

Show and Tell or Deliver the Presentation Strategies: Which is Effective More?

Occe Luciana

STIE Wibawa Karta Raharja
Email: lucianaocce@gmail.com

Abstrak: In several non-English educational institutions in Indonesia, the problem of students who are not fluent in speaking English is still quite a lot. The various obstacles faced by each student are very diverse, and it will not be far from limited vocabulary mastery, self-confidence, and also weak self-motivation for the spirit of learning. Various methods are used to improve the ability to speak English. Some are compatible with one method, but not the other, and vice versa. This study aims to determine whether the method that STIE Wibawa Karta Raharja students admit is more effective for practicing speaking English, is the Show and Tell method or Presentation with power point? The results of the study show that STIE Wibawa Karta Raharja students admit that an effective method for practicing speaking English is a method that makes it easier for them to speak without thinking to translate into English.

Tersedia Online di

http://journal.unublitar.ac.id/pendidikan/index.php/Riset_Konseptual

Sejarah Artikel

Diterima pada : 09-07-2021

Disetujui pada : 29-07-2021

Dipublikasikan pada : 31-07-2021

Kata Kunci:

Show and Tell, Presentation, effective

DOI:

http://doi.org/10.28926/riset_konseptual.v5i3.375

PENDAHULUAN

In speaking English learning, there are many ways that can be used to practice speaking skills, including the game method, practice dialogue, imitating sounds from audio, describing objects, and so on. Of course, these methods are adjusted to the level of the learner itself although some methods that are suitable to use at various levels, such as the Show and Tell method. According to Webberville-schools' team, 2010 in Musfiroh, 2011, Show and Tell is used to develop aspects of child growth. With Show and Tell, children are considered capable of developing speaking competence, and effective for public speaking, Show and Tell is also considered capable of developing listening aspects other than speaking. Show and Tell also triggers children to develop problem solving, and finally Show and Tell provides children with hands-on opportunities by associating beginning letters and sounds with real objects.

Actually, in practicing, Show and Tell not only excels in achieving the ability of students to speak English but also has several weaknesses. As revealed by Prasasti (2012) in Sakinah, et.al (2020), the Show and Tell method also has weaknesses; it always requires teacher guidance, requires a large amount of time to process, and conditions are not sudden. So by understanding the advantages and disadvantages of a method, a teacher can consider ways in the learning process. The teacher or lecturer can make more thorough preparations before applying the teaching method.

The STIE Wibawa Karta Raharja students, approximately 12 meetings have practiced speaking using 2 methods; Show and Tell and deliver the presentation, but there are still some students who have difficulty in even the simplest practice. Pronunciation is still not correct. Not much vocabulary. No familiar with connecting words. Moreover the accent is still thick with regional nuances. Basically, students already used to presentations using slides, but when it is delivered in English, it still looks stiff. The speaking difficulty was investigated by Chen (2009) in his research entitled "A Pilot Study of some ROCMA Cadets' Difficulties in English Speaking" in

Azizah (2016). Chen said that generally the difficulties of students are that they lack self-confidence, have limited vocabulary, and are not fluent in speaking.

Furthermore, the two methods which the author used in speaking practice have been considered suitable for the conditions of students who are employees. Show and tell was chosen because it can provide more opportunities for students to seek and build meaningful interactions as they understand their world and represent their learning through spoken language. In addition, Show and Tell also provides an opportunity to develop expressive language when students learn to create and build language. (Dailey, 1997 in Anwar, 2016, in Adams, J, 1977).

Likewise with presentations using power point. This method is considered suitable for students as stated by Nouri and Shahid (2005) in Hafis (2013). Nouri and Shahid said that Slide show Power Point is known as an effective medium for presenting material. By using power point, the teacher can convey the material easily. Power Point will allow teachers to collaborate and share presentations with confidence, impressing students and accessing information at their fingertips. An effective presentation attempts to answer the fundamental question of how to prepare and deliver an effective speech. Presentations will give readers the skills they need to make presentations that are more confident, enthusiastic, and persuasive. (*Note. The words 'teacher' and 'student' in the sentence can be meant presenter and audience, in this case students as the presenter.*).

Exactly the same as Show and Tell method which has advantages and disadvantages. The Presentation method using Power Point also has the same thing. We know the benefits of the Presentation method as described by Nouri and Shahid (2005) in Hafis (2013) while the weaknesses include not every material can be delivered through Power Point Presentations. Even when it comes to making slides with additional animations and other facilities it requires preparation and expertise. (Sanaky, 2009 in Kamil 2018). Then seriousness and perseverance in the presentation process using Power Point is really needed for presenters in this case students.

One more thing the students of this evening class are majority of employees in an agency both government and private. So, for presentations and describing a material it seems familiar for them. But return to the problem of presentation, when they asked to practice it in English many students are constrained. This clearly shows that even though their level is college students, their ability to speak English is still at the beginner level. Therefore, in this study the author intends to find out what methods STIE Wibawa Karta Raharja students admit are effective in the practice of speaking English, whether Show and Tell or Presentation using slides.

