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Implementing the "Show-and-Tell" Method to Improve Students' Speaking Skills

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Abstract

This study aimed to find out the implementation of the "show-and-tell" method, the improvement scores after using the method, and teachers' and students' perceptions toward the method. This research used a Classroom Action Research (CAR) design, which was conducted in two cycles. The data included both qualitative and quantitative data. The quantitative data were gathered from pre-test and post-test, while the qualitative data were obtained from observations and interviews. The result of this research showed that; (1) The implementation of "show-and-tell" method was successfully implemented in the teaching and learning process. It is shown by the students' feeling enthusiastic about the use of media and actively participating in the learning process. (2) Besides that, the results from pre-test to post-test 2 showed a significantly different score. In the pre-test, the mean score was 46.44, then it became 66.60 in the post-test 1, with an increase in students' scores of 20.16 (43.41%). Then, in post-test 2 the mean score increased to 76.26, with an improvement of 9.66 (14.50%). Furthermore, the result of the T-test shows that the significance value (sig. 2-tailed) was 0.00 < 0.05. It means that the implementation of the show-and-tell method to improve the students' speaking skills in the seventh grade of SMP Negeri 3 Karawang Barat had a significant effect. (3) This result is also supported by the data from the interviews with the teacher and the students. They stated that this method helped them improve their speaking skills. The teacher also said that she was satisfied with the students' speaking test scores after using the show-and-tell method in the teaching process.

Keywords: *Speaking Skill, Show-and-Tell Method, Classroom Action Research*

Abstrak

Penelitian ini bertujuan untuk mencari tahu pengimplementasian metode "show-and-tell", peningkatan skor setelah menggunakan metode tersebut, dan persepsi guru serta siswa terhadap metode tersebut. Penelitian ini menggunakan desain Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Data yang digunakan meliputi data kualitatif dan kuantitatif. Data kuantitatif dikumpulkan dari pre-test dan post-test, sedangkan data kualitatif dikumpulkan dari observasi dan wawancara. Hasil penelitian ini menunjukkan bahwa; (1) Penerapan metode "show-and-tell" berhasil diterapkan dalam proses belajar mengajar. Hal ini ditunjukkan dengan rasa antusias siswa terhadap penggunaan media dan berpartisipasi aktif dalam proses pembelajaran. (2) Selain itu, hasil pre-test hingga post-test 2 menunjukkan perbedaan skor yang signifikan. Pada pre-test diperoleh nilai rata-rata 46,44, kemudian menjadi 66,60 pada post-test 1, dengan peningkatan nilai siswa sebesar 20,16 (43,41%). Kemudian pada post-test 2 nilai rata-rata meningkat menjadi 76,26 dengan peningkatan sebesar 9,66 (14,50%). Selanjutnya, hasil uji T menunjukkan bahwa nilai signifikansi (sig. 2-tailed) adalah 0,00 < 0,05. Artinya penerapan metode show and tell untuk meningkatkan keterampilan berbicara siswa kelas VII SMP Negeri 3 Karawang Barat berpengaruh signifikan. (3) Hasil ini juga didukung oleh data hasil wawancara dengan guru dan siswa. Mereka menyatakan bahwa metode ini membantu mereka meningkatkan keterampilan berbicara mereka. Guru juga mengatakan bahwa dia puas dengan nilai tes berbicara siswa setelah menggunakan metode show-and-tell dalam proses pengajaran.

***Kata kunci**: Kemampuan Berbicara, Metode "Show-and-Tell", Penelitian Tindakan Kelas.*

INTRODUCTION

English is a global language that is utilized as a means of communication not only in

daily life but also in academic contexts (Ramadan, 2022). In learning English, the skills are divided into four skills. There are speaking, listening, writing, and reading. Speaking is a form of communication. Thus, speaking becomes an important skill learned in language learning. In the teaching process, it is common to find several problems since the teaching method is often inappropriate (Oeamoum & Sriwichai, 2020).

Based on the interview with English teachers and observations in the class, researchers found several problems that occurred in the class, especially in speaking skills. The first problem is the teacher did not use any media when teaching. The teacher only asks students to read the conversation in the book and selects the representative student to practice speaking. The second problem is the students rarely practice speaking in English, also the teacher does not give students many opportunities to speak. Whereas, Pinter (2017) states that to have good speaking skills, students must practice a lot. Because of the lack of practice, students have problems such as not knowing how to pronounce words, lack of vocabulary, and not being confident when speaking English. In accordance with several problems above, most of the students said that speaking English was too difficult to learn. Those problems make students difficult to speak with the correct rules. Therefore, the teacher plays an important role in the teaching and learning process and has to find out the strategy that suits the students best to teach, so the students can develop their speaking ability effectively (Goh & Burns, 2012). Show-and-tell" method is one of the best solution methods to apply in the class (Barletta, 2008). The researcher used "Show-and-Tell" method in order to make students getting used to speak in English. The "Show-and-Tell" method was used as method for students to practice speaking. They were practice speaking in front of the class by describing an object. Using this method will involve students in the speaking activity in class and help them become more confident by getting used to the practice of speaking (Kuning, 2019).

