IMPROVING SPEAKING SKILL THROUGH SHOW AND TELL METHOD

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ABSTRACT

The Purpose of this research is to find out whether or not Show and Tell Method improve the speaking skill of the eighth grade students at SMP Negeri 13 Palu. The researcher used a quasi-experimental research design which involved experimental and control groups. The experimental group received treatment, while the control group did not. The samples were Class E as the experimental group which consisted of 31 students and Class F as the control group which consisted of 30 students. The sample was selected by purposive sampling technique. Test was used as instrument of the data collection, the test instrument was in form of oral test consisted of pre-test and post-test. The test was given to both, the experimental and control groups. The pre-test was used to measure the students' ability before the treatment, while the post-test was used to measure the students' ability after the treatment. The mean score of the pre-test of experimental group is 50.3 while control group is 52.1. The mean score of post-test of experimental group is 76.3 while control group is 63.9. The result of the pre-test and the post-test were analyzed statistically by using t-test. By using the 0.05 level of significance and 47 as the degree of freedom (df), the results show that the value of t-counted (9.46) is higher than the value of t-table (2.014). It means that the hypothesis is accepted. In other words, using Show and Tell Method is effective to improve speaking skill of the eighth grade students' at SMP Negeri 13 Palu.

Keywords: Improving, Speaking Skill, Show and Tell Method.

Tujuan dari penelitian ini adalah untuk mengetahui apakah Metode Show and Tell meningkatkan kemampuan berbicara pada siswa kelas delapan di SMP Negeri 13 Palu atau tidak.. Peneliti menggunakan desain penelitian quasi-experimental yang melibatkan kelompok eksperimen dan kontrol. Kelompok eksperimen menerima perlakuan, sedangkan kelompok kontrol tidak. Sampel penelitian ini adalah Kelas E sebagai kelompok eksperimen yang terdiri dari 31 siswa dan Kelas F sebagai kelompok kontrol yang terdiri dari 30 siswa. Sampel dipilih melalui teknik purposive sampling. Tes digunakan sebagai instrumen pengumpulan data, instrumen tes berupa tes lisan yang terdiri dari pre-test dan post-test. Tes diberikan kepada kelompok eksperimen dan kontrol. Pre-test digunakan untuk mengukur kemampuan siswa sebelum perlakuan, sedangkan post-test digunakan untuk mengukur kemampuan siswa setelah perlakuan. Nilai rata-rata dari pre-test kelompok eksperimen adalah 50.3 sedangkan kelompok kontrol adalah 52.1. Nilai rata-rata post-test kelompok eksperimen adalah 76.3 sedangkan kelompok kontrol adalah 63.9. Hasil pre-test dan post-test dianalisis secara statistik dengan menggunakan t-test. Dengan menggunakan level of significance 0.05 dan degree of freedom (df) 47, hasilnya menunjukkan bahwa nilai t-counted (9.46) lebih tinggi dari nilai t-table (2.014). Ini berarti hypothesis diterima. Dengan kata lain, menggunakan Metode Show and Tell efektif untuk meningkatkan kemampuan berbicara siswa kelas delapan di SMP Negeri 13 Palu.

***Kata kunci:** Meningkatkan, Kemampuan Berbicara, Metode Show and Tell*

INTRODUCTION

Speaking English is one of the important things for students to interact and communicate with each other from different countries and speaking English is not easy to learn without many practices. Speaking is one of the language skills that is important to be learned by the students in order to fulfill the objective of curriculum in languages learning. Richards (2008:19) states, "The mastery of speaking skills in English is a priority for many second language or foreign language learners." Through speaking, students can easly get information and understand which people say.

In teaching learning process, speaking is very important, because without speaking,

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students will not be able to communicate and express their ideas to the teacher and friends. With speaking, students can show how good they are in vocabulary and pronunciation. By speaking, students can express their ideas, commands, request, arguments or their opinions. So based on the statement above, we need to improve speaking skill with good methods.

