

THE USE OF SHOW AND TELL METHOD TO IMPROVE STUDENTS' SPEAKING ABILITY

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Abstract

This study examines the application of the Show and Tell learning method on the "Who People Are" Material in improving the Speaking Skills of second-semester students of the Islamic Education Study Program of STAI Ma'arif Magetan. The approach used is a qualitative approach and the type of research is Classroom Action Research (CAR). The data analysis technique used is the qualitative data analysis technique. This research was conducted in May-June 2023 with 32 students. Based on data obtained during the implementation of Cycle I and Cycle II that the results of research in Cycle I showed sufficient categories, and there was a rapid increase in Cycle II which showed good categories and achieved predetermined indicators. The conclusion of this study stated that the application of the Show and tell learning method in the "Who People Are" Material was working well in improving the Speaking Skills of second-semester students of the Islamic Education Study Program STAI Ma'arif Magetan.

Keywords : *show-and-tell, speaking ability*

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Introduction

Human living cannot be separated from language activities because language has a very important role in life. Language can be used as a direct or indirect communication tool. With language, each individual can express something by conveying all their hearts and communicating carefully. Every individual must master language skills. Someone who has good language skills will find it easier to communicate with others.

Language is an essential tool for human communication and social interaction. It is the primary vehicle for communication, enabling us to share information, exchange ideas, express thoughts and feelings, and establish social connections. Meaningful conversations and relationships are engaged and created by language. Social communication, which involves the use of language and symbols called words, is one of the important aspects of social action. Through this communication, we can interact with others, and share ideas, opinions, feelings, and desires. Language allows us to express ourselves, understand others, and form mental and emotional connections with members of society.

Learning that is carried out in an interactive and innovative manner will create a pleasant learning atmosphere for students so that it can encourage students to be active in the learning process, to realize this, of course, cooperation and policies from various parties in the field of education are needed that allow the educational process to take place in a planned manner and adjust to the changing times, one of which is teachers who play an important role in helping the process Student learning in schools as educators. Good education is education that is able to create good relationships between students and teachers so that students can be active in learning.

The development of science and technology that is increasingly sophisticated demands the skills we have to keep up with the times. This increasingly sophisticated development inevitably also requires humans to think critically and innovatively. In thinking and innovating, humans need the necessary skills to keep up with existing developments. Educational institutions must be able to anticipate these developments by continuing to strive for a program that is in accordance with the development of children, the development of the times, situations, conditions, and needs of students. One of the skills needed by students is speaking skills.

Speaking skills are important to make it easier to communicate with others. Limited speaking skills (unskilled) will interfere with the continuity of the communication process between the messenger and the listener (the person

receiving the information). By speaking well and correctly, the meaning of the message that the messenger wants to convey can be well received by the listener.

Messengers and listeners are both required to have good speaking skills so that communication is well-established. Communication is something functional, purposeful, and designed to produce some effect or effect on the environment of the speakers and listeners

The one main element of communication is speaking. As (Richards, J; Rodgers, 2001) said, interaction effectively comes from analysis carefully of this place along adequate language usage and the promotion of some interest that will with gradually help students speak English with fluently and correctly.

Speaking becomes a skill to express words, thoughts, ideas, and feelings and express things in the form of expression. Speaking is a process of communicating, in which there is a message. While speaking skills are a person's skills in communicating with others verbally. Speaking skills are a form of human behavior related to neurological, linguistic, and psychological factors (Susanti, 2019).

Speaking skills are a person's communication process in stringing various kinds of words into a sentence so that others understand the message conveyed either in the form of ideas, opinions, ideas, or in the form of expressing all feelings and hearts. Students who are skilled in speaking can form creative future generations so that they can communicate clearly and easily understood.

Furthermore, (Susanti, 2019) stated that the main purpose of speaking is to be able to communicate with others and make it easier for humans to interact with each other. The general purpose of speaking is to tell, entertain, and convince.

Mastering speaking skills is indeed crucial for foreign language learners. The ability to communicate effectively through spoken language is often a primary goal for many learners (Richards, 2008). To become proficient in speaking a foreign language people have to master the sound system, pronunciation, vocabulary selection, word order, and overall language structure are crucial aspects of becoming proficient in speaking a foreign language.

