THE SHOW AND TELL METHOD AND ITS APPLICATION IN IMPROVING SPEAKING SKILLS

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Abstract: The ability to speak in Indonesian is a characteristic of a person's ability to understand Indonesian language lessons. After being observed, many students are still not confident in speaking in front of the class or explaining the concept map in a presentation and are even less active in class discussions regarding questions and answers. In this case, classroom action research (CAR) provides an effort to improve students' speaking skills by applying for the show and tell method by explaining, presenting concept maps, and discussing questions and answers. This study aims to inform that the application of the show and tell method improves the skills of class XI C students at SMK Komputama Majenang. This study was conducted in 2 cycles and as the subject students of class XI C with observation techniques and oral tests with quantitative descriptive analysis. Based on this, the conclusion is that the application of this method can improve speaking skills from the classical 75% passing percentage to 81%. In applying for the show and tell method, the learning steps are the procedures for implementing the show and tell method by the teacher and students. Students provide explanations with instructions in pictures, photos, personal objects, etc. The teacher encourages students to actively discuss the material from the concept map that the teacher provides, encouraging students to ask and answer.

Keywords: Application of Methods, Show and Tell Method, Speaking Skills.

INTRODUCTION

There are several ways to increase students' mastery of knowledge, one of which is improving their language skills. Things that are directly related to language skills are speaking. Speaking is the pronunciation of words issued by the human voice in processing the words to be said. Speaking is included in skill, and if a skill is not carried out continuously, it will not develop. In this case, it is necessary to have skills that are carried out continuously & trained in increasing their vocabulary. Speaking is a productive skill. Sometimes not everyone is actively talking, let alone conveying their own opinions or ideas, because of their lack of habit. Based on the statement above, speaking is a skill that must be trained continuously. As social beings, human beings must always interact with fellow humans in everyday life (Nejawati, 2017; Natt, 2019; Supriyadi, 2017; Lailiyah &Wulansari, 2016).

The importance of communication and speaking skills greatly affects a person's personality. People who are good at speaking can be categorized into negative and positive. The negative thing is that people who are good at talking often deceive people with words that can anesthetize someone and make people submit to the bad ideas launched through their mouths. In favorable terms, people who are good at talking will find it easy to find relationships, good at

socializing, and easy to stay in touch so that their lives can affect their success. People who speak fluently will be confident enough to convey ideas, thoughts, patterns, and encouragement and hypnotize people with their words. There is a relationship between language and speaking skills because language is also the most efficient means of communication. In addition to increasing vocabulary, language is also considered a basic need for students for their daily activities at school (Sulistianah, 2020; Hidayati, 2018).

Kurnia (2020) states that speaking skills are included in mechanical skills because the more you talk, the more you can improve your speaking skills. Students in improving their quality need speaking skills. When learning at school, speaking skills are required to express opinions, provide information, and receive news. In addition, speaking also aims to train the fluency of articulation or words. Speaking skills aim to prepare students to speak in public/with many people. Speaking skills are one of the Indonesian language materials about communicating correctly and correctly according to Indonesian spelling. As the country's national language, Indonesian must continue to be fostered and developed to produce reliable speakers. Even the Indonesian language has expanded to foreign countries, and there are Indonesian language materials in several other countries. The key to learning Indonesian is to speak correctly and correctly according to the rules of the language. While speaking skills play an important role in learning because they can be used in everyday life, oral communication is used to realize these goals (Ningsih, 2014; Nupus, 2017; Maulinda, 2021; Gutara, 2017).

According to Tarigan (2008), the main purpose of learning speaking skills is to communicate and socialize with fellow humans properly and correctly with polite language. A good speaker must also know the meaning of the direction and purpose that is adjusted to the basic principles of good speaking.

Good communication also plays an important role in understanding the learning material. Speaking skills can be developed through communicative activities by training students to communicate with other friends (see Anum & Apriyanto, 2019; Apriyanto, 2019a, 2019b; Apriyanto & Anum, 2018; Hidayat & Apriyanto, 2019; Santoso & Apriyanto, 2020). In addition, the surrounding environment also has a big influence on students' speaking. The environment referred to here is the environment around the school. The teacher must also create an n speaking learning. Students must understand several speaking techniques in creating good speaking, namely the first guided technique. Learning to speak is done by asking students to say something according to an existing example. The second semi-guided technique, namely learning to speak, is done by asking students to explain something. With this technique, students are free to develop language according to their ability level. The three learning techniques can be directed at performing speaking activities, both individually and in groups (Oradee, 2012; Al-Sobhi, 2018; Trislijayanti, 2015; Kandasamy, 2018); Subana & Sunarti, 2000).