Many students face difficulties when they learn speaking because of several factors such as, motivation, self-confidence, practice, invironment, and lack of vocabulary. Based on the preliminary obervation conducted by the researcher to the eighth grade students at SMP Negeri 13 Palu when the students were studying English, most of the student had difficulties in speaking. Based on the 2013 curriculum and the syllabus, the goal of teaching English at SMP Negeri 13 Palu is to facilitate students to be able to use the language. The students are encouraged to be able to express ideas, feelings, and opinions, and use the language to communicate one another in daily life. In fact there were some problems that the students faced while they were speaking, The problems were lack of vocabulary, being afraid of making mistakes, and low self-confidence.

Based on these factors, efforts need to be taken to help the students got more motivation when they learn speaking English and be successful in improving their speaking skills. Therefore, the teacher needs an appropriate method to stimulate the students motivation and interest in learning speaking skill. The researcher proposed an idea to improve students speaking skill through show and tell method. This method allowed students to improve their speaking skill with fun and joy. Musfiroh (2011:131) states, "Show and tell is the activity of showing an audience something and explain or describe about it." In the process of show and tell method, student will bring something from home and explain to the classmates why they choose the object, where they get it from, and other important information about the object. The object or experience is usually from their home and students will tell it orally in front of the class.

Based on the explanation above, The researcher intended to improve speaking skill of the eighth grade students at SMP Negeri 13 Palu through show and tell method, because they got problems in learning speaking especially for the eighth grade students.

Show and tell is the process or activity where students brings an object into the class and talks to other students about it. Walter (2008) asserts that, Show and Tell means a school activity for students in which students bring an object into the class and talks to other students about it. In the activities, teacher gives opportunity to students to share and tell about objects or experiences from their home, students will tell it orally in front of the class. The object can be personal objects, food, and picture. In this case, the researcher used picture as a media because picture has advantages, such as it is able to represent many things in a visual form and easy to get by students.

According to Dailey (1997:224), "Show and tell is most often directed by the teacher as she or he uses language to ask questions about the item, extend the students thoughts, signal transition, and control the time frame of show and tell method." The teacher play pivotal roles, such as responding to each students in turn, have final word on what counts as an appropriate topic, and gives opportunity to other students to reply with questions and comments

In the use of show and tell method, there are several benefits. According to Patsalides (2010), the benefits of show and tell method as follows:
1. Students learn to speak and listen.
2. Students can learn how to be an audience and introduce themselves.
3. Students can learn to ask questions according to the theme discussed.
4. Students can learn to link responses among the students.
5. Students can learn to anticipate and observe.
6. Students can practice critical reasoning skill.
7. Students learn storytelling.
8. Students can learn about same and different
9. Students learn how to use vocabulary.
10. Students learn to use descriptive language.
11. Students learn how to say thank you.
12. Improving self-confidence.

In the use of show and tell method, there are also several disadvantages, According to Prasasti (2012:42-43), disadvantages of show and tell method are:

1. *The use of the method must always be under the supervision of the teacher. This is because the show and tell method requires guidance if students have difficulty in telling the objects used.*
2. *The use of this method cannot be used in sudden conditions. This is due to the need for preparation of objects and experiences that will be told.*
3. *The time provided for show and tell is limited. This is because show and tell is done regularly to take turns, so that all children can perform, the time provided should be quite a lot."*

Based on the explanation above the researcher formulated a research question as follows: "Can the use of Show and Tell Method improve the speaking skill of the eighth grade students at SMP Negeri 13 Palu?"

