

THE IMPLEMENTATION OF SHOW AND TELL TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL

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ABSTRACT

In teaching and learning process, the suitable technique has a good impact for the students' ability. Here, the researchers focus on how to implement show and tell technique in teaching speaking. This research employed a qualitative study by using a classroom action research which was done during for two cycles. Each of the cycle was done in two meetings. Data were collected through the observation sheet, field notes, interview and tests. The research findings showed that there were some improvement on students' speaking skill. In cycle one, the process of teaching learning with Show and Tell technique suggested a potential improvement. Besides that, the researchers found some minor technical problems and weaknesses. After that, many revision were done and later applied in cycle two. The result of the research showed that the students have some improvements during the process of teaching and learning when show and tell technique was implemented. The students' participation, pronunciation, fluency and vocabulary mastery were increased; they were more active, enthusiastic, and more confident in practicing speaking in intensive speaking class.

Keywords: *show and tell technique, speaking skill, teaching technique*

Speaking plays an important role in learning English especially in intensive speaking subject in higher education level at first semester besides intensive listening, intensive reading and also intensive writing. Speaking categorizes into productive skill, but sometimes do not everyone actively talk because of their lack habit. Based on the statement above, speaking is a skill that must be trained continuously. As social begins, human being must always interact with fellow humans in everyday life through

speaking, the students are expected to be able to communicate and express the meaning of language in a transaction and interpersonal spoken text to interact with their friends and people around them (Putri et al. 2022). The main purpose of learning speaking skill is to communicate and socialize with fellow humans properly and correctly with polite language (Abdullaev and Isanova 2023). A good speaker must also know the meaning of the direction and purpose that is adjusted to the basic

principles. So, for being a good speaker, there are some rules to be understood.

Choosing show and tell technique is the best choice for describing things as the topic in teaching and learning process to improve students' speaking skill. Show and tell technique is an activity to show something to everyone while tell explains or describe something. The description can be in the form of color, size, composition, elements. Show and tell also explains the origin of the object shown, explains the function of the objects in general, and even explains the importance of the objects for oneself and others (Rao, 2019). This technique facilitates the students to be more active and communicative in the classroom.

The steps for implementing the show and tell technique include introducing show and tell on the procedures for implementing it, providing illustration and explanation with instruction in the form of pictures, photos, real object, and others. The lecturer encourages the students to actively discuss the material from the concept that the teacher provides, encouraging the students to ask and answer questions. One of the factors that can affect the quality of education is teacher's competence (Ahmadi, 2018). The role of the teacher is very important in helping the students to be skilled in speaking. From that statement, we can conclude that the lecturer should always improve their knowledge and quality in understanding the development of teaching methodology and media to support their competency as a professional lecturer.

There are some benefits in

implementing show and tell technique in teaching and learning process. There are six benefits from implementing show and tell technique, they are: increasing confidence, awareness and gratitude, active listening skills, relationship, oral language skills, communication, Pride and Self Esteem (Lestari, 2019). This benefit will be effective if the lecturer implements this technique by using right procedure and understanding the whole process in applying it to teach their students.

Intensive speaking is one of subject for first semester students at PBI Unisnu Jepara. In this subject, the students learned some informal speaking materials, such as greeting, introducing oneself and others, describing things, and etc. in the beginning meeting, most of students have different English competence level background. It seems that speaking is more difficult skill for them. They did not practice to speak English regularly in the classroom, having lack of vocabulary, being afraid for making mistake in the use of grammar, pronunciation and lack of confident. Based on the researchers' experience as English lecturers in Unisnu Jepara, there were some problems found during intensive speaking class. Speaking skills are included in mechanical skills because the more you talk, the more you can improve your speaking skill (Derakhshan, Khalili, and Beheshti 2016). One of the most problematic causes that always finds from the students to speak up in teaching and learning process because of lack of vocabulary and confident. The students got difficulties to choose the suitable

word to express their idea and thinking. Due to the level of the students, they are very difficult to speak whenever they try so hard for choosing the appropriate vocabulary to be arranged become sentences in delivering their idea from their mind. As the result, most of students preferred to be quiet. Beside lack of vocabulary, the most factor in speaking is lack of confident and less of participation. It happened when the teacher asked some questions to the students and they do not give response fast to answer although by using simple short answer with long pauses because they were not confident enough in their pronunciation, fluency, correct vocabulary and other aspect of speaking. There are only some students try to answer. As a result of these two problems in speaking, the students are having low motivation and less participation for improving their speaking' skill. The key for learning Indonesian is to speak correctly and correctly according to the rules of language. While speaking skills plays and important role in learning because they can be used in everyday life, oral communication is used to realize these goals (Sadiku 2015). It can be concluded that for being able to speak English fluently, the students need to practice speaking regularly with confident without thinking about making mistakes in the use of grammar or in pronouncing word, because practice makes perfect. After the students are confident to speak up in English, they will learn how to pronounce well and the use of grammar correctly.