METODE

In this study the researcher collected data using observation and interview instruments. Online observation is done by observing the elements of pronunciation, grammar, vocabulary, and comprehension, as mentioned by Leong & Ahmadi (2017) in Djafar (2020). It is different with the second instrument, the author conducts interviews to explore data with questions using: What, How, and Why words to two student sources.

Meanwhile in analyzing the results of data mining as described by Fielding and Fielding (2008); Sarantakos (1993) in Junaid (2018), qualitative data analysis can be carried out in 3 steps, they are data reduction, organization, and data interpretation. The data reduced in this study is carried out by identifying the results of observations and interviews. The next step of organizing is sorting out and combining the information obtained after being identified. While the interpretation of the data is to conclude the data obtained. The conclusion of this data is done by using a narrative approach. This means that the writer first reads the results of the interview and then tries to understand the meaning of the sentences conveyed by the speakers and finally describes them into conclusions.

HASIL dan PEMBAHASAN

The following are the results of observations and interviews. Answers are displayed in Indonesian according to the interview process conducted in Bahasa Indonesia.

Show and Tell and Presentation Observation Assessment Indicators

level 4	Speak fluently, good pronunciation, lots of vocabulary, accurate, and understand what is being explained
level 3	Speak rather fluently, pronunciation is sometimes wrong, vocabulary is rather large, accurate, and understand what is being explained
level 2	Speak little fluently, pronunciation errors, little vocabulary, accurate, and understand what is being explained
level 1	Speak only a little, a lot of pronunciation errors, very little vocabulary, accurate, and understand what is being explained

Observation results

	Show & tell	Presentation
student 1	level 2	level 3
student 2	level 2	level 3

Interview results

Pertanyaan	Student 1	Student 2
Metode apa yang Anda anggap lebih efektif dalam belajar speaking bahasa Inggris: Show and Tell ataukah Presentasi Power Point?	Kayaknya Presentasi Power Point lebih efektif Bu, daripada Show and Tell	Saya cenderung memilih Presentasi
Mengapa Anda memilih metode tersebut?	Karena Show and Tell terlalu sulit bagi saya, saya harus berbicara dengan mengingat-ingat hafalan teks yang sudah saya siapkan	Karena Presentasi sudah biasa saya lakukan di tempat kerja saya
Bagaimana proses persiapan yang Anda lakukan sebelum Show and Tell dan Presentasi?	Setelah saya dapat gambar yang akan dideskripsikan dalam Show and Tell, saya konsep dulu kata-katanya lalu saya terjemahkan ke dalam bahasa Inggris dan dihafalkan. Ketika akan presentasi, setelah saya membuat slide, saya juga membuat konsep teks di kertas yang bisa saya baca kalau saya lupa.	Saya membuat catatan kecil dibalik gambar untuk Show and Tell itu, yaitu kalimat awal pembukaan, dan perkenalan diri, selanjutnya saya jelaskan gambar semampu saya saja. Point dalam slide berikut gambar adalah tema yang biasa saya lakukan sehari-hari ditempat kerja, jadi ketika tampil presentasi tidak merasa nervous.
Apakah ada hal lain yang ingin Anda sampaikan terkait 2 metode ini?	Saya lebih suka aja metode Presentasi. Karena ini kan di zoom ya, kita hanya share slide dan kita baca saja poin-poin itu. Kalau Show and Tell beda. Kita harus jelasin dalam bahasa Inggris, itu ga	Sebenarnya saya agak kaku ketika presentasi dalam bahasa Inggris, namun itu terbantu dengan poin-poin yang saya tulis di slide sehingga saya tinggal membacanya saja. Apalagi

gampang

temanya adalah tentang pekerjaan saya di kantor, maka itu membuat saya merasa berhasil. Dan yang lebih membuat saya merasa nyaman adalah presentasi dilakukan dengan zoom meeting dimana saya hanya share screen saja, penguji tidak bisa melihat saya . Namun lain halnya dengan Show and Tell yang mutlak itu harus bicara dengan kata-kata sendiri. Penguji akan mengetahui jika saya mencoba membaca teks contekan.

The purpose of this study is to find out what methods are considered effective by students in speaking practice. To find out this the author has conducted observations and interviews. Observation aims to obtain valid data that is sufficiently representative, and interviews help to complete information about their chosen method.

The results of the observation show that there are still pronunciation errors, only a few vocabularies which causes speaking a little fluently. Although describing the picture seems accurate and understands what is being explained, this evidence is classified at level 2. This condition is related to the status of students in this class, the majority of them work as employees in both government and private institutions. They take the afternoon lecture schedule that seems to be less supportive of Show and Tell practice which really requires concentration in its implementation.

