

IMPROVING STUDENTS' SPEAKING ABILITY THROUGH SHOW AND TELL TECHNIQUE TO THE EIGHTH GRADE OF SMPN 1 PADEMAWU-PAMEKASAN

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Abstrak:

Penelitian ini adalah Penelitian Tindakan Kelas (PTK), menggunakan Show and tell (Tunjuk dan katakan) untuk meningkatkan keterampilan berbicara siswa untuk kelas delapan di SMPN 1 Pademawu-Pamekasan. Subjek penelitian ini adalah siswa tahun kedua yang melibatkan empat puluh siswa terdiri dari dua puluh laki-laki dan dua puluh siswa perempuan. Pengumpulan data melibatkan sejumlah instrumen (observasi checklist, rubrik penilaian, catatan lapangan, dan kuesioner). Untuk mendapatkan data yang lebih akurat, skor Peringkat analitis digunakan untuk mengamati berbicara siswa yang meliputi empat komponen berbicara, yaitu: Pengucapan, Grammar (tata bahasa), Vocabulary (kosakata) dan Kefasihan dalam skala 1-5. Kriteria keberhasilan didasarkan pada skor siswa yaitu nilai 80-100. Dalam siklus I, hasil pengamatan itu belum sukses, ada 18 dari 40 siswa atau sekitar 40% siswa mencapai target nilai rata-rata, sehingga peneliti merevisi strategi mengajar. Pada siklus II, hasil tes yang sedang berlangsung telah menunjukkan ada beberapa perbaikan. Ada peningkatan jumlah mahasiswa aktif dan juga dalam nilai rata-rata. Hasil dalam siklus ini (siklus II) menunjukkan ada 27 dari 40 siswa, yang berbicara fasih dalam berbicara aktivitas keterampilan, nilai rata-rata siswa bisa mencapai 80,25. Berdasarkan data, dapat dikatakan bahwa tindakan pada siklus II membawa sukses, sehingga bisa dihentikan. Dapat disimpulkan bahwa dengan menggunakan Show and tell (tunjuk dan katakan) dapat membantu siswa memecahkan masalah yang berkaitan dengan kinerja keterampilan berbicara mereka.

Kata kunci: Tunjuk dan katakan, keterampilan berbicara.

Abstract:

This research was Classroom Action Research (CAR), using show and tell to improve students' speaking skill to the Eighth grade of SMPN 1 Pademawu-Pamekasan. The subject of this study were the second year students of class A which involved forty students consist of twenty males and twenty females students. The data collection involved a number of instruments (observation checklist, scoring rubric, field notes, and questionnaires). To get more accurate data, an analytical rating score was used to observe the students' speaking which covers four speaking components, those are: Pronunciation, Grammar, Vocabulary and Fluency in a 1-5 scale. The criteria of success are based on the students' score, 80-100. In Cycle I, the result of the observation was not successes yet, there were 18 of 40 students or about 40% students reached the target mean score, so the researcher revised the teaching strategy. In cycle II, the result of ongoing test shows there were some improvement. There was an increase in the number of active students and also in the mean score. The result in the cycle shows that were 27 out of 40 students, who spoke fluently in speaking skill activity, the mean score of the students could reach 80.25. Based on the data, it can be said that the action in cycle II brought a success, so it could be stopped. It can be concluded that by using show and tell, it helps students solve problems related to their speaking skill performance.

Keywords: show and tell, speaking skill.

Language, as a human intellectual foundation, is a capability that makes people are able to communicate, study, think, etc. Setiyadi¹ (2006, p. 9) stated that the assumptions about the nature of language can be different because different people may agree

¹ Bambang Setiadi, *"Teaching English As A Foreign Language"*. Yogyakarta: Graha Ilmu. 2006. On page 9

with certain assumptions while some other people may agree with other assumptions.

To be able to communicate English well, the aim of English education is communicative competence. It means that communicative competence is to enable the students to produce or create text.

