Issued by English study program of IAIN Palopo

Using Show and Tell (S&T) Method to Improve Speaking Skills of Grade Eight Students of Junior High School

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Abstract

This research aims to find out if using of Show and Tell (S&T) Method can improve students' speaking skills of Junior High School. This research used quasi-experimental design that consisted of two groups; experimental and control group. The samples of this research were grade eight students of Junior High School; VIII A. Ki Hajar Dewantara with 31 students as the experimental group and VIII E. Kapitan Pattimura with 32 students as the control group that selected by using simple random sampling. The data was collected by administering a test consisted of the pre-test and the post-test that conducted at first and last meetings. Then the treatment was only given to the experimental group. The result of experimental group's pre-test is 36.29, while control group is 37.10. The result of experimental group's post-test is 59.27, while control group is 47.26. By applying 0.05 level of significance, the researcher found that the value of the t-counted (4.50) is higher than the t-table (1.67). In conclusion, the use of Show and Tell (S&T) Method is effective to improve students' speaking skills of Junior High School.

Keywords: *Speaking skill, Show and Tell Method, Improve*

Introduction

Speaking is one of the most important communication skills. It is the abilities of people to share and express the ideas, assumptions, and opinions in oral form. Munawar (2015) states, "Speaking is the human ability to produce sounds or voice orally and to share or express feelings and thoughts with others as a means of communication in life using or without any particular gadgets to fulfill human needs and emotions." It is a productive skill. Sometimes not everyone is actively talking, let alone conveying their own opinions or ideas, because of their lack of habit. "As social beings, human beings must always interact with fellow humans in everyday life" (Aneja, 2017). Based on the statement above, speaking is a skill that must be trained continuously.

Speaking is very important skill in teaching learning proses. With speaking, students can share and express their thoughts and arguments, request clearly and concisely to the teacher and friends as well as to ask and answer questions. "It is one of the four skills that have an important role in mastering English" (Jarwati, 2020). "It is important for people in the world to communicate with others to get and share information in every situation" (Wulandari, Sakti, Roza & Irwandi, 2022). In short, it is the important skills that allow people to speak, give or share information that they need.

Regarding to the Kurikulum Merdeka (2022) as the applicable curriculum in Indonesian education system, the learning syllabus of Junior High School explains that students are expected to be able to use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. However, the result of observations at grade eight students of Junior High School showed that the students speaking skills was poor due to lack of vocabulary. The students did not know how to start a conversation, they could not communicate and respond effectively. Thus, it affected interaction between students and teacher or among students.

For this reason, it is necessary to use learning method that can help students in the learning process. The researcher used the Show and Tell method to assist students in speaking. Show and Tell is a procedure or activity where students bring objects in the form of pictures into class and converse with other students about it. This method is expected to attract students' interest in the learning process and to help them improve their communication skills as well as the language proficiency.

Method

This study is conducted in a quasi-experimental research design to determine the effectiveness of using show and tell method to improve speaking skills of grade eight students. This study consisted of two groups, namely the experimental group and the control group. The research design was a non-equivalent control group design, by using pre-test and post-test in the experimental and the control group. The following is the research design recommended by Sugiyono (2019):

Group	Pre-test	Treatment	Post-test
Experimental Group	O_1	X	O_2
Control Group	O_3	-	O_4

Where:

O1= Pre-test of Experimental Group

O2= Post-test of Experimental Group

O3= Pre-test of Control Group

O4= Post-test of Control Group

X = Treatment

− = No Treatment

In conducting research, the researcher needs population as the subject of the research. "Population is all elements in the study including objects and subjects with certain traits and characteristics" (Nur, Sabaruddin & Kamaluddin, 2023). The population of this research was the grade eight students of Junior High School. Number of the population is 348 students distributed into eleven classes as shown in the following table:

Table 1 Population Distribution

No.	Class	Number of Students
1.	VIII – A. Ki Hajar Dewantara	31
2.	VIII – B. Pangeran Diponegoro	32
3.	VIII – C. R.A Kartini	32
4.	VIII – D. Sultan Hasanuddin	32
5.	VIII – E. Kapitan Pattimura	32
6.	VIII – F. Jendral Sudirman	31
7.	VIII – G. Ir. Soekarno	32
8.	VIII – H. Mohammad Hatta	32
9.	VIII – I. Ahmad Dahlan	32
10.	VIII – J. I Gusti Ngurah Rai	31
11.	VIII – K. Sam Ratulangi	31
	Total	**348**

As this is a quasi-experimental study, it requires two classes to be the samples. The samples were selected using simple random sampling and the samples was being class VIII A as the experimental group with number of students is 31 and VIII E as the control group with number of students is 32. The total of the sample is 63.