Students' disinterest in Show and Tell is related to the theory presented by Prasasti (2012) in Sakinah, et.al (2020), one of the weaknesses of the Show and Tell method is the process that takes a lot of time. The condition of students who are employees of course the time they have for lectures is only after doing their work in office. With limited time they have to struggle through this activity. It's not surprising that the results are at level 2, a level where it still requires frequent exercises and also habituation.

The results of the interviews showed that students tend to like Presentations with power points. Students feel safe when the presentation takes place in a zoom that only shares the screen and reads the text in the slide. Students also find it easier with this Presentation method because speaking English does not need to memorize vocabulary, but simply read the prepared slides or text that can be read if stuck during the presentation. This is very different from the practice of using Show and Tell where students have to speak without looking at the text.

KESIMPULAN

Based on the results and discussion above, the answer to the question which method is recognized as more effective in speaking English practice for STIE Wikara students, whether Show and Tell or Presentation using slides is as follows:

Students admit that a more effective method in practicing English speaking is a method that makes it easier for them to speak without the need to translate into English. Students tend to choose slide presentations because they can speak fluent English by reading the text on or off the slides.

The author suggests to students to have the motivation to add new vocabulary and practice it in conversation, so that speaking becomes fluent and does not need to rely on text. The author also motivates herself to continue to update other methods for students' speaking practice.

DAFTAR RUJUKAN

- Adams, J. (1977). Volume I, Number 1, 1977, *I*(1), 1977. Anwar, C. (2016). Edulite Vol. 1, Number 1, ROLE-PLAY AND SHOW-AND-TELL IN GRADE 5 STUDENT'S SPEAKING LEARNING.
- Djafar, R. (n.d.). Analysis of The Effect of Covid-19 Towards L2 English Speaking Performance. Retrieved from <http://ejournal.mandalanursa.org/index.php/JISIP/index>
- English. (n.d.). *AN ANALYSIS OF STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH: A CASE STUDY AT ELEVENTH GRADE STUDENTS OF MA AL-MUSLIMUN NW TEGAL ACADEMIC YEAR 2015/ 2016 A Journal Submitted as a Partial Fulfilment of the Requirements for Bachelor Degree in ENGLISH EDUCATION PROGRAM LANGUAGE AND ART DEPARTMENT FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITY OF MATARAM 2016.*
- Hafis, M. (2013). STUDENTS ' PERCEPTIONS OF THE USE OF POWER POINT SLIDE SHOW FOR TEACHING ENGLISH SUBJECT slide show . The use of power point slide show for teaching English subject in maximum result of teaching and motivating the students , but no researchers have, (88), 203–218.
- Jabri, U. (2018). *Developing Students' Motivation at MTS Negeri Papi Enrekang in Speaking English through Selected Games. Edumaspul-Jurnal Pendidikan* (Vol. 2).
- Joseph Macwan, H. (2015). *HIRAL JOSEPH MACWAN USING VISUAL AIDS AS AUTHENTIC MATERIAL IN ESL CLASSROOMS* (Vol. 3). Retrieved from <http://www.rjelal.com>
- Journal Bahasa, A.-L., & Mahmud, A. (n.d.). THE DESCRIPTIVE STUDY OF SELF-DIRECTED LEARNER IN SPEAKING ENGLISH AT NON-ENGLISH DEPARTMENT IN IAIN SULTAN AMAI GORONTALO. Retrieved from <http://journal.iaingorontalo.ac.id/index.php/al>
- Kasim, U. (n.d.). *Classroom Interaction in the English Department Speaking Class at State University of Malang.*
- Khoirun Nisaa, Y., & Naryoso, A. (n.d.). *Faktor-Faktor Penyebab Kecemasan dalam Menyampaikan Pidato pada Mahasiswa Peserta Kuliah Public Speaking Departemen Ilmu Komunikasi Universitas Diponegoro.*
- Megawati, F. (2016). Kesulitan Mahasiswa dalam Mencapai Pembelajaran Bahasa Inggris Secara Efektif. Retrieved from www.ojs.umsida.ac.id
- Nur Aziz, I., & Ani Setyo Dewi, Y. (2020). THE USE OF POWERPOINT AS MEDIA OF LANGUAGE TEACHING ON STUDENTS' SPEAKING SKILL. *Humanities & Social Sciences Reviews*, 8(1), 344–358. <https://doi.org/10.18510/hssr.2020.8145>
- Tambunsaribu, G., & Galingging, Y. (n.d.). *MASALAH YANG DIHADAPI PELAJAR BAHASA INGGRIS DALAM MEMAHAMI PELAJARAN BAHASA INGGRIS.*
- Zuhriyah, M. (2017). *Storytelling to Improve Students' Speaking Skill* (Vol. 10). Retrieved from <https://ejournal.radenintan.ac.id/index.php/ENGEDU>