Speaking ability is an important thing in the process of language learning. Speakers communicate through oral expression to gain much more information effectively and efficiently. According to Bailey² (2005, p. 42), conversation is one of the most basic and pervasive of human interaction conversations are unscripted. It involves two or more people. In a conversation, the topic can change and the individuals take turn. By definition, conversations are interactive: although one speaker is more talkative than another, in a conversation, two or more individuals communicate.

Teaching English, especially for speaking to the young learners is not easy. Teacher has to find out the best strategy to teach them, so that they can get the teacher's point. Halley and Austin³ (2004, p. 189) stated that to be more orally productive, learners would need to be more capable of responding in a relevant and socially appropriate manner to the communication of others. From those principles, to teach speaking in the classroom, teacher can use a number of verbal strategies to check the students' understanding and get them to speak. They can also have the students work in pairs, and the task in the back provides them with something to talk about.

Learning English should be fun and natural for children. The language should be first presented through sounds, not written symbols. Children are more sensitive to anything that touches the

² Kathleen M. Bailey, *Practical English Language Teaching: Speaking*. Singapore: McGraw – Hill Companies, Inc. 2005. On page 42

³ Haley, Hall Marjorie and Theresa Y. Austin, *Content – Based Second Language Teaching and Learning*. New Jersey: Pearson Education, Inc.2004. On page 189

senses. Meaning should be made perceptible through concrete objects or by, The idea that teaching should start from what the students already know in order to encourage association processes seems to favor children.

Most of the classrooms speaking activities are in the communicative situations. So, an important role for teachers who are aiming to improve their student's ability to speak effectively may be to find ways to provide support for learners with various kinds of learning styles so that they can learn in the ways which suit them best. In this case, all students are expected to talk English actively however their mother tongue is not English. By practicing it, they try to negotiate meaning. Therefore, the teacher should support them especially young learners to speak English confidently.

One of the strategies that can be used to teach speaking is Show and Tell technique. Bowen⁴ (1985, p. 115) stated that Show and Tell capitalizes on student interest and provides a good opportunity for self-expression. "Show and tell" is the process of showing an audience something and telling them about it. Usually, children are allowed to bring something that they live from home and they will explain and share to their friends about something that they bring. Norton⁵ (1980, p. 59) says that during a show and tell experience, the child talks about an activity or shows an object that he has brought to school. The children voluntarily take turns talking about their object or activity. So, it makes the students relaxed when they are talking each others.

Method

The research design is Classroom Action Research (CAR). Classroom Action Research is practical research, which is

⁴ Jean Donald Bowen, *"TESOL techniques and Procedures"*. Newbury: Newbury House Publishers. 1985. on page 115

⁵ Donna E. Norton, *"The Effective Teaching Of Language Arts"*. Ohio: A Bell & Haowell Company. 1980. On page 59

conducted in a classroom setting to develop a certain method to improve the quality of teaching. It is done in the form of cycles using the model of classroom action research by Kemmis and Mc. Taggart⁶ (in Mc. Niff, 1998, p. 2) in which each cycle consists of four steps, they are planning of action, implementing the plan, observing the action, and analyzing and reflecting of the result. The four main steps will be preceded by preliminary study, analysis, and identification of problem.

Conducting the research, the researcher was assisted by one of the English teachers of the school where the study is executed. Here the researcher and his collaborator plan, implement, observe the action, analyze and make a reflection on the result of the observation together. The researcher acts as the practitioner who implement the planning while his collaborator observes both the researcher's performance and the students' progress during the process of teaching and learning.

The research was conducted through cycles consisting of the following steps: (1) preliminary study, (2) planning the action, (3) implementing the plan, (4) observing the action, and (5) reflecting the result of the action

The subjects of the study were the Eighth grade students. It concerned with one class only which consisted of 40 students, 20 girls and 20 boys. They are in the Eighth Grade of SMPN I Pademawu-Pamekasan. They are collected from those whose English were good, average, poor, and stable.

Before doing the classroom action research, the researcher had conducted preliminary study which has done on February, 21st 2016. During the preliminary study, the researcher and the collaborator observed the students speaking skill performance through show and tell by asking students to tell things in the classroom.