RESEARCH METHOD

In conducting this research, the researcher applied quasi-experimental research design. According to Cohen, Manion, and Marisson (2005:211), "Experimental research is that investigators deliberately control and manipulate the conditions which determine the events in which they are interested." In this research, there were a control group and an experimental group. The experimental group received treatment, while the control group not received treatment. Both groups were given pre-test and post-test. The pre-test was administered before treatment and post-test was administered after the treatment. The research design implemented in this research is based on Cohen, Manion, and Marisson (2005:214) as follows:

$$O_1 \quad \text{-----} \quad X \quad \text{-----} \quad O_2$$
$$O_3 \qquad\qquad\qquad O_4$$
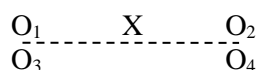
The population of this research was the eighth grade students of SMP Negeri 13 Palu. There were 6 classes of total 186 students. In this research, the researcher used non-probability sampling (purposive sampling technique) to choose the sample. According to Maxwell (1997:235), "Purposive sampling as a type of sampling in which particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices." In this research, the researcher choose 2 different classes of the eighth grade students at SMP Negeri 13 Palu as the sample, there were Class E as the experimental group and Class F as the control group with some reasons. Based on the preliminary research before, the researcher found that those students still had some problems in speaking, such as the students lack of vocabulary, afraid of making mistakes and low self-confidence.

In this research there were two variables, dependent variable and independent variable. Related to the title of this research, "Improving speaking skill through Show and Tell Method of the eighth grade students at SMP Negeri 13 Palu." The dependent variable in this research was improving speaking skill of the eighth grade students at SMP Negeri 13 Palu, while the independent was Show and Tell Method.

In conducting this research, the researcher used test as the instrument. The test instrument was in form of oral test consisted of pre-test and post-test. The treatment was given to the experimental group before the post-test. The procedure of data collection was the way to get accurate data in order to support the success of this research. The instrument used in this research was test as the main instrument. The instrument covered pre-test and post-test.

In conducting this research, the researcher used test as the instrument to collect data. The test instrument was in form of oral test consisted of pre-test and post-test that were given to both experimental group and control group. The pre-test used in order to know the students ability before the treatment, while the post-test used in order to know the students ability after the treatment.

The obtained data of this research, was then analysed statistically with following steps. At first, to count the individual score, the researcher used the formula proposed by Arikunto (2006). After having the individual score, the researcher computed the mean score and mean score of deviation of the students of both groups by using formula stated by Hatch and Farhady (1982). Next, the researcher

computed the sum of square deviation of each group by using formula recommended by Arikunto (2006). Finally, in order to find out whether the hypothesis is accepted or rejected and to calculate the t-value, the researcher used the formula quoted from Arikunto (2006).

FINDINGS

The Pre-test was conducted in order to know the students ability in speaking skill before they got the treatment. In pre-test, to measure and collecting the data of the students' speaking fluency, accuracy and comprehensibility, the researcher gave and asked question to the students with five different topics, each student got different and randomly topic, the topics were about pets, hobbies, favorite teacher, best friends, and activities.The researcher conducted the pre-test to both experimental group and control group. The researcher gave the pre-test for both groups in the same way. The pre-test of control group was conducted on Monday, April 1st, 2019, at 11.45 a.m, while the pre-test of the experimental group was conducted on Friday, April 5th, 2019 at 9.45 a.m. The mean score of the pre-test of experimental group is 50.3 and the mean score of the pre-test of control group is 52.1.

The mean score of pre-test in experimental group is 50.3 and 52.1 for control group. The highest score for both of the group is 66.7 and the lowest score is 25. It indicates that the level of speaking skill of both experimental and control group is nearly equally low.

Similarly in post test, the researcher also gave and asked question to the students with five different topics, but the topic was different from the pre-test, the topics were about animals, idols, things, foods, and places.

The post-test was conducted in order to find out the progress of students speaking ability after the treatment. It was given to both experimental group and control group by using the equivalent form of the pre-test. The post-test of control group was conducted on Friday, May 10th, 2019, at 7.55 a.m, while the post-test of the experimental group was conducted on Friday, May 10th, 2019 at 9.45 a.m. The mean score of the post-test of experimental group is 76.3 and the mean score of the post-test of control group is 63.9.

It showed that the mean score of the experimental group on post-test (76.3) was higher than the mean score of control group (63.9). It can be assumed that the improvement of experimental group was more significant than control group. It means that the treatment using Show and Tell Method that was applied in experimental group was effective in improving students speaking skill.