Based on the problem above,

choosing the appropriate technique for teaching intensive speaking subject is needed for stimulating the students' ability in speaking. The lecturers should be creative to choose the best technique that can encourage students to speak up. One of the techniques that very suitable to be implemented in Intensive speaking subject is show and tell technique.

METHOD

This study uses the CAR (classroom action research) method to improve the speaking skills of first semester students of PBI Unisnu Jepara in intensive speaking class in 2023/2024 academic year. In this action, the researchers will use show and tell technique. There will be two cycles in this study. This research has been conducted for two months, namely October and November in two cycles. In classroom action research, each cycle consists of planning, implementing, observing (evaluating), and reflecting (Coghlan 2019; Evered and Roger 2022; Nurtanto, Fawaid, and Sofyan 2020; Oktaviani, Mandasari, and Maharani 2020). In the planning stage, the researchers conducted a preliminary study related to the data on speaking skills learning outcomes, discussed lesson plan, assessment instruments, and observation sheets. In the implementation stage, carry out the lesson that have been prepared in the lesson plans. In this case, while teaching the students in teaching and learning process, the researchers also observe with the observations sheet. In the observation (evaluation), stage, the researchers are determined to the value of successful from the implementation

show and tell technique to see the improvement in students learning outcomes.

The subject were students of PBI Unisnu Jepara from 36 students (29 females' students and 4 males' students) at first semester students in intensive speaking subject. This research was referred to the spiral model, where there are four important stages in classroom action research, namely (1) Planning, (2), Action, (3), Observation and (4), Reflection. This study was carried out in three cycles. Each phase is concluded based on the previous one and the next. The instrument used to collect the data are observation checklist, field notes, interview, video recording, test which are administered to measure the students' speaking skill after each cycle.

The method used is qualitative method and numerical data to support the data. The data in the form of qualitative method is obtained from the observation done during the teaching and learning process about the whole activities and the students' participation. It is done by checking the list of activities during the teaching and learning process. Furthermore, it is also supported by checking the list of activities during the teaching and learning process. The data is supported also from the taking field note and the interviews which is done after the teaching and learning process. Numerical data are obtained from the test in the form of speaking performance. The students' speaking improvement can be seen from the result of test. It shows the improvement of the students' speaking score as one of the evidence from the use of show and

tell technique for the students' speaking skill is effective (Elisa et al. 2023; Li et al. 2022; Wahome 2023). The score of the students' speaking skill are rated by rating scale adopted from Heaton; rating scale (1990) that described about the students' ability to communicate orally namely: excellent (6), very good (5), satisfactory (4), fairly satisfactory (3), much difficulty (2), and extreme difficulty (1).

FINDING

This action research was conducted on October- November in the 2023/2024 academic year. The data consists of tests, interview results, observation sheet, and field notes. To support the data, the researchers also used video recording to record the process of the research. The data of the tests showed the students' improvement in speaking. From the field notes and the observation sheet showed the students' participation in teaching and learning process also suggested positive impacts on students. And from the interviews showed the students' positive feeling after being implemented in using show and tell technique. In implementing show and tell technique, the researchers found that it is effective technique for improving students' ability in speaking. It can be seen from the process of each cycle.

DISCUSSION

In implementing action research, this research uses 2 cycles. Each cycle consists of 4 steps; (1). Planning, where the instruments were prepared in doing the action, such as syllabus, lesson plan,

the material used in implementing the action, the use of realia as media and also the evaluation material after conducting the action to measure the students' speaking improvement. (2 and 3) acting and observing, where the action are implemented. The researcher did the action as planned in the lesson plan. (4) Reflecting, where the researcher evaluated the action and made conclusion of what needed to be improved in the next cycle. In every cycle, the steps of the activity implemented in doing show and tell technique are:

- The lecturer explains about the procedure in doing the activity.
- The students are divided into some groups
- Each group should choose one topic to be presented
- Each group should bring realia as medium which is related to the topic for each group
- Each student tells and shows the realia as medium with the definition, the function, shape and price in front the classroom for doing presentation.
- After doing presentation, each group has a chance to ask some question to the speakers which is related to the topic.
- Other students discuss and interview related to the topic by using interview

In cycle I, the material was about describing things. Each group has different topic, such us: cosmetics product, camping equipment, cooking utensils and etc. The actions were implemented twice on October. Generally, the researchers found the students were happy and fun for practicing show and tell technique in the classroom. Most of students are very enthusiastic to show their products and

explain in detail the product's name, the definition, the function, the shapes and also the price of the product. They are very confident to express their idea in their mind, although they made some mistakes in pronunciation and the use of grammar in doing their presentation. After doing the presentation, another group will ask some question related to their topic. They have good communication while doing question and answer session.