⁶ Kemmis and Mc. Taggart, "*Design of Classroom Action Research*", (Online), (<http://www.infet.org/thinkers/et-lewin htm>, accessed on December 19, 2011). 1988

The researcher and the collaborator found some problems faced by students dealing with student's speaking skill performance. The problems ranged from some aspect of speaking skill such as, pronunciation, grammar, vocabulary and fluency. In their observation, the researcher and the collaborator focused on the ability of students in their speaking using the target of language.

The researcher used an analytical rating score in a 1 – 5 scale. The analytic score was observed separately under the components: , pronunciation, grammar, vocabulary and fluency. According to the result of preliminary study, the researcher found that the average speaking skill performance of the students was very low. The average score of the students was 68.8 from the researcher rating, and 69.1 from the collaborator rating. Thus, the mean score was 68.8 in a 1 - 5 scale. Only 11 students (about 27.5%) who could fulfill the criteria of success that in 80.0

After identifying the problem and knowing the causes of the poor speaking performance of students, the researcher planned the action to improve the students speaking performance which covers proposed strategy, designs the lesson plan, prepares the instruments, and sets the criteria of success.

In this situation, the students will develop their speaking through the following steps. First, the teacher prepared his family's picture as an example in Show and Tell and then the students should also show their family picture that they brought and tell it in front of the class one by one. Second, the students bring their favorite thing that they have, then they should show it to their friends and tell it in front of the class, here the students who are not perform in front may ask some questions and the students who is doing show and tell should answer those questions.

The instruments used in this study are (a) observation checklist, used for showing the process of teaching learning process of speaking activities, (b) scoring rubric, used for guiding the researcher in scoring the students' progress in speaking activity,

(c) field notes, used a data during observing the implementation of show and tell in the form of note taking, and (d) questionnaires, used for knowing the students' responds to the show and tell.

Based on the observing done, the researcher got some result dealing with implementation of show and tell in cycle I. Firstly the researcher found that the students seemed more enthusiasm to involve themselves in show and tell rather than when they were asked by the teacher to tell something without showing the things. Secondly, by doing show and tell, the students could share their difficulties or problem in some aspect of language such as pronunciation, grammar, vocabulary and fluency.

However, in the process evaluation, the students' speaking ability had still little improvement. Some students still had low willingness to ask questions as well as to speak. They found difficulties in expressing their idea, and they did not look serious to join the lesson. They were worried to ask question and it was difficult for them with the situation given. So, they were not confident to speech in front of the class. The result of students' speaking performance in this cycle it was found, there were 18 of 40 students or about 45% students who were active involve in the speaking activity.

Therefore, the teacher planned to present the second step in teaching speaking by asking them to bring their favorite things in your house. Their favorite things will motivate them to express the idea in this activity. It was expected that the students would be more enthusiastic and interested to the lesson.

The result of implementation in the cycle II had achieved the target score. It was found that the percentage of the students' speaking was higher than in the first cycle. Beside of the students were active during join in teaching and learning, they make some question to the presenter and answered the question given. In addition they look more interested during in teaching and learning process. It means that the students' improvement in this implementation in the second cycle fulfilled the requirement of this

research that was 67.5%. So, the research concludes show and tell in cycle II brought a success. There was increase in the members of students who were active in the speaking activity. The member of active passing grade, from 45% in the cycle I to 67.5% in cycle II or there were 27 students out of 40 students who actively in speaking activity. Thus, the action cycle II could be stopped.

Discussion

According to the result in two cycles, the researcher discusses some points related implementation of Show and Tell technique in teaching speaking aimed at improving the students speaking skill performance. The discussion is as follows:

Firstly, it was proved that the Use of Show and Tell could improve the students speaking performance due to some facts. But in fact after this technique was implemented, the result of preliminary study on students speaking skill performance is still low. The data showed that the means score reached only 68.85 (the stated passing score was 80.0). After the two cycles were carried out, some improvement could be obviously seen. The mean score in cycle I showed an increase to 75.6. Although this result does not show a satisfying score, it can be said that the use of show and tell could improve the students speaking skill performance. After the action in cycle I was revised, the action in cycle II was applied, the data showed a successful result. The mean score of the students speaking skill performance could reach the passing score that is 80.25. Thus, the result proves that the use of show and tell could improve the students speaking skill performance.

