

The Effect Of Show And Tell Method On Students' Speaking Ability At Eighth Grade Of Mts Diniyah Pandai Sikek

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Abstract: The purpose of this research was to find out the effect of using Show and Tell method on students' speaking ability for the eighth-grade students of MTs Diniyah Pandai Sikek. This research was experimental and was conducted in MTs Diniyah Pandai Sikek of Eighth Grade during the 2021/2022 Academic Years. There were two classes: experimental class and control class, in which each class consists of 23 students. The total population was 69 students. This research used purposive sampling. The researchers use an experimental quantitative method for collecting the data. Based on the statement above, the researchers take the whole of two classes or 46 students as a sample. The instrument in collecting the data was an oral test: namely by asking the students to present the information about themselves and asking them one by one to describe their object while the researcher listen to them. Technique of collecting the data by comparing the result of pre-test and post-test both of the classes. Helped by the English teacher, then the scores were classified based on components of speaking, they were vocabulary, pronunciation, grammar, fluency, and comprehension. The result shows that test of t-obtained > t-table or 5.369 > 1.960. It means the hypothesis that there was a significant effect of the Show and Tell method on students' speaking ability in junior high school.

INTRODUCTION

Speaking is one of the most important communication skills. Communication is a form of interaction in human life. Through communication, humans can exchange experiences, express opinions and think to each other, express feeling or everything that is felt in their hearts. However, speaking is a difficult thing to be master in Indonesia. Speaking cannot be obtained instantly. It will not develop if not practiced continuously. Therefore, it needs to be thought and trained from an early age.

Today, Speaking becomes a necessary part of language learning. To be mastered, Students should have a good speaking ability with good pronunciation, a lot of vocabulary, accuracy,

fluency, and also comprehension. According to Richards, mastering speaking skills is important to be learned by foreign language learners (Jack. C. Richards, 2008). To be able to speak in a foreign language, the learners should master everything about speaking such as how to pronounce the word, how to choose the best vocabulary, how to match the word, and also learn more about the language. Having good speaking skills can make good communication. Therefore, the most important skill in English language teaching is speaking.

Moreover, to enhance and master speaking skills, the learners should have the self-confidence to speak in front of people. But in fact, it becomes a big problem in the teaching and learning process. Sometimes, when the students want to speak English they feel worried and anxious because they are afraid to make mistakes and it makes them feel not confident. It also makes them think that English is a hard thing to do and to be learned. In addition, when the students want to speak, they will always think about whether what they say is correct or not. Because of that, many students are not participating and choose to be silent while the learning process. Besides, the students do not practice what they have learned after the class because they have low motivation in learning English, especially in speaking.

Teaching English as a foreign language is not easy or a simple thing in Indonesia. The object of teaching English according to the school-based curriculum is to make the student able to communicate both orally and in written form and learn in the forms four important language skills, those are listening, speaking, reading, and writing. So, that is why English is difficult and becomes one of the compulsory subjects.

In teaching speaking, teachers need to create an attractive learning atmosphere for the students to practice more. Teachers should make the students fun in the learning process. If the students are not fun and interested in the lesson, the teacher will be difficult to make the students understand the lesson. Most of the students' speaking skill is still low. This can be seen from the students' responses to the teacher's questions and when they are asked to express their ideas. So, by using some method in teaching speaking, the learning process will run well and students can enjoy and be confident what they have learned. Based on the statement above there is one method that can be used in the learning process, called Show and Tell method.

Show and Tell is the method that the researcher chose to help the students to enhance their speaking ability. The researcher wanted to use this method in teaching English, especially in teaching speaking. The researcher used the Show and Tell method because the main purpose of this method is to make the students speak more.

Show and Tell is an activity of showing something by bringing an object and telling others about it. According to Barletta (2008, as cited in Mortlock 2014) states that Show and Tell is a practice in which children are allowed to share an oral narrative about an object or their experience. The object or experience usually comes from their home life and is then told orally with their peers and with the support of the teacher. That means, this activity will help students to communicate with others; they can express their ideas to others, share information about something with help of things, pictures, or videos. This activity will be done with their friends, such as in pairs, group work, even individually.

The researcher believes that this method is effective for students and teachers. The Show and Tell method is good and new for helping in the teaching and learning process. It also can help the student to improve their communication skill, give the students opportunities to develop their language skills, and increase their motivation in learning speaking.

Based on the background above, the researcher wants to research the title "The Effect of Show and Tell Method on Students' Speaking Ability at the Eighth Grade Students of MTs Diniyah

 Pandai Sikek”

LITERATURE REVIEW

Bailey (2005) stated that “Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information, often spontaneous, open-ended and evolving, but it is not completely unpredictable.” (Bailey, M.K and Nunan, D., 2005) Speaking is an important part of second language teaching and learning. This is one of the four skills that have an important role in mastering English. In foreign language teaching, the ability to speak is the most essential skill since it becomes the basis for communication. Speaking skill is important for people in world communication with others to get and share information. However, the goal of teaching speaking is to improve students’ communicative skills; to make students can express themselves, and learn how to communicate with others.