The Show and Tell method is an activity to show something to everyone while Tell explains or describes something. The description can be in the form, color, size, composition, elements. Show and Tell also explains the origin of the objects shown, explains the function of objects in general, and even explains the importance of objects for oneself and others (Musfiroh, 2011). The application of the show and tell method has benefits, including helping to grow courage and passion in communicating in public speaking, being able to develop public speaking rhetoric in asking and answering questions, and being able to help solve children's problems related to socializing in the aspect of good listening and giving advice. It was supported by the research of Kening (2019). She said that there are six benefits to applying for the show and tell method: increasing Confidence, Awareness and Gratitude, Active Listening Skills, Relationships, Oral Language Skills, Communication, and Pride and Self Esteem. Besides, in practice, a student or group of students can explain the theory given to the whole class and show examples to help visualize this theory (Endarweni, 2014). Another research also supports the previous statements, Ningrum et al., (2019) concluded that there is the effect of the show and tell method accompanied by music on children's confidence in group A, TK Muslimat NU 82 Sambisari Sidoarjo. Previous research has a different background from the research the author did. This research focuses on the use of the Show and Tell method in teaching Speaking for vocational students. Vocational students have different characters and approaches from their younger ages. Therefore, researchers are interested in studying this further.

The steps for implementing the Show and Tell method include introducing Show and Tell on the procedures for implementing Show and Tell, providing illustrations and explanations with instructions in the form of pictures, photos, personal objects, etc. The teacher encourages students to actively discuss the material from the concept map that the teacher provides, encouraging students to ask and answer questions. One of the factors that can affect the quality of education is teacher competence. The role of a teacher is very important in helping students to be skilled in speaking (Arviani, 2018; Uzer, 2021).

Teachers need to facilitate so that questions and answers run interactively. The SMK class XI C students still lack speaking skills because in SMK they are more into vocational practice, so speaking skills are still minimal. Based on initial observations, around 40% lack speaking skills and 50% are still low in speaking skills. Based on this, the researcher will solve problems using the Show and Tell method, which explains that applying this method can improve speaking skills.

METHOD

This study uses the CAR (classroom action research) method to improve the speaking skills of class XI C students of SMK Komputama Majenang in the 2020/2021 academic year. In this

action, the researcher will use the Show and Tell method in its application. The research procedure will use the form of two cycles. This research has been conducted for 2 months, namely October and November in 2 cycles. The subjects in this study were class XI C, which consisted of 40 students consisting of 25 female students and 15 male students.

In classroom action research, each cycle consists of planning, implementing, observing (evaluating), and reflecting (see Herlisya & Wiratno, 2022; Nissa et al., 2021; Nurchurifiani et al., 2021; Sagita, 2021). In the planning stage, the researcher conducted a preliminary study related to the data on speaking skills learning outcomes, interviewed teachers to collaborate, discussed lesson plans, assessment instruments, and observation sheets. In the implementation stage, carry out the lessons that have been prepared in the lesson plans. In this case, the Indonesian language teacher carries out the learning process while the researcher observes with the observation sheet. In the observation (evaluation) stage, the researcher and the teacher collaborate to determine the value of the successful application of the show and tell method to see the improvement in student learning outcomes while being observed with the speaking skill assessment rubric. In the reflection stage, the researcher and the teacher collaborate to analyze the results of the observations, whether the results are good or not if it means whether the action can be completed. At the same time, if it is not, there is a need for a second cycle to review it until there is a significant improvement.

After the research data is collected, it is necessary to analyze the data with quantitative description by processing data in the form of numbers to be arranged systematically in problem-solving to conclude. The results were obtained later in the form of a percentage (%) of the average results of all students then compared with pre-cycle, cycle 1, and so on. In this action, the minimum completeness indicator for all students is in percentage, between 81% with a score of 75.

RESULTS AND DISCUSSION

In the first cycle, the show and tell method implementation was carried out in two meetings. The first was to demonstrate the show and tell the students about speaking skills. Then the second meeting evaluated the results of student skills. In this case, all 40 students did the evaluation and got a total score of 2732 with an average student score of 68.30. About below the lowest score of 50 as many as 5 students while the highest score reached 90 and above as many as 3 students. Based on a minimum passing grade of 75, about 29 students did not pass, while around 11 students were declared to have passed with minimum completeness of all students of 75%.

The results obtained in cycle 1 still have not reached the passing indicator in improving speaking skills. The grades that pass are around 75-97; only 11 students pass, while those who do not pass are still twice as many as those who do not pass between the scores of 47-75 with 29

students who have not finished yet. In this case, there needs to be an increase carried out in cycle II. Some factors that are still lacking in the implementation of the show and tell method in cycle I, namely the seriousness of students in learning are still minimal, the mental courage of students to tell stories in front of their friends is still not used to it because they are a lot nervous, lack of activity in asking questions and also objections in discussing.