Secondly, through show and tell the teacher is able to create a good atmosphere. Such atmosphere is very beneficial for students to have more initiatives to express their ideas using English. This statement was supported by Klippel⁷ (1984, p. 7) said that the conductive atmosphere of the class played important role in

⁷ Friaderike Klippel, *Keep Talking : "Communicative Fluency Activities for Language Teaching"*. Great Britain : Cambridge University Press. 1984. On page 7

speaking class. The use of Show and Tell technique, the students facing real and natural situations in which they are able to interact with the other friends without too much inhibition and anxiety. It is proved by the data that there were only 11 students who were actively involved in the speaking activity before the implementation of this technique. Gradually the data shows an increase in the number of students who were active in the speaking activity. There were about 18 students in the first cycle were active and 27 students in the second cycle. Therefore, it can be concluded that show and tell technique is very applicable to teach speaking.

Moreover, Show and Tell technique can be adapted to any level of proficiency and any level of age. It can be adjusted based on the difficult level of the tasks given and also the types of the activities applied. The teacher might select the types of the activities based on the need of the students or the objective of the teaching learning process to be achieved.

Among many types of activities in using show and tell, "Guessing game was applied in this action because it was considered that such activity is helpful enough to motivate Junior High School students to have more initiative to dig up their opinions to be express in the target language. By this activity they might feel more challenged to be in a competition with their friends in finding out more solutions to solve the problems given. Besides this activity will encourage them to interact and get work together with their friends naturally. Describing picture activity was also chosen to be applied; it was assumed that through describing picture the students might feel more enjoyable to learn the target language. Through such activity the students are brought to natural condition.

Another advantage of this technique is that by Using Show and Tell technique is able to create a cooperative situation among students. As stated by oxford⁸ (1990:170) that language is essential

⁸ Oxford, R.L, Learning Strategies : "*What Every Teacher Should Know*". New York : Newbury House Publishers. 1985.

in all aspect of social action and cooperating with other people. Besides while the students were doing asking and answering question, the researcher noticed that a “take and give activity occurred. Such situation is helpful for students who are shy or less confident so that it allows them to interact with their friends.

Furthermore, Show and Tell provides students have more opportunities to practice their English orally in more natural interactive situations. Since the students have more chances to practice their English, it is quite effective for them to improve their pronunciation, grammar, vocabulary and fluency. Finally, it is hoped that through show and tell, English teachers are able to solve and anticipate the biggest problem they have.

Conclusion

Based on the data obtained and the reflection during the action in cycle I, the researcher concluded that although the result showed there was an improvement in the students’ speaking skill performance, the action in cycle I had some weakness so that it had to be revised and continued to cycle II.

The result of the action in cycle II showed a satisfying result. The mean score 80.25 to 80.0. It could fulfill the passing score or stated criteria of success, that is 80.0. There were 27 out of 40 students who can speak fluency in speaking skill activity. Considering the result the researcher decided to end the action up to the second cycle.

In particular, the using show and tell was effective to improve the speaking skill ability. It can stimulate and motivate students to speak and develop their own interpretation about something. They become more active in asking questions, answering question and to speak in front of the class. It means at Show and Tell technique was appropriate to the material that is going to be taught.

Suggestion

Based on the result of this Classroom Action Research, the researcher gives some suggestions as follow:

The first, The English teacher is suggested to use Show and Tell as the technique in teaching speaking skill to improve the students' speaking ability. *The second*, It is suggested to future researcher to provide more time for implementation of the action by doing more meetings in every activity to get more satisfying result. *The third*, The school is suggested to provide the teaching media such as using show and tell technique that can be used by the teacher in teaching English especially speaking ability.

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