The instruments the researcher used to collect the data was voice recorder and tests which consisting of the pre-test and the post-test. At the beginning of the meeting, the researcher gave the students the pre-test as the tool to measure the students' speaking skills. The post-test was given at the last meeting in order to get data about the improving of the students' speaking skills after the treatment. The treatment conducted in six meetings.

The researcher provided two tests, the pre-test and the post-test for 2 groups which were selected as the samples. The pre-test was delivered before the treatment as to measure the students' prior knowledge in speaking, while the post-test was held after the treatment and both were recorded. To analyze data obtained

from both the pre-test and the post-test, some analysis needs to be performed. The analysis used formulas suggested by Best, Jha and Kahn (2016). Firstly, the student individual scores were analyzed as follows.

$$\sum = \frac{x}{N} \text{ X } 100$$

Where:

$\sum$ = standard score

x = raw score

N = maximum score

100   = constant score

After getting the students' individual scores, the mean scores of each group were analyzed using the following formula

$$M = \frac{\sum x}{N}$$

Where:

M = mean score

$\sum x$ = student's standard score

N = number of students

Next, to determine the significant difference between the pre-test and the post-test of each group, the researcher applied the sum of squares formula as follows:

a. The formula for experimental group

$$S1 = \sqrt{\frac{N \sum X^2 - (X)^2}{n (n-1)}}$$

b. The formula for control group

$$S2 = \sqrt{\frac{N \sum X^2 - (X)^2}{n (n-1)}}$$

Where:

$\sum x^2$ = total square deviation

$\sum {}^2$ = student's standard score

n = number of students

Last, t-test formula was applied to find evidence of a significant difference between the two groups of samples. T-counted value as follows:

$$t = \frac{X1 - X2}{\sqrt{\left(\frac{(N1-1)S1^2 + (N2-1)S2^2}{N1 + N2 - 2}\right)\left(\frac{1}{N1}\right) + \left(\frac{1}{N2}\right)}}$$

Where:

t = t-counted

$X1$ = mean scores of experimental groups

$X2$ = mean scores of control group

$S1^2$ = the total square of experimental group

$S2^2$ = the total square of control group

$N1$ = total number of students of experimental group

$N2$ = total number of students of control group

Results

The data were obtained from the pre-test and the post-test. The pre-test was administered on January 8th, 2024, and the post-test was on January 31st, 2024 in Junior High School. The individual students were assigned to orally describe their favorite idols or role models on the pre-test. While, on the post-test they were asked to describe their favorite tourist attractions in Central Sulawesi. The results of the pre-test and the post-test for both groups are presented in the following tables:

Table 2 Students' Score Deviation of Experimental Group

No.	Initials Names	Students Score		Deviation	Square Deviation
		Pre-test	Post-test		
1	AP	25	50	25	625.00
2	AD	25	50	25	625.00
3	AC	37.5	75	37.5	1406.25
4	ADA	25	62.5	37.5	1406.25
5	AN	37.5	62.5	25	625.00
6	CR	62.5	75	12.5	156.25
7	CL	50	75	25	625.00
8	DR	37.5	50	12.5	156.25
9	FH	62.5	87.5	25	625.00
10	GN	25	62.5	37.5	1406.25
11	GJ	25	62.5	37.5	1406.25
12	JO	37.5	50	13	169.00
13	KP	37.5	62.5	25	625.00
14	LV	50	62.5	12.5	156.25
15	MW	25	75	50	2500
16	MI	37.5	50	12.5	156.25
17	MM	25	50	25	625.00
18	MB	25	50	25	625.00
19	MA	37.5	75	37.5	1406.25
20	MH	37.5	50	12.5	156.25
21	NN	50	75	25	625.00
22	NZ	50	75	25	625.00
23	NS	50	75	25	625.00
24	RZ	25	50	25	625.00

25	RA	37.5	50	12.5	156.25
26	SA	37.5	50	12.5	156.25
27	SC	50	62.5	12.5	156.26
28	SR	25	37.5	12.5	156.25
29	SS	25	37.5	12.5	156.25
30	YD	25	25	0	0.00
31	ZY	50	62.5	12.5	156.25
TOTAL				**688**	**18919**

Based on the table above, the pre-test highest score in the experimental group was 62.5 while the post-test highest score was 87.5. The lowest score was the same for both tests, that was 25. It means that, there is improvement of students' speaking skills after being given the treatment.

