

Efforts to Improve The Show and Tell Method on Speaking Skills In Class V Students

Mohammedalameen Ahmed
Politeknik Negeri Malang, Indonesia
gefarsweet2324@gmail.com

Rani Darmayanti
Universitas Muhammadiyah Malang, Indonesia
ranidarmayanti90@webmail.com

Usmiyatun
Universitas Terbuka, Indonesia
usmyfeda93@gmail.com

Nur 'Aini
Universitas Terbuka, Indonesia
nurainiaca56@gmail.com

Choirudin
Universitas Ma'arif Lampung, Indonesia
choirudin.umala@gmail.com

Samuel Karim
Ernest Bai Koroma, Makeni, Sierra Leone
samuel.karim047@gmail.com

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Abstrak Penelitian ini bertujuan untuk: 1) meningkatkan keterampilan berbicara melalui kegiatan pembelajaran dan 2) meningkatkan keterampilan berbicara menggunakan metode show-and-tell pada siswa kelas V SD Negeri 12 Selat Penuguan. Jenis penelitian ini adalah penelitian tindakan kelas. Subyek dalam penelitian ini adalah siswa kelas V SD Negeri 12 Selat Penuguan tahun ajaran 2022/2023 yang berjumlah 32 siswa. Desain penelitian mengacu pada penelitian tindakan kelas menurut Kemmis yang meliputi 1) perencanaan 2) pelaksanaan tindakan 3) observasi dan 4) refleksi. Metode pengumpulan data yang digunakan dalam metode ini adalah: 1) tes 2) observasi 3) dokumentasi. Teknik analisis data statistik deskriptif digunakan untuk menganalisis data kuantitatif yaitu nilai rata-rata, sedangkan model aliran digunakan untuk analisis data kualitatif.

Kata kunci: Anak Usia 5-6, Kognitif, Permainan

Abstract This study aims to: 1) improve speaking skills through learning activities and 2) improve speaking skills using the show-and-tell method for fifth-grade students at SD Negeri 12 Selat Penuguan. This type of research is classroom action research. The subjects in this research were class V students at SD Negeri 12 Penuguan Strait for the 2022/2023 academic year, totaling 32 students. The research design refers to classroom action research according to Kemmis which includes 1) planning 2) action implementation 3) observation and 4) reflection. The data collection methods used in this method are: 1) test 2) observation 3) documentation. Descriptive statistical data analysis techniques were used to analyze quantitative data, namely the average value, while the flow model was used for qualitative data analysis.

Keywords: elementary school children, role-playing method, speaking skill



Introduction

The main support for achieving the goals of good Indonesian human development and quality is education. According to (Adila et al., 2023; Munawaroh et al., 2017) education is the main and most important thing in the process of growth and development because humans are born in a helpless state, meaning that education needs assistance or assistance every child so that they are not hampered in learning. Furthermore (Darmayanti et al., 2023; Pertiwi et al., 2022) states that education must be of quality, meaning that in learning a student must experience the learning process effectively and be able to demonstrate a level of mastery of meaningful learning tasks. This is implemented at various levels of education in early childhood education (PAUD), elementary school (SD), Junior High School (SMP), Senior High School (SMA), and College.

According to Nugraha et al., (2020), Elementary School (SD) is the most basic level of formal education in Indonesia. Elementary schools are expected to have a major role in helping Indonesian people achieve their goals in life. In the educational process in elementary school, various kinds of knowledge will be studied which are divided into subjects, including Religion, Citizenship Education, Indonesian Language, Mathematics, Natural Sciences, Social Sciences, Arts, Sports, and various other scientific fields. expected to support students to prepare themselves to face life in the future.

One of the subjects that must be taught in elementary school is Indonesian. Indonesian is a support for success in learning all subjects. Cahyani(Saefudin & Fajriyah, 2017) revealed that "Indonesian language learning is directed at improving students' ability to communicate in Indonesian well and correctly, both orally and in writing, as well as fostering appreciation for the literary works of Indonesian people." That is, learning Indonesian is a long journey that every student goes through in learning Indonesian or a second language after the mother tongue. The scope of learning Indonesian in elementary schools includes 4 (four) components of language skills, namely listening/listening, reading, writing, and speaking.

