

## **IMPROVING STUDENTS' SPEAKING SKILL THROUGH SHOW AND TELL METHOD AT GRADE IX STUDENTS OF PAX CHRISTI JUNIOR HIGH SCHOOL MANADO**

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*Received: 10 June 2022*

*Accepted: 13 June 2022*

*Published: 14 June 2022*

**Abstract:** The purpose of the study is to prove whether or not Show and Tell method can improve students' speaking skill. The research design used in this study is quasi-experimental method. The researcher used test as the instrument which in form of oral test consisted of pre-test and post-test. In pre-test, the researcher collected the data of students' speaking fluency, comprehensibility, and accuracy. In post test, order to find out the progress of students speaking fluency, accuracy and comprehensibility of the treatment. The result is the mean score of pre-test in experimental group is 51,42. And the mean score of post-test in experimental group is 81,07. In the control group, the mean score of pre-test in control group is 49,33. And the mean score of post test in control group is 79,33. It can be concluded that the result of mean score increased after using Show and Tell method in order to improve students' speaking skill.

**Keywords:** *Show and Tell, Speaking, Fluency, Accuracy, Comprehensibility*

### **INTRODUCTION**

Speaking is one of the four skills that junior high school students must master, along with listening, reading and writing. By speaking, the students are required to have the option to convey and communicate the thought in an exchange and relational spoken content to connect with surroundings. (Mogea, 2019:1) states that speaking is the use of language to express thoughts and feelings also to respond or react to what is said. In the process of English teaching and learning, students' speaking problems are lack of vocabulary, fear of making mistakes and low self-

confidence. They have difficulty finding the right words to express their thoughts. Based on the problems above, the teacher should help the students to have more motivation in learning speaking. Thus, Show and Tell method can encourage students' motivation and interest in learning speaking skill. (Barletta, 2008) states Show and Tell method is a students' training where students are sharing an oral experience. (Thornbury, 2005) stated that the strategy of Show and Tell method that giving an experience by standing up and sharing genuine talks. This method offered freedom to students in improving their language ability and help them in sharing stories (Poveda, 2001).

In the context of Indonesian classrooms, oral teaching for English teachers is quite difficult due to limited variation in teacher and student approaches. In the process of education and learning, teachers need ways to teach speaking skills, so that students can participate more in speaking and improve their speaking level. The Show and Tell method is one of the most effective ways to motivate students to speak and participate.

There are four steps to teaching speaking through Show and Tell Method;

**(1) Planning**, which is the teachers prepare lesson plans, syllabuses, teaching materials, supporting media, and assessment materials to assess the performance of speaking.

**(2 and 3) Acting and Observing**, when the actions are set, the teacher observes the students by looking at the students' observation sheets according to the activities in the lesson plan, and

**(4) Reflecting**, where the teacher evaluates the activity and draws conclusions on areas that should be improved.

## **RESEARCH METHOD**

The research design used in this study is quasi-experimental method followed by (Cohen, Manion, & Morrison, 2007:283) which in form of oral test consisted of pre-test and post-test and divided into control group and experimental group.

	pre-test	treatment	post-test
experimental	O1	X	O2
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control	O3		O4

Where:

O1 : pre-test for experimental group

O2 : post-test for experimental group

O3 : pre-test for control group

O4 : post-test for control group

X : treatment

The writer used the formula by (Gay, 2006) in analyzing the data.

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

Where,

X = The mean of score

Σ = The sum of all scores

N = The number of students

The standard deviation of each group as follows:

$$SD = \sqrt{\frac{SS}{N}}, \text{ where } SS = \sum X^2 - \frac{(\sum X)^2}{N1}$$

Where,

- SD = Standard deviation  
 SS = The sum of square  
 N = Total number of the subjects  
 $\sum X^2$  = The sum of all square; each score is squared and all the squares are added up  
 $[(\sum X)]^2$  = The square of the sum; all the scores are added up and the sum is square, total

And then, the significance difference between students' score in pre-test and post-test as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS1 + SS2}{n1 + n2 - 2}\right) \left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

Where,

- t = test of significance  
 $x_1$  = mean score of experimental group  
 $x_2$  = mean score of control group  
 SS1 = sum square of experimental group  
 SS2 = sum square of control group  
 $n_1$  = number of students of experimental group  
 $n_2$  = number of students of control group  
 2 = the number of class involved  
 1 = constant number

A pre-test to determine a student's speaking ability. In the pretest, the writer collected data on students' fluency, accuracy, and comprehensibility. He asks students by giving a questions on five different topics for each student, such as

favorite teachers, hobbies, pets, best friends, and activities. The control group and the experimental group used the same teaching material for pre-test.

The Show and Tell method is the treatment of the experimental group, while the conventional teaching is carried out in the control group to see if the method can improve the students' speaking ability.