In order to find out the significant difference of the students deviation in pre-test and post-test of experimental and control group, the researcher calculated the square deviation presented in the following table:

Table 5. Deviation score of pre-test and post-test of Experimental Group

No	Initials	Students score		Deviation (x2-x1)	X2
		Pre-test	Post-test		
1	AMN	50.0	75.0	25.0	625.0
2	A	58.3	83.3	25.0	625.0
3	DR	50.0	75.0	25.0	625.0
4	D	66.7	83.3	16.6	275.6
5	FRIP	58.3	83.3	25.0	625.0
6	G	50.0	75.0	25.0	625.0
7	MAI	58.3	83.3	25.0	625.0
8	MM	41.7	66.7	25.0	625.0
9	MR	50.0	75.0	25.0	625.0
10	NP	41.7	66.7	25.0	625.0
11	NNS	50.0	83.3	33.3	1108.9
12	NA	50.0	83.3	33.3	1108.9
13	P	50.0	75.0	25.0	625.0
14	PF	58.3	83.3	25.0	625.0
15	R	41.7	66.7	25.0	625.0
16	RG	50.0	75.0	25.0	625.0
17	R	50.0	83.3	33.3	1108.9
18	S	33.3	58.3	25.0	625.0
19	SA	50.0	75.0	25.0	625.0
20	SW	66.7	83.3	16.6	275.6
21	TYS	66.7	83.3	16.6	275.6
22	TR	25.0	58.3	33.3	1108.9
23	TMR	41.7	75.0	33.3	1108.9
24	WS	50.0	83.3	33.3	1108.9
25	Z	50.0	75.0	25.0	625.0
	Total			649.6	17480.2

The mean score of deviation of pre-test and post-test of experimental group was calculated as follows:

$$\overline{X} = \frac{\sum X}{N} = \frac{649.6}{25} = 25.9$$

Table 6. Deviation score of pre-test and post-test of Control Group

No	Initials	Students score		Deviation (x2-x1)	X2
		Pre-test	Post-test		
1	A	33.3	50.0	16.7	278.9
2	AA	50.0	58.3	8.3	68.9
3	AN	50.0	58.3	8.3	68.9
4	B	50.0	58.3	8.3	68.9
5	EL	50.0	58.3	8.3	68.9
6	F	25.0	50.0	25.0	625.0
7	H	66.7	75.0	8.3	68.9
8	IP	66.7	83.3	16.6	275.6
9	K	50.0	58.3	8.3	68.9
10	MA	41.7	50.0	8.3	68.9
11	MI	66.7	83.3	16.6	275.6
12	MNP	58.3	66.7	8.4	70.6
13	MR	50.0	58.3	8.3	68.9
14	MSG	66.7	83.3	16.6	275.6
15	MY	58.3	66.7	8.4	70.6
16	M	50.0	66.7	16.7	278.9
17	NOR	50.0	58.3	8.3	68.9
18	NSR	50.0	75.0	25.0	625.0
19	OS	50.0	58.3	8.3	68.9
20	S	50.0	58.3	8.3	68.9
21	SMZ	50.0	66.7	16.7	278.9
22	T	58.3	66.7	8.4	70.6
23	W	58.3	66.7	8.4	70.6
24	Y	50.0	58.3	8.3	68.9
	Total			283.1	4022.7

The mean score of deviation of pre-test and post-test of control group was calculated as follows:

$$\overline{X} = \frac{\sum y}{N} = \frac{283.1}{24} = 11.8$$

After getting the mean score of pre-test and post-test of experimental and control group, the researcher continued finding out the deviation and the square deviation. The researcher found that the total deviation of experimental group is 649.6 and the square deviation score of experimental group is 17480.2, while the total deviation of control group is 283.1 and the total square deviation of controll group is 4022.7.