Harmer says that “Speaking is the act the real-time. When people make a conversation, they produced words at that time, and the interlocutor will directly respond. While speaking, people cannot revise or edit what they have spoken.” (Jeremy Harmer, 2007) According to Brown, “Speaking is when someone can speak the language.” (H. Douglas Brown , 2001) In this world, people communicate using their language with others. Without speaking the language there is no interaction and speaking. It means that all these perspectives, see speaking as a necessary part of people’s daily life.

Speaking is the performance process by the human being to produce their ideas and thought into spoken form, and it is referred to as product performance. To promote the speaking performance as one of product performance or the interactive performances, a speaker when conveying sentences or utterances should be intelligible and meaningful. According to Nunan, “Speaking is the productive skill to produce systematic utterance to convey meaning.” So, it means that the speakers are required to be able to express what they want to say as effectively as possible to convey messages.

In conclusion, speaking is the capability of someone to oral communication with someone else. To convey messages, to make the messages clear, the speakers can use gestures while speaking, so that the listeners cannot difficult to get the point.

Show and Tell is a learning method by Robyn Ann Cusworth who has conducted a study at several schools in New South Wales and this method has been used as an educational curriculum. Robyn (1995) stated that Show and Tell is a classroom activity that allows the children to share an oral narrative about a personal experience or favorite belonging from home in front of their friends. (Robyn Ann, C, 1995)

According to Barletta (2008, as cited in Mortlock 2014, in IJoLT 2018) states that Show and Tell is a practice in which children are allowed to share an oral narrative about an object or their experience. The object or experience usually comes from their home life and is then told orally with their peers and with the support of the teacher. (Betty Kasita Bangun, 2018)

RESEARCH METHOD

A. Design of the Research

This research is experimental quantitative research since the data form as numeral data and needs to be quantified by statistical formula. In another word, the research gave numeral data (students’ marks) and used statistical formulas in analyzing it. There were many types of quantitative research. Based on the problem of the study previously, the researcher used quasi-

experimental research types in this research. According to Gay, experimental research is the only method of research that can truly test a hypothesis concerning cause-effect relationships. (L.R. Gay, 2012)

B. Technique of the Data Analysis

The researcher used the t-test in analyzing the data. To find out how the effectiveness of using the show and tell method in teaching speaking ability. In this research, the data will take the test to compare the mean score between the experiment class and control class. The researcher used statistical calculation of t-test and used SPSS statistic descriptive to determine the final calculation (x-calculated) of using show and tell method in teaching speaking ability. Sugiyono stated that if the research was compared between two groups in the hypothesis is tested by using a t-test. (Sugiyono., 2007) The t-test was a kind of statistical calculation used to examine the true or false null hypothesis that stated no significant differences between the results of two samples from the same population. The researcher used the formula of t-test suggested by Gay, as the following description:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Explanation:

t = the value of t-calculated

x₁ = mean score of the experiment group

x₂ = mean score of the control group

S₁ = sum of the square of the experiment group

S₂ = sum of Square of the control group

n₁ = sample side of the experiment group

n₂ = sample side of the control group

At the second of the test, the score of post-test in experimental class will analyze whether there is a significant effect or not of students' speaking ability after giving the treatment than before giving the treatment. For the hypothesis, to know the significant difference between the mean score of both of the classes, it will compare between t-obtained to the value of the t-obtained indicate significant difference. This research will consult with the t-test result into t-table by cooperative script technique feedback. It will use formula as suggested by Gay below:

$t_{test} \geq t_{tab}$, it means H_a is accepted and H_0 is rejected.

$t_{test} \leq t_{tab}$, it means H_a is rejected and H_0 is accepted.

