

Improving Students' Speaking Ability Using Show and Tell Technique

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Abstract

This research aimed to improve students' speaking abilities at SMAN 12 Makassar by employing the Show and Tell Technique. The researchers applied the pre-experimental method with one group pretest-posttest design. Class XI MIPA 3 which consisted of 36 students was chosen as a sample in this research using cluster random sampling. To collect data, the researchers used the interview as a speaking test to know the students' speaking ability in terms of accuracy, fluency, and comprehensibility before and after administering the treatment. The result of this research indicated that the use of the Show and Tell Technique was effective in improving the students' speaking ability. It was proved by the result of data analysis which showed that there was an improvement in the students' scores in pre-test and post-test. In the post-test, the mean score of the student was 50.62. It was higher than the mean score in the pre-test which was 27.01. Therefore, the Show and Tell technique is effective to improve the students' speaking ability in terms of accuracy, fluency, and comprehensibility.

Keywords: *Show and Tell, Technique, Speaking Ability.*

1. Introduction

The existence of English as the most widely spoken language in every country makes English known as a global language (Crystal, 2003). As a global language or international language, English is used in almost all fields of society as a medium of communication such as the educational system, the media, law courts, and government. Therefore, English is becoming increasingly important at almost all levels of education. Learning and mastering English can provide some benefits for the learner.

There are four abilities that learners must master in order to learn a language. Listening, speaking, reading, and writing are examples of these abilities. More specifically, the primary goal of all language learning, including English, is to improve the learners' speaking ability (Bahrani & Soltani, 2012). Mastering this skill enables language learners to speak English confidently. Furthermore, it allows them to express their ideas orally using the language (Davies & Pearse, 2000).

However, the outcome of English learning at school is still deemed unsatisfactory. English learning in Indonesia has not resulted in students achieving the desired language level (Syahputra, 2014). Most of the students still face difficulties with speaking ability in terms of accuracy, fluency, and comprehensibility.

There are two problematic factors that impede students' inability to communicate orally in English, inside and outside factors. Self-doubt and lack of motivation in speaking become the inside factor. Therefore, most students in the class are not active during the learning process, they tend to choose to be silent rather than speak or express their ideas. Meanwhile, the teacher becomes the outside factor. It's not a new fact that ensuring the quality of the learning process and the outcome is the role of the teacher (Astiti, 2012).

In improving the student's speaking ability, there are thirteen techniques the teachers usually apply in the classroom (Kayi, 2006). These techniques are discussion, brainstorming, storytelling, role play, playing cards, story completion, dialogues, simulations, reporting, information gap, picture describing, picture narrating, finding the differences, and interviews. Discussion is one of the most commonly used techniques. This technique encourages the students to think critically, learn to make quick decisions, and learn to express their ideas with other friends. However, besides the advantages this technique also has disadvantages. In many cases, silent students do not contribute in a group discussion.

Therefore, English learning especially speaking required a precise technique to help

the students improve their skills. In this research, the researchers try to find an effective technique as a solution to improve the students' speaking ability of the students by employing the Show and Tell technique. Show and Tell is a teaching technique in which students must show and tell or describe anything they bring to the classroom. During the process, the students will show the thing that they bring, describe it, and explain the reason they bring it instead of another thing (Walter, 2008).

According to Dalimunthe's research, implementing Show and Tell can help students improve their speaking skills. Furthermore, the students enjoy the learning process when using Show and Tell. This is demonstrated by the students' participation in the learning process.

Departing from the background, the researchers intend to carry out research with the title "Improving Students' Speaking Ability using Show and Tell Technique". The primary goal of this research is to determine whether or not the Show and Tell technique improves students' English-speaking abilities.

2. Literature Review

2.1. Speaking Skill

Speaking is a type of oral communication in which two people participate: the speaker who delivers the message and the listener who receives it. According to Huebner (1960) language is related to speech, and speech is closely related to communication by voice. It can be used in everyday communication, both at school and outside. It consists of the ability to send and receive

messages. Furthermore, Chaney & Burk (1997) stated that speaking can be a method of sharing meaning in a variety of contexts by utilizing verbal and nonverbal symbols.

Speaking is a language skill that needs more attention. According to Kayi (2006) the spoken language is an essential component of language. Regardless of it, for many years, the teaching of spoken English has been undervalued, and English teachers keep teaching spoken English in the same way that they teach exercises or memorize conversations that makes the students faced a difficulty in communicating with English in real life.