Some problems faced by students in speaking activities may vary. Not mastering speaking, not being confident especially in asking questions or answer a question given by the teacher, being less motivated, and has not mastered speaking because of a lack of vocabulary are some examples of it. And the use of English was very difficult to master by students because in addition to using the English language is also able to know the purpose of the sentence. So, in the learning

process, students were not creative in talking and making sentences in daily activities.

Speaking skills have an important role in creating a generation that is able to compete in the world of work and advance the nation in this modern world civilization, if good speaking skills are lacking it will hinder a person, not only in terms of career but also in social and personal relationships. Therefore, speaking skills need to be improved as the most basic skills, especially for students facing challenges in the world of work, after graduating from college later.

There are 8 basic linguistic principles, namely: 1) Language is a system 2) Language is vowels 3) Language is composed of arbitrary symbols 4) Each language is unique; is distinctive 5) Language is built from habits 6) Language is a means of communication 7) Language is related to the culture in which it is located 8) Language is changing. (Nation & Newton, 2008)

English is widely recognized as a global language and serves as a lingua franca for communication between people from different linguistic backgrounds. It is often used as a common language in international business, diplomacy, academia, and various other fields. (Angly Manik et al., 2022)

The widespread use of English facilitates communication and enables individuals with different mother tongues to interact and understand each other more easily. It serves as a bridge between people from diverse cultures, allowing them to exchange ideas, conduct business, engage in international cooperation, and foster greater understanding.

Building self Confidence in speaking a foreign language is a crucial aspect of language learning, and it can be a common challenge for many learners. The fear of making mistakes, feeling anxious, and lacking confidence can hinder students' progress in speaking English. (Kayi, 2006)

Creating a supportive and encouraging learning environment is essential for building confidence. Lecturers can foster a safe space where students feel comfortable expressing themselves without the fear of judgment. Providing constructive feedback and praising students' efforts can help boost their confidence. Also, encourage students to focus on effective communication rather than striving for perfection. Emphasize that making mistakes is a natural part of the learning process and an opportunity for growth. Creating a supportive and non-judgemental atmosphere allows students to take risks and develop their speaking skills. (Bangun, 2018)

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Based on the experience of researchers during teaching, most students feel insecure to speak directly in front of the class. The presentation could not be carried out optimally in English. This happens in addition to because English is not applied in daily communication activities, and also because students do not consider learning English is not an important thing.

The problems above were based on the daily learning process. Students tend to be passive, such as finding difficulties in expressing their opinion, feeling shy to express their opinion, having difficulty retelling readings that have been read, describing an object, embarrassed in answering questions given by the lecturers or by their classmates.

The Show and Tell method is indeed a popular and effective approach to teaching speaking skills. It involves students presenting or discussing a topic of their choice in front of the class, typically using visual aids or props to support their presentation. Show and Tell encourages active student participation and engagement. By allowing students to choose their own topics and share personal experiences or interests, they are more likely to be motivated and invested in the speaking activity, (Thornbury, 2005), (Barletta, 2008)

Playing Show and Tell with personal objects is a play activity by showing and telling personal objects owned. Before conducting learning activities, teachers ask students to bring their personal objects to school. These personal objects can be game tools or students' favorite objects. Then the game tool or object is told in front of the class (Sri Kuning, 2019)

Show and Tell can also be done by utilizing food, food is a basic need that is closely related to everyone, especially children. Foods that can be used in the application of this method are snacks, drinks, or fruits. Students can tell about the shape, taste, or anything they know about the food.

Show and Tell with photos or pictures can remind students of the experience they have had either about events or places that have been visited. Photos or images are the most frequently used media because they are easy to get, photos or images can also provide many stories in visual form. (Suarsih, 2020)

This method promotes authentic communication as students share information, express opinion, and interact with their peers. It provides a platform for students to practice speaking in a meaningful and relevant context. Show and Tell helps develop presentation skills such as organizing ideas, structuring speech, using visual aids effectively, and engaging the audience. These skills are

transferrable and valuable for various academic and professional contexts, (Mortlock, 2014).