Table 3 Students' Score Deviation of Control Group

| No. | Initials Names | Students Score | | Deviation | Square Deviation |
		Pre-test	Post-test		
1	AR	25	50	25	625.00
2	A	37.5	50	25	625.00
3	AFR	25	50	12.5	156.25
4	AFA	50	37.5	12.5	156.25
5	AZ	37.5	50	0	0.00
6	AP	37.5	50	12.5	156.25
7	DK	37.5	50	0	0.00
8	DA	25	50	0	0.00
9	FI	50	62.5	12.5	156.25
10	GZ	37.5	50	12.5	156.25
11	IG	37.5	37.5	0	0.00
12	IA	37.5	37.5	0	0.00
13	IK	25	50	25	625.00
14	JS	50	62.5	12.5	156.25
15	MC	37.5	50	12.5	156.25
16	MI	50	50	0	0.00
17	MY	37.5	50	0	0.00
18	MA	25	50	25	625.00
19	MAF	50	50	0	0.00
20	N	50	50	0	0.00
21	NL	50	50	0	0.00
22	NS	37.5	50	12.5	156.25
23	NZ	50	50	0	0.00
24	PG	37.5	50	12.5	156.25
25	RY	25	50	25	625.00

26	RAF	50	50	0	0.00
27	RS	25	50	25	625.00
28	SL	37.5	50	12.5	156.25
29	SC	50	50	25	625.00
30	SR	37.5	50	0	0.00
31	XA	25	25	0	0.00
32	YN	50	75	25	625.00
	TOTAL			**325**	**6562**

Based on the table above, the pre-test highest score in the control group was 50 while the post-test highest score was 75. The lowest score was the same for both tests, that was 25. When the researcher compared the results of both groups, it can be seen that the experimental group taught using Show and Tell method experienced significant improvement than those who were not taught using this method. It was concluded that the method can improve students' speaking skills.

Next, the researcher analyzed sum of squares of both groups. The sum of squares measures the variation of the data points from the mean. Below is the analysis of the sum of squares for both the experimental and the control group.

   a.   Experimental group   b. The formula for <u>Control group</u>

$$S1 = \sqrt{\frac{N \sum X^2 - (X)^2}{n\,(n-1)}} \qquad S2 = \sqrt{\frac{N \sum X^2 - (X)^2}{n\,(n-1)}}$$

$$= \sqrt{\frac{31\ 18919 - (688)^2}{31\,(31-1)}} \qquad = \sqrt{\frac{32\ 6562 - (325)^2}{32\,(32-1)}}$$

$$= \sqrt{\frac{31\ 19230 - (473344)}{31\,(30)}} \qquad = \sqrt{\frac{32\ 6562 - (105625)}{32\,(31)}}$$

$$= \sqrt{\frac{586489 - (473344)}{930}} \qquad = \sqrt{\frac{209984 - (105625)}{992}}$$

$$= \sqrt{\frac{113145}{930}} \qquad = \sqrt{\frac{104359}{992}}$$

$$= \sqrt{121.66} \qquad = \sqrt{105.20}$$

$$= 11.02 \qquad = 10.25$$

Last, the researcher applied the t-test formula to determine the effect of using the Show and Tell Method on speaking skills of the sampled students. This analysis results t-counted value. Here is the analysis to get the t-counted value.

$$t = \frac{X1 - X2}{\sqrt{\left(\frac{(N1-1)S1^2 + (N2-1)S2^2}{N1 + N2 - 2}\right)\left(\frac{1}{N1}\right) + \left(\frac{1}{N2}\right)}}$$

$$= \frac{22.19 - 10.15}{\sqrt{\left(\frac{(31-1)11.02^2 + (32-1)10.25^2}{31 + 32 - 2}\right)\left(\frac{1}{31}\right) + \left(\frac{1}{32}\right)}}$$

$$= \frac{12.04}{\sqrt{\left(\frac{(30)121.44 + (31)105.06}{61}\right)(0.03225) + (0.03125)}}$$

$$= \frac{12.04}{\sqrt{\left(\frac{3643.21 + 3256.93}{61}\right)(0.0635)}}$$

$$= \frac{12.04}{\sqrt{\left(\frac{6900.14}{61}\right)(0.0635)}}$$

$$= \frac{12.04}{\sqrt{(113.11)(0.0635)}}$$

$$= \frac{12.04}{7.18}$$

$$= \frac{12.04}{2.67}$$

$$= 4.50$$

To determine the effectiveness of the treatment given, the hypothesis testing is carried out. Because degree of freedom (df) 61 is not available in t-table distribution, it requires to compute it using interpolation formula as suggested by Gujarati, as follows.

$$\text{Degree of freedom (df)} = Nx + Ny - 2$$
$$= 31 + 32 - 2$$
$$= 61 \text{ (between } 60 - 120)$$

Level of significant = 0.05
$$60 = 1.671$$
$$120 = 1.658$$

Where:

$I = \frac{a}{b} \times C$ $\qquad$ a = 61 – 60 = 1

$\qquad\qquad\qquad\qquad$ b = 120 – 60 = 60

$\qquad\qquad\qquad\qquad$ c = 1.671 – 1.658 = 0.013

$= \frac{a}{b} \times C = \frac{1}{60} \times 0.013$

$\qquad$ = 0.0002166666666

df (61) = df (60) – I

$\qquad$ = 1.671 – 0.0002166666666

$$= 1.670783$$
$$t_{-table} = 1.670 = 1.67.$$

By applying the 0.05 level of significance and 61 degrees of freedom (df), it is found that the t-table value is 1.67. Because the t-counted value of 4.50 is higher than the t-table value of 1.67, the research hypothesis is accepted. In other words, using the Show and Tell Method is effective in improving speaking skills of the sampled students.