Next, the researcher computed the sum of square deviation of each group by using formula recommended by Arikunto (2006), and the sum of squared deviation of experimental group is 4737.8 while the sum of squared deviation of control group is 1281.8.

Finally, in order to gain the value of t-counted, the researcher needs to analyze the significance difference of both groups statistically by using the t-test formula which is proposed by Arikunto (2006). By applying the t-test formula, the researcher found that the value of t-counted on this research is (9.46). Since the researcher has found that the t-counted of this research, he then continued counting the t-table by applying the degree of freedom (df) = Nx + Ny – 2 = 25 + 24 – 2 = 47 with the level of significance 0.05 for two tailed test. However, there is no (df) 47 in the t-table list, the researcher must compute the t-table by using the interpolation formula. Finally, the researcher found that the t-table of this research is (2.014). Thus, it can be inferred that the hypothesis of this research is accepted because the value of t-counted is higher than the value of t-table. It means that research hypothesis is accepted. In other words, the use of Show and Tell Method can improve speaking skill of the eighth grade students at SMP Negeri 13 Palu.

DISCUSSION

This research focused on fluency, accuracy, and comprehensibility of the students speaking skill. To collect the data, researcher used test as the instument to collect the data on this research. The test instrument is in form of oral test consisting of pre-test and post-test. The pre-test was used in order to find out the basic skill, prior knowledge or ability of the students in speaking, the test was given to measure the students fluency, accuracy and comprehensibility in speaking. There were three aspects of speaking needed to be measured in this research: (1) Fluency (flow, speed and efficiency); (2) Accuracy (grammar, pronunciation and vocabulary); and (3) Comprehensibility (understanding and give the understandable response). While the problems of the students such as lack of vocabulary, afraid of making mistakes, and low self-confidence following the improvement of students speaking aspect or components during the implementation of show and tell method.

The mean score of pre-test in experimental group was 50.3 and 52.1 for control group. The highest score for both of the

group was 66.7 and the lowest score was 25. It indicated that the level of speaking skill of both experimental and control group was nearly equally low. After conducting the pre-test to the experimental and control groups, the researcher conducted the treatment to the experimental and control group in six meetings. Both experimental and control group were taught the same teaching materials. But the researcher applied Show and Tell Method as the treatment to experimental group. While the researcher did not use Show and Tell Method in teaching speaking to control group. In the control group the researcher applied conventional teaching. It was conducted in order to find out whether or not Show amd Tell Method can improve students speaking skill.

At the first meeting, in the treatment, students were taught about "Describing Animal". At the meeting the researcher gave and explained the example about how to describe about animal with show and tell method by using picture as a media, and the researcher also explained about the rules when performing by using show and tell method. In this research, the researcher used picture as a media because by using picture has advantages, such as it is able to represent many things in a visual form and it is easy to get by the students. After explaining about the example of using show and tell method, the researcher asked the students to share experiences or information related to the picture that students have brought one by one in front of the class. Then the researcher gave question and also gave opportunities to other students to ask questions to students who perfomed in the class. In the first meeting, it was difficult for some of students, because of several problems such as lack of vocabulary, afraid of making mistakes and low self-confidence. But in the next meeting until the last meeting, students showed the improvement on fluency, accuracy, and comprehensibility. Meanwhile, in control group, the conventional teaching was applied. In the teaching and learning process, the students were given the same topic with experimental group, but the teaching process didn't use show and tell method. From the first meeting until the last meeting the improvement of the students in speaking skill was not significantly increased.

After finishing the treatment, the pot-test was conducted. The post-test was consducted in order to find out the progress of students speaking fluency, accuracy and comprehensibility after the treatment. The post-test was conducted for both experimental and control group. The mean score of post-test in experimental group is 76.3. It means that there was significant improvement after doing the treatment. While the mean score of the post-test in control group is 63.9. There was an improvement of the result of the control group but it is still as lower than experimental group score. It showed that both of the groups had progress. Furthermore the researcher found that the value of t-counted (9.46) is higher than the value of t-table (2.014). It means that the researcher hypothesis is accepted.