Students have the opportunity to enhance their vocabulary by choosing and describing objects, sharing details, and explaining their chosen topic. This method encourages the use of descriptive language and expands students' linguistic repertoire. The goal is to employ a combination of effective teaching methods and strategies that not only motivate students to speak but also address their individual needs and help them develop their speaking skills in a supportive and engaging learning environment (Thornbury, 2005). Therefore, based on the some explanation above, the researcher wants to know how effective the application of the Show and tell method is in improving students' speaking skills.

Research Method

The approach used in this research is a qualitative approach. Specifically, a qualitative approach is something related to aspects of value quality and meaning that can only be expressed and explained through words. As Yusuf (2014) stated that qualitative approach can be used if a researcher wants to see and express a situation or an object and find meaning or a deep understanding of a problem in the form of qualitative data, whether in the form of pictures, words, or events that arranged naturally. (Kemmis et al., 2014)

The type of research used is Classroom Action Research (CAR). Classroom action research is an examination of learning activities in the form of an action, which is deliberately raised and occurs in a class together (Nilakusmawati, 2015). Classroom action research is a process of assessing problems in the classroom through self-reflection as an effort to solve these problems by carrying out various planned actions in real situations and analyzing every effect of the treatment (Mu'alimin & Hari, 2014).

Classroom action research fosters a reflective mindset among educators, encouraging them to critically analyze their teaching methods, identify areas for growth, and implement evidence-based changes. It promotes a cycle of inquiry and self-reflection that can lead to ongoing professional development and improved student's outcomes (Yusuf, 2017)

Data analysis techniques in this study are in the form of qualitative data analysis which includes process analysis, namely teacher and student activities during the learning process and analysis of student speaking skills by applying the descriptive show and tell method, which is a technique to express and explain the opinions of respondents based on answers from research instruments that have been proposed by researchers. The qualitative data analysis technique developed by (Miles & A. Huberman, 1994), consists of 3 stages of activity, namely: (1) Reducing data, (2) Presenting data, (3) drawing conclusions and verification.

Findings and Discussion

Cycle I

The implementation of the first cycle was carried out twice, on Thursday, May 9th and 16th 2023, starting at 13.30-15.30 WIB. The data obtained by the researchers consisted of tests, interview results, observation sheets, and field notes. For supporting data, field activities also have videos. Data in the form of tests is the result of increasing student achievement when speaking. By checking the field notes and observation sheets, it was known that the students have positive feedback in teaching and learning activities. The interview results showed the positive feelings of students after the use of the show-and-tell method in teaching and learning activities. Researchers found the effectiveness of this method in the classroom in each cycle.

In cycle I researcher carries out the learning process in accordance with the learning plan. The learning outcomes obtained after the first cycle of activities reached 75.76% with a good category (B), and student activities 73.72% with a sufficient category (C) while the results of the student speaking skills performance test reached 63.61% with a sufficient category (C). The results of cycle I on describing "who people are" there are still students who have little courage to perform in front of the classroom. Feeling shy and confused in choosing the appropriate words still dominated the classroom activities when the students got their turn to speak. By raising the question, they got interested in friends' presentations and started to speak. Furthermore, based on the teacher's field note, the students who presented the material about "who people are" could share ideas to others but were not fluent enough. When they were performing, it took a long time to speak, and also they mixed with their mother language. It was also seemingly easier for them to understand because they talked about their own experiences. The result shows that this is not optimal making the learning continues to cycle II. From the activities that had been done, in describing the picture, there are some students who need repeated explanations and need in-depth assistance in group discussion activities and supervision when working with their colleagues, so that all students can do their part optimally.

Cycle II

The implementation of the first cycle was carried out on Thursday, May 23rd, and on July 5th 2023, starting at 13.30-15.30 WIB. In this cycle, the researcher has carried out the learning process in line with the learning plan. The learning results were obtained after correcting some deficiencies from the previous cycle. the object changed into describing "who people are" by telling someone's special

characteristics by using their personal belongings. In this cycle, there were some significant improvements in the students during English teaching and learning. In solving the problem for silent students, the researcher gave a chance to discuss in pair, modify the group by considering the students' ability, add more time for discussion, bring bigger objects, and mix the language with the instruction correctly.

According to the interviews with students, some were excited about this activity. When the teacher instructed them to bring the most memorable belongings that remind them about their favorite person. Researchers presented their tasks the day before, giving them plenty of time to prepare their presentations the next day. The students felt that the activities were easier to understand. Students learned more in groups. They also found it more difficult because they were asked to tell their experiences based on the images they held. Most of the students spoke to themselves without following the grammar, but they enjoyed the activity.