Most of students said that it is one of the best ways to improve their speaking ability through show and tell technique because they can explore their idea by using real object as media which has correlation with their topics and they have good preparation for doing presentation to describe the things they have in the classroom. Meanwhile, based on the lecturers' field note, the students who presented their realia based on their topic, they are still not fluent enough and sometime it took long time to speak and also, they mixed with their mother tongue. It was also seemingly easier for another group to understand their explanation because they use basic vocabulary and it was supported by picture as the media that they were bringing while telling the things. For example, in the group with the topic about cooking utensils and talk about pan and show it to another group directly. They can listen the definition, the function and soon while watching the real object.

However, in the first cycle, the researchers still make some notes as the problems:

- Although there is improvement in participating, some students are still kept silent and they are difficult to

understand from their friends' presentation. But they have motivation to ask their friends in their group who understand better about the content of the presentation. It meant that grouping gave good impact to support them to be active and communicative.

Moreover, the process of teaching and learning are enjoyable and happily. It seemed when one of the students from the first group had presented monologue in turn with their team, the class was crowded and they do not too focus to listen to the presentation. Meanwhile, when having discussion, most of students prepared their own questions and felt happy if they can make some questions. It showed that show and tell technique is effective to improve their speaking ability.

- The students who have limited vocabulary showed that they do not interest because they do not understand the meaning, so they are having low motivation to participate in this technique.

The action of cycle 2 was conducted on November. In the second cycle, there were some significant improvements of the students during the English teaching and learning. In solving the problem from the passive student, the researchers gave chance to discuss in pair, modify the group by considering the students' ability and choose the brightest students to be a leader for each group to lead their group for having discussion. Give the additional time for discussion if they are still confuse and being passive students. The researchers also give a chance to the students for using mix languages both English and Indonesian for doing the

discussion and question and answer session. The researchers interviewed some students to know the teaching and learning process in both meetings. The result from the students' interview showed that they were excited to the activities. They had to bring some real object become realia as medium which is related to the topic for each group. The students learnt more enjoyable and meaningful even most of the students spoke ungrammatically monologue, they enjoyed the activity and the process.

From the field note, it seemed they had memorized the things they described before in previous meeting. It meant that they had big effort to prepare their presentation. Even it was not natural, but here was progress in their learning English. Besides, the other progress was the students were active and motivated to ask the question when their friends had presentation.

In the teaching and learning process where show and tell technique was implemented to improve speaking skill, the researchers noticed some progress shown by the students in giving respond and asking the questions. It can be seen from the data gathered through field notes, observation sheets, interview, and also tests from the first cycle and second cycle also. From the whole research findings, it can be seen that show and tell technique is very useful to enhance the students in speaking.

CONCLUSION

Show and Tell technique was implemented by asking the students to bring realia as medium which is related to the topic of the lesson. Since the first

cycle implemented, the researchers noticed some improvement during the teaching and learning process, especially in the speaking skill. All the activities are design to improve students' speaking ability and help the students to be more active for doing presentation, asking some questions and also answering the questions in the teaching and learning process.

In the first cycle, the researchers found some improvement from the students' speaking ability. It can be seen from the students' motivation to learn and feeling enjoyable in the classroom. But the researchers still found some students who were not understand enough and they were not confident enough to speak up during the teaching and learning process. And there were some technical problems in implementing show and tell technique in teaching and learning process. Another problem is the object brought by the lecturer are to small. Some students who have limited vocabulary do not understand clearly from the lecturer's explanation because the lecturer used full English in explaining the materials and being too fast to explain the materials. The next problem is grouping process. In the first cycle, the lecturers ask the students to find their group freely. It made the group did not too effective because they chose their close friends. It made the group quality were not balance. All the problem were revised and implemented in cycle 2.

In cycle 2, the revisions of the cycle one were implemented. Based on the problem happened in the first cycle related to the students' difficulty to

understand the researchers' explanation by using full English. Then in the second cycle, the researchers changed the language by using code mixing. The researchers also brought a larger object as the sample for the students. And the next is the researchers classified the brightest students to become a leader for each group to lead the discussions and doing the question and answer session.

From the whole research findings, it can be seen that show and tell technique is very useful to enhance the students in the speaking. In addition, by implementing this technique, the students' speaking skill was improved. They were more confident, active, and also enthusiastic in the teaching and learning process.

From the data shown by the result of the current study and also many other previous research adopting the same technique, it could be concluded that show and tell technique can significantly improve students' speaking skill as well as the process of teaching and learning in which that technique is being implemented. In summary, show and tell technique improved students' speaking skill in intensive speaking class and also their motivation to practice in speaking. The result of this study also proved that this technique is effective to motivate the students to be more active, confident, and enthusiastic in speaking

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