There are several strengths of Show and Tell Method that made students achieved the improvement in speaking and also solved of students problem in the teaching and learning process in this research. Based on my experiences when conducting this method, the strengths of Show and Tell Method in improving students speaking skill are; first, show and tell method is able to gain students confidence, previously they were lazy and felt shy to speak up. But during the implementation of this method, they had a lot chance to interact with their friends in their group. This interaction encouraged them to speak English more. They were confident to perform speaking in front of the class. Second, show and tell method is able to give the students more opportunity to speak up their mind. Such as they could explore their speaking and improve their vocabulary. Third, show and tell method is able to improve the students speaking skill in some aspects such as fluency, accuracy and comprehensibility of students. Fourth show and tell method is able to increase students motivation in speaking. The students are motivated to show their significant in English because situation of the class is joyful. This strength is supported by the data that shows the mean score of the students is increases from 50.3 to 76.3.

After conducting treatment on the experimental class, there were significant improvement in students speaking skill. Additionally, on explanation above it was focused on fluency, accuracy and comprehensibility. That three components of

speaking above gained significant improvement. In terms of fluency, students fluency in speaking increased because during the implementation of show and tell method in this research the students had many opportunities to interact with their partner in their group. This interaction encouraged them to speak English more, practice a lot and students begin to get used to speaking in English. So, it made students fluency increased. Regarding accuracy, students' accuracy in speaking increased because after discussion of the person or group perform the researcher always suggested and gave the right version of the students explained. For example, if the students explained about animal that she or he likes, then she or he used inappropriate vocabulary. After the students performed, the researcher gave the correct and appropriate vocabulary. This made accuracy of the students improved. For comprehensibility, after the students performed and described about their picture, the researcher gave a question to the students who performed in the front of the class and also gave opportunities to the other students to give questions that related to the topic. By doing question and answer session on six meetings in show and tell method, the students got used to undertsand on how to giving questions, answer the questions and how to respond in English. That it consigneatly made their comprehension increased at each meeting.

There are some problems that the researcher faced when applied show and tell method in this research. In this case, most of the students felt shy when they spoke in front of the class and sometimes most of the students used bahasa when tried to describe or give questions to their friends because lack of vocabulary. To solve that problems the researcher guided and helped students when students felt difficult to describe or explain. The researcher also gave motivation by telling the important of speaking English and building the students confidence and decreasing the students' feel of shy by creating a comfortable atmosphere or situation for the students.

Based on the explanation above, the researcher concluded that Show and Tell Method could improve students speaking fluency, acuracy and comprehensibility, and also could solve the students problem in speaking skill.

According to the findings, it is also supported by both previous researchers; first was from Rahmi (2017) with title, the effect of show and tell method toward students speaking skill at x grade of Islamic Senior High School Maninjau. The method of her study was true experimental research, the conclusion of her research showed that the students seemed more enthusiasm to involve themselves in show and tell rather than when they were asked by the teacher to tell something without showing the things. Second was from Nurvitasyari (2017) with title, the use of show and tell method in teaching vocabulary at the second year students of Junior High School (SMP) Negeri 4 Galesong Selatan Kabupaten Takalar. The method of her study was quasi experimental research, according to her research, the using of Show and Tell Method can improve the students vocabulary mastery.

CONCLUSIONS

Based on the result, the researcher can conclude that, the use of Show and Tell Method can improve the speaking skill of the eighth grade students at SMP Negeri 13 Palu. It can be proved by the result of the students score in pre-test and post-test. Before the treatment, the mean score of pre-test of experimental group was 50.3. After the treatment, the mean score of post-test of experimental group was 76.3. While the mean score of pre-test of control group was 52.1 and the post-test of control group was 63.9. The result indicates that the mean score of post-test of experimental group after the treatment using Show and Tell Method was better than the mean score of pre-test. The result of data analysis showed that the value of t-counted (9.46) was higher than the value of t-table (2.014), it means that the hypothesis is accepted.

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