The activity results reached 88.89% with a good category (B) and student activities reached 88.21% with a good category (B) while the results of the speaking skills performance test reached 81.81% with a good category (B). Learning in the second cycle has succeeded in achieving the predetermined qualification of $\geq 78\%$. Therefore, this research was considered successful and the research process was stopped.

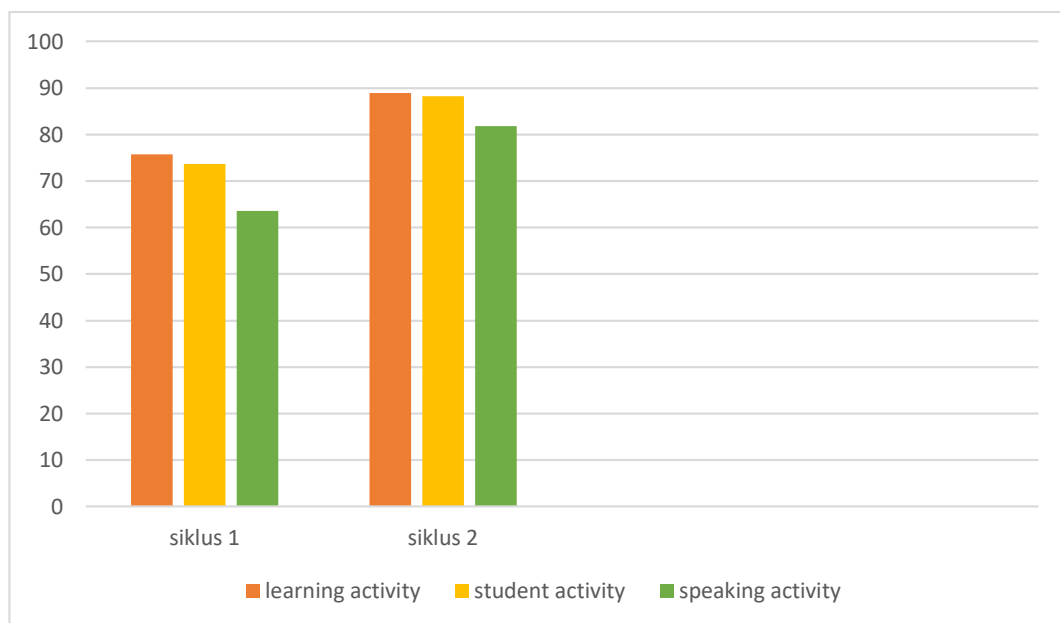
Before researchers started researching this topic, students' speaking skills were very poor. They are also required to have an adequate amount of vocabulary, which causes students to be very reluctant to participate in class discussions and especially in speaking English. Faced this problem, the researcher, conducted this study to make a breakthrough in improving the students speaking skills. Students participation increases both in quality and quantity in each cycle. For example, when one student stands in front of his or her peers to share his or her experience, the other students become more proactive and ask their friends questions about their topic. This dynamic also occurs during the preparation, showing greater enthusiasm to complete their presentation tasks such as preparing objects that are related to the topic discussed, then discussing them with lecturers or colleagues.

During the teaching and learning process using show-and-tell methods to improve speaking skills, the researchers saw a rapid improvement in students' responses to what was learned. This can be seen from the data collected from the beginning to the second cycle through field notes, observation sheets, interviews and testing. This collected data shows that students follow lessons enthusiastically, engage calmly in completing and practicing speaking tasks, and enjoying the lesson in fun way.

In addition to this, the sessions where students have to respond the questions from the audience also helps create the opportunity for the performer to elaborate their ideas or points about the topics (their objects). It engaged the students to speak up in the classroom. It is supported by (Thornbury, 2005), who stated that the procedure of Show and Tell Method in form of presentations or talks about real life experience such as standing up in front of class can prompt students to speak more.

In the last cycle, it was found a high improvement of students' behavior in speaking by using Show and Tell method. Besides tests' result and also observation sheet, the result of interview also showed that Show and Tell Method improved students' speaking in the classroom. Moreover, this method also enhanced them being active, confident, and enthusiastic in learning English. One of students interviewed stated told that Show and Tell Method increased his confidence in speaking in English. The test results also suggest a significant improvement.