According to Brown (2001), speaking instruction should cover or at least include the following urgent aspects:

- a. Employ techniques that address the full range of learner needs, from language-based accuracy to message-based interaction, meaning, and fluency.
- b. Make available techniques that are intrinsically motivating.
- c. Encourage the use of natural language in appropriate contexts.
- d. Provide constructive criticism and feedback.
- e. Take advantage of the natural relationship that exists between listening and speaking.
- f. Provide opportunities for students to initiate oral communication.
- g. Encourage communication development strategies.

Heaton in Zaid (2012) defined that there are three elements for analyzing or measuring the speaking ability of students:

- a. Accuracy
Accuracy consists of three components. Those are vocabulary, grammar, and pronunciation.
- b. Fluency
Fluency is an ability to communicate without hesitating or pausing so much so that the listener can clearly understand what we are trying to say.
- c. Comprehensibility
Comprehensibility means that the student must be able to understand the gist of what is being said or presented. It deals with the overall meaning of what is conveyed.

2. 2. Show and Tell Technique

The term of Show and Tell refers to a technique commonly used in education in which children are asked to show and tell about an object to their peers with the assistance of a teacher. According to Mortlock (2014), the exact origins of the Show and Tell technique are unknown, but it was mentioned in the journal *Childhood Education* as early as 1954 in Merville's (1954) article on the positive results of Show and Tell.

More specific, the Show and Tell is used in class as a technique in teaching, particularly for engaging the speaking abilities of the students. It is defined as a technique in learning process which the students must demonstrate and explain something that they have or bring from home in front of the class. Furthermore, Walter (2008) defined the Show and Tell as a technique used by the teacher in learning process where students must show and tell or describe anything they bring and tell important information about

that object in front of the class. During the process, the other students will get the information about the thing that their friend brought from home.

Musfiroh (2011) distinguishes three types of Show and Tell techniques:

a. Images or Photos

Students in this category have photos from their own homes. The photos or images have the potential to stimulate the ability to be courteous, self-reliant, and responsible.

b. Personal Object

Students in this type can bring personal objects to use in the Show and Tell technique, such as books, pens, rulers, and so on.

c. Food

Students are instructed to bring foods from home. They can convey information about the taste of the food while using the Show and Tell technique.

According to Musfiroh (2011), Show and Tell technique in the learning process can develop various aspects of a child's development.

- a. It can help to develop students' speaking skills or spoken language skills.
- b. It assists students in honing their public speaking skills.
- c. It can assist students in developing their social skills in a variety of ways, such as attentive listening and taking turns speaking.
- d. It encourages the student to solve problems.
- e. It allows the student to interact with literacy material.

3. Research Methodology

3. 1. Research Design

The researchers used a pre-experimental method with a one-group pretest-posttest design in this study. This method was used to assess how well students' speaking abilities had improved after using the Show and Tell technique at SMA Negeri 12 Makassar's second grade. The following is an illustration of the research design:

01	X	02
Pretest	Treatment	Posttest

3. 2. Location and Time of the Research

This study was carried out at SMA Negeri 12 Makassar. SMA Negeri 12 Makassar, from 26th January to 1st March 2022.

3. 3. Variables

There are two variables in this research, Show and Tell (independent variable) and Speaking Skill (dependent variable).

3. 4. Population and Sample

This research's population consisted of second-year students of SMA Negeri 12 Makassar which consists of 10 classes. This research's sample was made up of 11th grade students MIPA-3 that had been selected using cluster random sampling.

3. 5. Instrument of the Research

The speaking test in the form of a brief interview that consisted of 3 questions for each topic was used as the research instrument.

3. 6. Procedure of Collecting Data

In conducting this research, there were 3 steps that the researchers had to follow:

a. Pre-Test

This phase was used as the first step of collecting the data. In this step, a pre-test was administered by the researchers to measure the students' ability to communicate before administering the treatment. The researchers gave an oral speaking test using interview based on the topic that had been selected by the students. So, there were three topics that the students had to choose: 1) Myself, 2) Family, and 3) Education.

b. Treatment

In this step, the researchers used Show and Tell technique as a treatment or solution to address the issue of students' poor communication skills. The treatment was given for 3 meetings. In the first treatment, the topic was Show and Tell with picture, and in the second treatment, the topic was Show and Tell with favorite thing, and for the last treatment, the topic was Show and Tell with favorite food.

c. Post-Test

After administering the treatment, the researchers administered a post-test as the final test. This test is used to determine how well students' speaking abilities have improved.