The control and experimental groups were then applied a post-tested to see the students' progress in oral fluency, accuracy, and comprehension after treatment. It shows the improvement of speaking students' performance in the Show and Tell method.

## **FINDINGS AND DISCUSSION**

The results of this study involved a pre-test and a post-test. In the pre-test, the writer collected data on students' fluency, comprehension and accuracy. He asked students about five different topics, including favorite teachers, hobbies, pets, best friends and activities. The writer pre-tested the control and experimental groups. The control group pre-test is on Wednesday, May 12, 2021, at 09:45 a.m., and the experimental group pre-test time is on Wednesday, May 19, 2021, at 09:45 a.m. Table 4.1 shows the pre-test and post-test scores of the students in the experimental group, and the post-test scores of the students are recorded as S1 and S2. Meanwhile, in Table 4.2, the pre-test and post-test student scores of the control group are shown as S1 and S2.

***Table 4.1***

***Students' score of pre-test and post-test of Experimental Group***

<b>NO.</b>	<b>STUDENTS</b>	<b>S1</b>	<b>S2</b>	<b><math>X_{1^2}</math></b>	<b><math>X_{2^2}</math></b>
1.	AP	50	80	2.500	6.400

2.	CT	50	80	2.500	6.400
3.	FM	55	85	3.025	7.225
4.	GP	50	80	2.500	6.400
5.	JL	50	80	2.500	6.400
6.	K	60	80	3.600	6.400
7.	LT	65	85	4.225	7.225
8.	MK	55	85	3.025	7.225
9.	NT	50	80	2.500	6.400
10.	OS	50	80	2.500	6.400
11.	PM	65	90	4.225	8.100
12.	RO	40	75	1.600	5.625
13.	SW	50	80	2.500	6.400
14.	TP	30	75	900	5.625
	Total	720	1.135	38.100	92.225
	Mean	51,42	81,07	2.721,42	6.587,5

The pre-test mean score of the experimental group was 51.42 and the post-test score of the experimental group was 81.07. The highest score of the experimental group was 65 points and the lowest score was 30 points.

**Table 4.2**  
***Students' score of pre-test and post-test of Control Group***

NO	STUDENTS	S1	S2	$X_{1^2}$	$X_{2^2}$
1.	AB	65	80	4.225	6.400
2.	AMN	50	80	2.500	6.400
3.	BT	50	85	2.500	7.225
4.	DP	40	75	1.600	5.625
5.	FM	45	75	2.025	5.625

6.	GAN	65	90	4.225	8.100
7.	GB	30	75	900	5.625
8.	IM	50	80	2.500	6.400
9.	JNK	65	85	4.225	7.225
10.	KP	45	75	2.025	5.625
11.	MM	40	75	1.600	5.625
12.	NR	50	80	2.500	6.400
13.	PW	55	80	3.025	6.400
14.	RS	40	75	1.600	5.625
15.	VM	50	80	2.500	6.400
	Total	740	1.190	37.950	94.700
	Mean	49,33	79,33	2.530	6.313,33

The pre-test mean score of the control group was 49.33 and the post-test score of the control group was 79.33. The highest score of the control group was 65 points and the lowest score was 30 points.

In the first session, the students learned the topic of describing animals. The writer also gave examples of how to use pictures as a medium to describe animals using a Show and Tell method, and explained the rules. This research uses images as a medium because through the use of images, many things can be presented to students in a visual form, which is convenient for students to learn. Afterwards, the students shared their experiences with the pictures that the students brought.

Students then ask questions to students who are performing in the class. The writer found that is difficult for some students on the first time due to various problems such as lack of vocabulary, fear of making mistakes, and low self-confidence. But students improved in fluency, accuracy, and comprehension from the next to the last class. At the same time, the students in the control group were given the same topic, and the conventional teaching method was adopted, but the process of teaching did not use the method of Show and Tell.

After treatment was completed, the experimental and control groups are given a post-tests to assess the improvement of students' speaking comprehensibility, accuracy, and fluency after treatment. Students have many opportunities to interact with friends in the group while using the Show and Tell method. It can encourage them to speak more English, practice more, and students start to speak using English.

This shows that students' fluency and accuracy improved because students discussed about their friends or group performance. For example, if a student is explaining an animal he or she likes, then they are used inappropriate words, the writer provides correct and appropriate words. This improves student accuracy.

For comprehensibility, after students presented and described their pictures in front of the class, the writer gave the other students a question and an opportunity to ask questions related to the given topic.

The students' comprehension increased at each meeting where the students learn how to ask and answer questions, and then answering in English through a question-and-answer session.

The writer also provided motivation by explaining the importance of speaking English and reducing students' shyness by creating a comfortable environment for them.

Based on the above explanations, the writer concluded that the Show and Tell method can improve students' speaking comprehensibility, accuracy, and fluency, and also solve students' difficulty in speaking English.

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