage of students attaining point >75 also went up. In the pre-test, those attaining point >75 were 5

students (14,7 %). In the first post-test of cycle I, those attaining point >75 comprised 12 students (35,2 %). In second post-test of cycle II, those attaining point >75 comprised 27 students (79,4 %). To sum up, the students' speaking skill improved from the cycle I to the cycle II.

The researcher also analyzed qualitative data to support research finding. The finding demonstrated that the students were active in the participation and gave responses in the class from the cycle I to cycle II. The results of the quantitative and qualitative data denoted that the show and tell method could improve students' speaking skill at the eighth grade of SMP Negeri 2 Siborongborong.

Conclusion and Suggestion

Conclusion

After analyzing the data, some conclusion are drawn as the following :

1. The result showed that the improvement of the students' score from pre-test to post test of cycle I and post-test cycle II.
2. The students' mean from pre-test was 55,5, for the first cycle was 67,3 and the second cycle was 78,9. In the pre-test those passing KKM (Minimum Mastery Criteria) comprised 5 students out of 34 students (14,7 %). In the first post-test, those passing the KKM comprised 12 students (35,2 %). Meanwhile, in the second post-test, those passing the KKM comprised 27 students (79,4%).

Suggestion

Based on the conclusion above, the researcher would like to give some suggestions as follows :

1. It is necessary for the English teacher to choose and make creative and attractive activities in teaching English. Additionally, the teacher should be capable of generating more enjoyable atmosphere and enhancing students' speaking skill by implementing other speaking methods. In teaching English, speaking in particular, the teacher can apply the show and tell method. Since this method trigger students' enthusiasm to be more active in speaking and building their self-assurance to speak in front of the class.
2. The students need to realize that learning is two way process, not only teacher-centered. It means that they play a significant role in

achieving their success in study.

3. Even though the students' speaking skill at the eighth grade improving, they still have to practice their speaking skill regularly so that their skill can get better and they can implement the show and tell method activities at home.

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