Based on observations and initial interviews with Mr. Sariban at SD Negeri 12 Selat Penuguan, Banyuasin district, it was found that students still had difficulty speaking, most of them were still passive during class, did not want to ask questions, were silent when the teacher asked to speak, students stammered, hesitate to explain or tell the material being taught. This supports speaking skills which are still low, because when learning students only listen without asking questions, are hesitant in expressing opinions, students lack self-confidence when learning. The speaking skills of students in the high class (V) of SD Negeri 12 Selat Penuguan, Banyuasin Regency are still low, totaling 21 students. 12 students are classified as able to speak, while 9 students are not yet able to speak.

Based on the above problems, indicators of speaking skills are needed, including: as follows: According to (Cholily et al., 2023; Sari Jaya, 2019) There are three components of skill indicators speak, namely: 1). Pronunciation of speech is a sentence that is good and correct in saying or pronouncing a word in a language without mixing the local language when speaking, 2) intonation is the level of pitch in a sentence, 3) expression is the process of expressing intentions, feelings, and ideas through movement -someone's



gestures and expressions. Furthermore (Samsul, 2014) indicators used to measure students in speaking are four aspects, namely: 1) the accuracy of choosing words is a choice of words that are appropriate and suitable in conveying something so that the conversation is more meaningful, 2) fluency in speaking is fluency in speaking without stammering in conveying the contents of the conversation, 3) courage is the determination of the heart to do something without fear, 4) reasoning is the process of human thinking.

Based on the opinion above, it can be concluded that the researcher took 4 aspects of speaking skill indicators which have been adapted to operational verbs (KKO) for class V students, namely accuracy of word choice, fluency in speaking, intonation and expression to measure speaking skills in class V students. SD Negeri 12 Selat Penuguan, The purpose of this speaking skill indicator is as a reference for researchers in assessing students.

Based on the problems above, interesting learning methods are needed with the help of media so that teachers can create a learning atmosphere that can improve students' speaking skills. One learning method that can be used to overcome the problems above is the show-and-tell learning method with the help of pictures and personal objects. Show and Tell is an activity in the classroom that provides accuracy in learning by showing an object/picture in front of an audience so that students can tell a story in front of the class. The show-and-tell method can be applied in teaching speaking, this method can help to improve students' speaking skills because the show and tell method is a method that can help children to express their abilities, feelings,

Relevant research that supports the above problems is research conducted by (Ahmad Sultoni, 2016) The results of this research show that there is a significant influence between students who take part in learning using the show-and-tell method and students who take part in learning without using the show and tell method. Further research conducted by (Okusa, 2008) the results of the study showed that there was an increase in the percentage of mastery of classical speaking skills in cycle 1 of 81%, but in cycle II it increased to 94%.

Further research conducted by (Momon, 2020) The results of research in the application of the show and tell and media (bupaka) model show that 84.7% of students can have speaking skills, and 70% of students' voice volume is quite good, 50% of students can tell stories very well, 36.67% of children can tell stories well and 13.33% of children can tell stories quite well. This has been proven by using the show-and-tell method in teaching and learning activities to help students in learning so that learning outcomes improve. The aim to be achieved in this research is to determine the effect of the show-and-tell method on speaking skills in class V students at SD Negeri 12 Selat Penuguan, Banyuasin Regency.



Research Method

This type of research is a type of classroom action research (PTK) (Abus, 2023; Susilowati, 2018). This research is collaborative classroom action research. This means that researchers do not carry out research alone, but collaborate or collaborate with the school, namely the class V teacher at SDN 12 Selpen. Starting from determining the problem, planning learning steps, making lesson plans, designing instruments as observation guides, and determining steps using the show-and-tell method of learning. Collaborative research is where the teacher himself acts, while the researcher is observing the ongoing action process. In collaborative classroom research, essentially the researcher's position in PTK is part of the situation and conditions of the setting being researched. The subjects in this study were fifth-grade students at SDN 12 Selpen.