The learning in cycle II is still the same as the application of the show and tell method related to speaking skills. In this case, it is further improved with 3 meetings, the first and second meetings regarding the implementation of the show and tell method so that they are accustomed to speaking skills. While in the third meeting, as usual, the evaluation of the students' speaking skills resulted. In this case, from all 40 students, the overall score was 3365 with an average student score of 84.13, with the lowest score category being 2 students, namely below 75, while the highest score of data was 90 as many as 9 students. Based on the results of a minimum completeness score of 75, about 38 were declared passed while about 2 students did not pass so with a minimum completeness score of 81% after the show and tell method, the passing completeness score increased to 84.13 then the action was successful. There was no need for an action research class.

Classroom Action Research (CAR) aims at learning outcomes related to improving speaking skills. The learning process was carried out in two cycles. The first cycle was carried out in two meetings, while the second cycle was carried out in 3 meetings to improve students' speaking skills further. Based on the analysis of the research results in cycle 1, it still has not reached the desired graduation indicator. This is caused by several problem factors: the seriousness of students in learning is still minimal, the mental courage of students to tell stories in front of their friends is still not used to being a lot nervous, lack of activity in asking questions, and objections in discussing.

Based on the reflections on the shortcomings or problem factors faced in cycle II, the teacher and collaborators (researchers) helped improve the problems or deficiencies in cycle II, namely adding learning method meetings. The teacher always provides the most comprehensive opportunity for students to express their work in front of the class and tell it, encouraging them to always be active by the way the teacher provokes students' enthusiasm in discussions while providing examples. So that students' speaking skills were accustomed so that they could foster student enthusiasm, the teacher paid more attention to the seriousness of students in class learning by innovating fun learning.

After the improvement from the teacher and the researcher in cycle II, there was a significant increase in the mastery of passing speaking skills. This can be seen in the first cycle of the average student score of 68.30 with a passing percentage of 75%, with the criteria being immensely increased with an average of 84.13 with a percentage of 81% with a high predicate. A summary of the cycle I and cycle II results, which contains the average score of students' speaking

skills, classical completeness, and improvement predicate, is presented in tables and graphs.

Table 1. Summary of Data Analysis Results Evaluation of the Application of the Show and Tell Method in Cycles 1 and

Cycle	Average	Classical Completeness	Predicate
1	68,3	75%	Enough
2	84,13	81%	Tall
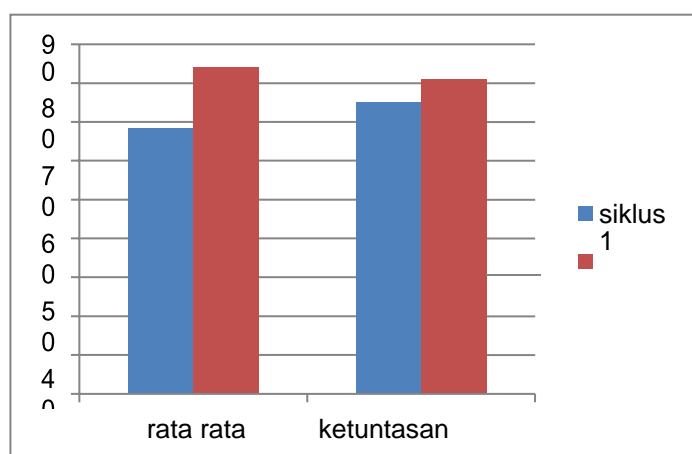
Figure 2. Summary of Research Results Cycle 1 and Cycle 2

The advantage of this show and tell method is to practice speaking skills through discussions with group friends. This is because the show and tell learning method is learning that involves students directly in solving problems. Groups are formed from students who have high, medium, and low abilities. With a class atmosphere and an environment that teaches each other students who have more, moderate, or less knowledge. In the learning process, teachers can provide an interesting, fun atmosphere, and students are given the freedom to build their knowledge so that students can learn in a fun and meaningful way.

Learning the show and tell method certainly has a goal that can trigger students' creativity and imagination in making questions and trigger students work together, help each other, and be active in learning. With high interest, students will be ready to take part in learning with pleasure, full attention and more focused on activities in the learning process.

The opinion of Hurlock (1978) is proven right, that encouragement or motivation from within or from outside the child affects the ability to speak. The more children are encouraged to talk by talking to them and encouraged to respond, the better the quality of their speech will be.

CONCLUSION

Based on the research and discussion related to the show and tell method in improving speaking skills in class XI C students of SMK Komputama Majenang, it can be concluded that the application of this method can improve speaking skills from the classical 75% graduation percentage increasing to 81%. In applying the show and tell method, the learning steps are the procedures for implementing the show and tell method by the teacher and students, providing explanations with instructions in the form of pictures, photos, personal objects, etc. The teacher encourages students to actively discuss the material from the concept map that the teacher provides encourages students to ask and answer.

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