Discussion

The purpose of this research is to experiment if Show and Tell Method can improve speaking skills of grade eight students of Junior High School. The focus is on aspects of speaking namely, fluency and comprehensibility. The results showed that the students' fluency has more improved due to their habit of telling and describing in each meeting. Sari & Lestari (2019) stated, "People speak fluently because they are used to it." In addition, data analysis indicated that there was an improvement in the students' speaking skills resulting from the intervention. Statistically, it was found that the t-counted value (4.50) is higher than the t-table value (1.67). Thus, using Show and Tell Method can improve speaking skills of the sampled students.

Show and Tell has been successfully used as a learning method in the classroom because apart from this method using pictures as a learning media which makes students easier to understand the material, this method makes them creative because they mentally visualize what is being taught. This helps them learn and memorize new information. Budiman (2016) stated, "The visual learning media makes students easier to accept the material delivered by the teacher during the learning process taking place so that the spirit of learning, creativity, critical thinking, motivation, and learning achievement also increases." In short, it is a learning tool that can attract students' interest in learning activities.

The findings are in accordance with the research results stating that the achievement of grade eight students who are instructed using Show and Tell method significantly different from those who only received regular instruction. The success of using this method in teaching speaking can be seen when students are interested and become more active to speak as well as to respond each other during the learning process. Picture as learning media enables students to visualize and describe easily what they see. "Pictures can express meaning and are memorable, which would seem to make them suitable aids to learning" (Bates and Son, 2020). Thus, using objects in the form of pictures makes it easier also helps students in learning.

Also, the findings justify the previous studies carried out by Wulandari, Sakti, Roza & Irwandi (2022) and Nurmadina (2021) who reported that Show and Tell can improve speaking skills of junior high school and senior high school students. Show and Tell is considered effective in improving students' speaking skills for

some reason. Dewi (2019) stated, "Show and Tell is a method dealing with the learning of speaking, students in this case will show and describe the objects to others in the classroom. It also becomes happy time with other mates to share with about something special, talking about their feeling, excited or proud about it." Besides, it allows students to develop public communication skills also improve the ability to think objectively and systematically (Alia & Desi, 2019).

Furthermore, Show and Tell may also beneficial to learning because "they get the opportunity to develop expressive language through learning to create and build language (Artanti, 2020). In addition, students learn to speak and listen as well as to express what they know about the object being discussed in class to express their ideas and thoughts. In short, this method can be an alternative idea for teaching speaking.

In spite of benefits, using Show and Tell method can be less effective if applied to big size class that consists of more than 40 students because it will require a lot of time as Ningsih (2014) mention, "Show and Tell is carried out in turns, so that all students can appear, there should be enough time provided." For this reason, this method will be effective when applied in small class.

In addition, the results of this study raise a number of opportunities for future research in English language teaching. This study focuses on statistical data that refers to experimental research on the effectiveness of using Show and Tell method in teaching speaking skills, it can thus be extended into analytical research as well. For example, further research investigates about how effective Show and Tell method for students' language development. Thus, fellow researchers and readers can get more information about Show and Tell and how it is applied to linguistics at all levels of education.

Conclusion

Show and Tell (S&T) Method is justified in improving speaking skills of grade eight students of Junior High School. It can be seen from the results of the data analysis that the mean score of the post-test for the experimental group (59.27) is higher than the mean score of the post-test for the control group (47.26). The mean score of the post-test for the experimental group also had a significant change from the mean score of the pre-test (36.29). In addition, it can also be proven by looking at the t-count value (4.50), which is higher than the t-table value (1.67). This indicates that the Show and Tell Method positively affect the students' speaking skills, especially in the aspects of fluency and comprehensibility.

Suggestion

After doing the research about teaching Speaking using Show and Tell Method in the grade eight, the researcher tries to give suggestions, especially to the English teacher, further researcher, and also other elements of education. Based on the results of the study, the researcher has the following suggestions: First, it is

recommended that teachers always supervise students in describing their favorite objects. Second, it is recommended that teachers manage time well because using this method requires a lot of time where students in group take turns describing something. In addition, the researcher advised other researcher to conduct further research on this method so that this method can be used in other subject not only in English subject and can be used in all elements of education.

Acknowledgements

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