3. 7. Technique of Data Analysis

- a. To measure the ability of students in speaking, the researchers made use of the scoring system by Heaton in terms of accuracy, fluency, and comprehensibility.
- b. The researchers calculated the student score from the three components.
- c. Using a rating scale, the researchers classified the student's scores in the pre-test and post-test.
- d. The researchers computed the mean and standard deviation of the students' pre-test and post-test scores.
- e. The researchers used the paired sample t-test to determine whether there was a significant difference between the students' pre-test and post-test scores.

4. Findings

a. Students' Score Range

Table 1. Students' Score

Score Range	Classification	Frequency	
		Pre Test	Post-Test
86-100	Very Good	0	0
71-85	Good	0	3
56-70	Fair	0	9
41-55	Poor	5	17
0-40	Very Poor	31	7
Total		36	36

The table 1 above demonstrates the ability of the students to speak prior to treatment was deficient. According to the table, 31 students were classified as very poor in this study's

sample of 36 students, 5 students were classified as poor, and none were classified as fair, good, or very good. Meanwhile in the post-test, although there is no student classified with a very good score, the table

shows a great movement in the students' score, their score is increasing.

b. Mean Score and Standard Deviation

Table 2. Mean Score and Standard Deviation

	N	Mean	Standard Deviation
Pre-Test	36	27.01	11.74
Post-Test	36	50.62	12.65

According to the table 2 above, it can be seen that the students' mean score and standard deviation in the post-test is higher than the pre-test. Furthermore, the researchers

concludes that the Show and Tell Technique improves the students' speaking ability.

c. Paired Samples Test

Table 3. Paired Samples Test

		Paired Differences		T	Df	Sig. (2-tailed)
		Mean	Std. Deviation			
Pair 1	Pretest-Posttest	-23.609	11.757	-12.049	1.69	.000

The table above demonstrates that the p-value (.000) is less than the level of significance (0.05). As a result, there is a statistically

significant difference between the students' scores in pre-test and post-test.

5. Discussions

The researchers focus on three aspects of speaking when conducting this research.

a. Students' Accuracy

Accuracy is an important aspect of speaking because if the speaker cannot accurately convey words or sentences, the other person will face difficulty in understanding the speaker's intent. According to Heaton, accuracy deals with pronunciation, vocabulary, and grammar. In the pre-test, most of the students still made mispronunciations even for simple words, for example, the word "because" which should

be pronounced as "bi'kəz" they pronounced "bikau". Also, the word "birth", should be pronounced as "bərθ" but the students pronounced it with "birt" or "berd".

In addition, lack of vocabulary also becomes one of the factors that affect students' speaking accuracy. In the pre-test, most of the students used Indonesian words to complete their long sentences. For example, when one student said, "My mother and my father because... dia yang lahirkankan saya" or "I have one older sister and two younger brother... yang masih SD dan SMP". The students usually could not find the right word to complete their sentence in English,

therefore they were trying to complete it with an Indonesian word.

The last, for grammar, the students made some basic grammatical errors. For example, when the student said, “*I playing games*” that should be “*I am playing games or I like to play games*”, or “*My name father is...*” that should be “*My father’s name is...*”.

b. Students’ Fluency

In speaking, fluency refers to the ability to speak quickly, spontaneously, and without any hesitation. However, in the pre-test, the researchers found that the students face difficulty with fluency. They took long pauses just to find the right word to complete their sentences. For example, when one student said, “*My family... ehmm... in house... my... eh...I have one brother and... one sister*”. Most of them did the same mistake. There were many unnatural pauses by saying “ehmm” or just being silent and thinking about the right words.

c. Students’ Comprehensibility

Comprehensibility refers to the ability of the speaker to understand the gist of what is being said and how understandable the speech of the speaker is. In the pre-test, most of the students asked about the question in the Indonesian language before they answered it because they did not understand about the meaning of the question itself. Therefore, the researchers had to explain the question first. When the students finally answered, they just answered it with a short answer, produced words one by one, and with an uncompleted sentence. For example, when the researchers asked about the thing the students like to do in their free time, one student said “*Ehmm... free time is... watching and ngemil*”. This sentence was unclear but the researchers understood what that student tried to say. But

in the post-test, after having the treatment for three meetings, most of the students could understand about the researchers’ questions and also, they try to make complete sentences to answer all of the questions.

6. Conclusion

Based on the findings and discussion of the study, the researchers concludes that that the alternative hypothesis (H1) in this research is accepted. It means that the Show and Tell Technique can improve the students' speaking ability at SMAN 12 Makassar in terms of accuracy, fluency and comprehensibility.

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