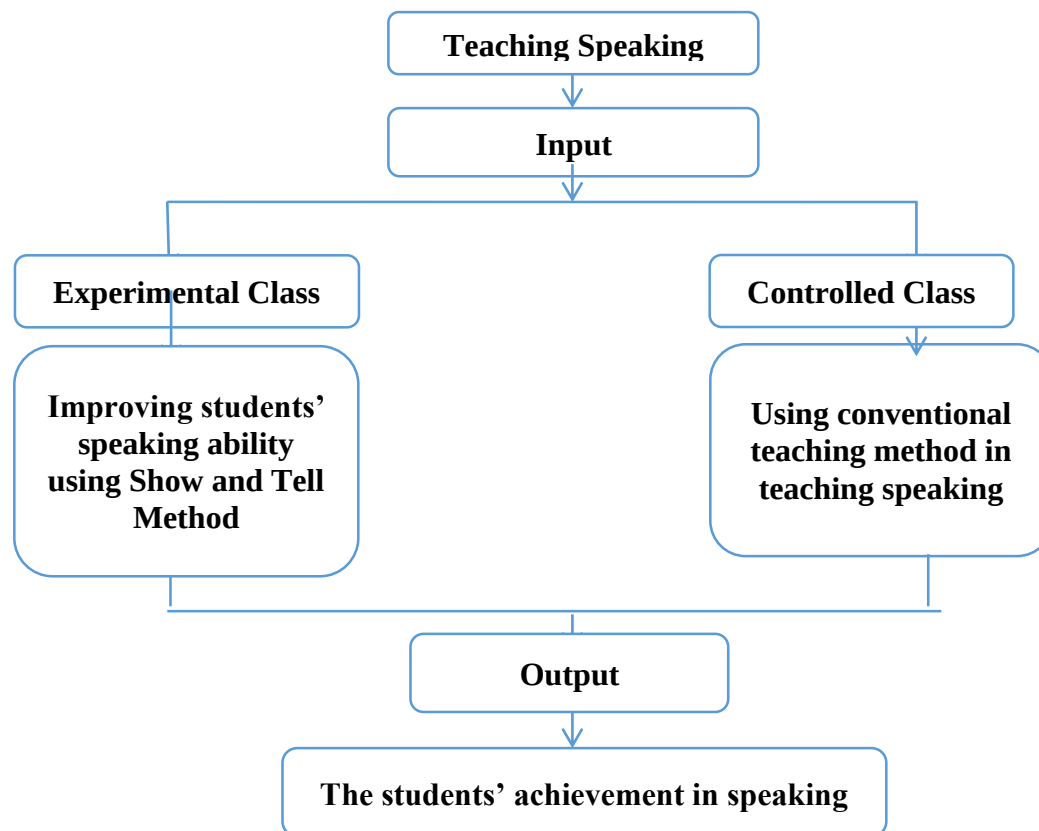


Figure 1. Conceptual Framework

DISCUSSION

The data of this research was taken from MTs Diniyah Pandai Sikek. It was taken from students' scores of pre-test and post-test from both of the classes: experimental and control classes. Related to Anderson, there is five standardization of measurement in the speaking test: fluency, pronunciation, vocabulary, grammar, and comprehension. The result of the students' pre-test and post-test in the experimental and control classes can be seen by the table below:

Table 1. Descriptive Statistic Experimental and Control Group
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	23	56	72	61.57	3.975
Post-Test Experiment	23	78	92	83.96	3.509
Pre-Test Control	23	55	72	62.17	4.324
Post-Test Control	23	60	80	68.43	4.450

Valid (listwise)	N	23				
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Based on the data from both of the groups, there were differences in students' scores between pre-test and post-test in the experimental group, with the detailed mean score pre-test 61.57 while in the post-test 83.96. Score minimum pre-test is 56 and 78 in post-test. Score maximum pre-test is 72 and 92 in post-test. The standard deviation is 3.975 in pre-test and 3.509 in post-test. It is found that variant in pre-test is 15, 8, and 12, and 31 in post-test. Besides, in the control group, the mean score of the pre-test is 62.17 while in the post-test is 68.43. The score minimum is 55 in the pre-test, and 60 in the post-test. The score maximum is 72 in the pre-test, and 80 in the post-test. From the data, the standard deviation in pre-test is 4.324, 4.450 in post-test. So, it can be found the variant is 18, 7 in the pre-test, and 19, 8 in the post-test. In conclusion, the result of the post-test in the experimental group was higher than the result post-test in the control group. It means that the treatment that the researchers have been used to improve students' speaking ability can be applied by the students so that the result in the post-test can increase than the result in the pre-test. It can analyze from the mean score of each test. Therefore, the mean score in the pre-test of the experimental group is 61.57 lower than the mean score in the post-test is 83.96.

CONCLUSION

Based on the research that has been done, the researcher was found that there was a significant effect of using the Show and Tell method on students' speaking ability. It was proven by the total of pre-test and post-test scores of the experimental group where the value of t-obtained was higher than t-table or $5.369 > 1.960$. In conclusion, there was a significant effect of using the Show and Tell method on students' speaking ability, and the Show and Tell method was better than the conventional method.

Based on the finding above, this research had been proved that there was a significant effect of using the Show and Tell method on students' speaking ability at MTs Diniyah Pandai Sikek. The researcher would like to suggest as follow:

1. This research becomes an input or consideration for many people, especially those who are interested in the English education section.
2. Since this research is only preliminary, further research is expected to be able to see other findings that have not been converted by this research.

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