Based on the reason explained before, the researcher would carry out the study titled "Implementing the "Show-and-Tell" Method to Improve Students' Speaking Skills". The purpose of this research was to find out; (1) the implementation of the "show-and-tell" method, (2) the improvement scores after using the method, and (3) teachers' and students' responses to the method at the seventh-grade students at SMP Negeri 3 Karawang Barat in the academic year of 2022/2023.

METHODOLOGY

The researcher used Classroom Action Research (CAR) proposed by Kemmis and McTaggart (2000) for this research. According to Cameron-Jones, action research is research conducted to solve a problem and improve teachers' professional practice in the classroom (Khasinah, 2013). This method consists of two cycles and four phases in each cycle, such as planning, acting, observing, and reflecting.

The subject of this study was seventh-grade students at SMP N 3 Karawang Barat in the academic year of 2022/2023. They were the students in the 7F class.

The researcher gathered both quantitative and qualitative data. Tests were used to collect quantitative data, while observation and interviews were used to collect qualitative data. The researcher would end the study when the mean score of the post-test was greater than the pre-test and 75% of students scored "good" on the test. The qualitative data was analyzed from the interviews with the teacher and students. According to Punch, as cited in Mayer (2015), there are three major components of

qualitative data analysis. The quantitative data were analyzed using Paired Samples T-Test in SPSS 26.

FINDING(S) AND DISCUSSION

Based on research, the research findings were as follows. The implementation of the "show-and-tell" method in the seventh grade of SMP Negeri 3 Karawang Barat was successful. It was evidenced by the observation and interview data. The data shows that students actively participated in the class. They became enthusiastic and interested in applying this method because of the media assistance during learning. This is reflected in their participation in speaking classes, discussions with other friends, showing and telling their classmates about the objects they bring, and actively interacting with their peers. They also become more confident when speaking English in front of the class.

In accordance with that, the test results showed a significantly different score. The significance of students' test scores is shown in Table 1 below.

Table 1. The Significance of Students' Test Scores

	Pre-Test	**Post-Test 1**	**Post-Test 2**
Mean Score	46.44	66.60	76.26
Highest Score	74	91	97
Lowest Score	20	47	54

The mean score in the pre-test was 46.44, with the lowest score in 20 and the highest score of 74. According to the results, the pupils' speaking skills remained low.

In the pre-test, the mean score was 46.44 with the lowest score in 20 and the score of 74. According to the results, the students' speaking ability was still low. There were still many students who had difficulty in conveying what they meant. They are lack of vocabulary and not knowing how to pronounce words.

Then in the post-test 1, it became 66.60 in the post-test 1 with the lowest score in 47, and the highest score was increase to 91. The increase in students' scores was 43.41 (93.47%). Then in post-test 2, the mean score increased to 76.26 with the lowest score in 54 and the highest score in 97 with an improvement in students' scores from post-test 1 to post-test 2 of 14.50 (21.77%). So, from the data results, there was a significant score in the use of the show-and-tell method. To determine the significance of the results, the researcher calculated the data using the Paired Sample T-Test. The result is presented in Table 2 below.

Table 2. Paired Sample T-test

Pre test – Post test 1	Mean	t	df	Sig. (2-tailed)
	-20.16	-16.83	37	0.00

Based on the findings, the p-value was 0.00 0.05, indicating that the "show-and-tell" method had a significant influence on students' speaking skills. The students' improvement in speaking skills by describing after being taught using the "show-and-tell" method can be distinguished from the mean scores that increased in each cycle. After conducting the cycle 1, there were only 24% of students who get a "good" score which only included 9 students. It showed that the target of 75% of students who succeeded to get a "good" score had not been achieved. Then, the researcher conducted cycle 2. After

conducting the cycle 2, there were 29 students or 76% of students who succeeded getting a "good" score. It means that this research had achieved satisfactory outcome. Besides that, both of the teacher and students had positive responses toward the use of "Show-and-Tell" method to improve students' speaking skills. From the students' opinion, it was inferred that "Show-and-Tell" method could helped them improve their speaking skills, make learning fun and students enthusiast during learning, also help students improve their speaking skills such as; enriching the student's vocabulary and improving their pronunciation. Students also have opportunities to speak in class and get used to it. From the implementation of "Show-and-Tell" method, researcher also found some challenges such as motivating students to be interested in learning, especially to speak in the class.

From the teacher's opinion in the interview of this study, it was inferred that "Show-and-Tell" method might assist students in developing their ideas, broadening their vocabulary and pronunciation, and increasing their motivation. The teacher also said that she was impressed and satisfied with the results of using the show-and-tell method to improve students' speaking skills. She is also interested in implementing this method for further learning.

CONCLUSION(S)

The researcher draws a conclusion from the research data obtained. The use of the "Show-and-Tell" method in the VII F class to develop students' speaking skills was successfully implemented and may increase students' speaking skills. The students' speaking skills significantly improved. The results of the tests show that in the pre-test the mean score is 46.44 and increased to 66.60 in post-test 1 and 76.26 in post-test 2. Besides that, both the teacher and the students were enthusiastic about the use of the method. Furthermore, the "Show-and-Tell" approach may be inferred to be an excellent way to be implemented for speaking class.

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