Fig. 1. The research result each cycle



Based on the results of observations of teacher activities, the results of observations of student activities also increased from cycle I by reaching the sufficient category (C) which means that it has not reached the standards determined by the researcher, then the researcher then continued in cycle II by making improvements and shortcomings from cycle I to improve the level of

success of the student learning process, so that the results of observation of student activity in cycle II increased by achieve good category (B).

The learning process has increased from cycle I to cycle II, namely in cycle I students are still embarrassed to come to the front of the class to describe advertising images and tend to fixate on the text they have written before when discussing groups, but in cycle II students begin to dare to come to the front of the class to describe a person and the type of work by carrying personal items directly and freely expressing ideas or imaginations that are in his mind in sentence form. From this show and tell learning method, students can be more active in the learning process and more courageous to appear to speak in front of their friends. This is in line with (Bohning, 2001) opinion that the purpose of the show and tell method is to train students to speak in front of the class and accustom students to be sensitive to simple things in everyday life.

Research continued in cycle II by correcting existing deficiencies in cycle I, then in cycle II has seen an increase in speaking skills performance test results by 88.89% of students who obtained an average score of 81.81 and showed that cycle II had met the established success indicators of $\geq 76\%$ with good category (B).

This shows that the application of the show and tell learning method can improve students' speaking skills, actions taken in the learning process have encouraged changes in students' speaking skills, can be seen in each cycle there is an increase in student scores and has achieved success indicators that have been set by researchers, namely students' speaking skills are said to be successful if $\geq 76\%$ of students have completed or achieved completeness scores Minimum ≥ 78 . Therefore, this research was considered successful and the research process was stopped.

From the entire process that has been carried out by researchers starting from planning, implementation, observation, and reflection activities, it shows that by applying the show and tell learning method to advertising materials, it can improve students' speaking skills in the second semester of the Islamic Education Study Program of STAI Ma'arif MAgetan, Academic Year 2022 / 2023, therefore learning by applying the show and tell method has a role as one of the methods that can be used in an effort to improve students' speaking skills.

By seeing the whole research findings, it can be seen that Show and Tell method is very useful to enhance the students in speaking. Moreover, by implementing this method, the students' speaking skill was improved. They were confident, active, and also enthusiastic. In line with the result of this current study,

several related research which has conclusively suggested the positive findings by implementing Show and Tell method.

Conclusion and Suggestions

Show and Tell Method was implemented by asking the students beforehand to bring objects related to the topic of the lesson and then asked to narrate the random objects they had gathered first. Since the first cycle when the method of Show and Tell was implemented, the researcher had already noticed an improvement during the process of teaching and learning process, particularly in speaking tasks. While the activities are mostly designed to help students to be more active such as doing presentations in front of the class and followed up by question and answer sessions where the opportunity to speak was maximized, the speaking tasks were enhanced.

Conclusion

Based on the results of research and discussions that have been carried out, it can be concluded that the application of the show and tell learning method in advertising materials can improve the speaking skills of second semester students of the Islamic Religious Education study program, STAI Ma'arif Magetan, this is shown by an improvement in the learning process and the results of the speaking skills performance test. This study succeeded in cycle II by describing "who people are" by using personal objects so that students are more courageous to appear in front of the class. This is evidenced by the increase in student observations from cycle I by 73.72 with sufficient category (C) then continued to cycle II to 88.21 with good category (B).

The improvement in the results of students' speaking skills was shown from an increase in the average score of students from the initial data of 60.65, an increase of 63.61 in cycle I and increased again in cycle II to 81.88. The percentage of achievement of learning outcomes also showed an increase. In the initial data, students who achieved SKBM by 57% increased to 75.76% in cycle I and increased again to 88.89% in cycle II. Based on the information above, the results have been satisfactory for researchers and teachers because success indicators have been achieved, so it can be concluded that by applying the show and tell learning method can improve students' speaking skills

Suggestions

Based on the results of the research conducted, suggestions can be submitted so that researchers who are interested in studying problems relevant to this research

are expected to also be able to examine other factors that can affect the improvement of student learning outcomes in applying the show and tell learning method to other materials.

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