Result and Discussion

This research is an experimental research using three stages, namely giving the initial test (pretest), then giving the treatment (treatment), and giving the final test (posttest) (Dewi, 2018; Sunita et al., 2019). At the initial stage of the research, the researcher then carried out this research by preparing test sheets and documentation for data collection tools. Next, the researcher also prepared a Daily Learning Implementation Plan (RPP) for 8 meetings and used the show-and-tell learning method with the help of the media that would be used in the research. When carrying out research, researchers act as teachers during the teaching and learning process takes place.

In carrying out this research the first meeting on June 2 2021 students were given a pretest or initial test with the activity of filling out the speaking skill test sheets that had been distributed by the researchers. Furthermore, in giving treatment or treatment using the show and tell method with the help of media images. The first learning activity begins with a pretest or initial test in the experimental class on June 2 before being given treatment or treatment carried out in six meetings on June 3, June 4, June 5, June 6, June 7, June 8, June 2021. Then on the last meeting or posttest on June 10 2021 in the experimental class at 08:00-10:00 WIB. Research teaching and learning activities carried out by this researcher since the coronavirus pandemic (COVID-19),

The results of the data from this study, obtained from the data in the form of an oral test instrument, the aim is to be able to find out students' speaking skills. Because one of the student's abilities that must be developed is speaking skills because learning Indonesian is directed at increasing students' abilities to communicate properly and correctly, both orally and in writing. The results of the study, researchers used student assessment sheets to find out students' scores in their speaking skills, The average learning outcomes with the final test (posttest) were higher than the results of the initial test (pretest) where the average value (pretest) was 57 while the results final test (posttest) 76.34. This also shows that the average results of the final test (posttest) of the experimental class are better after being given treatment, which means that the results of students' speaking skills after being given the show-and-tell method have an effect compared to those without using the learning method. Based on this research, to be able to collect data obtained documentation techniques (photographs, videos in the research process). After being able to obtain data



on the results of the students' speaking skills test, it was also carried out by processing the data using data normality tests, data homogeneity, and simple linear regression. The data normality test was carried out by researchers to find out whether or not a distribution of data was normal.

Based on the calculations obtained from the posttest 0.08, the data normality test that can be obtained is 0.48 and the pretest obtained. This value lies between (-1) and (1) so it can be said that the data from these two classes can be normally distributed. Then, from the calculation results of the data homogeneity test for $F_{count} \leq F_{table}$ $1.03i \leq 4.30$, the variances can be declared homogeneous. Furthermore, after that data normality and data homogeneity testing can be carried out and it is stated that the data can be normally distributed and the variance in the research is homogeneous, then in the next stage hypothesis testing can be carried out from the results of the t-test calculation above, obtaining count = 4.21 when compared with table 20 is 1.725 meaning that \geq table then H_0 is rejected and H_a is accepted,

The results of this study are reinforced by the theory (Ahmed et al., 2021; Pawestri et al., 2022) that speaking skills are a delivery of knowledge in putting language skills into practice. The types of activities that elementary school children can do are discussions, telling stories, and making speeches to obtain information. Further strengthened by (Widyantara & Rasna, 2020) Speaking skills explain the ability to pronounce language sounds or words to express, express, or convey thoughts, ideas, and feelings. Further strengthened by (Arif et al., 2023; Parmiti, Desak Putu, 2018) show and tell method, which means showing a picture or personal object, show and tell is applied to help a student see what he sees, The show and tell method can be adapted to the material taught so that students understand better and can make it easier for students to express ideas in speaking, and can encourage students to express opinions, because the show and tell method can help students tell stories through the pictures they bring so that they can convey the story well.

Then, based on the theories above, the results of this research were also strengthened by previous researchers, namely research conducted by (Syazali et al., 2023) with the title "Improving Speaking Skills Through the Application of the Show and Tell Method for Elementary School Students 3 Banjar Java". The results of the research showed that there was an increase in the percentage of class completion in speaking skills in cycle 1 of 81%, but this increased in cycle II to 94%, which was then carried out by the researchers. (Arviani & Fajriyah, 2018) With the title "The Effectiveness of the Show and Tell Method for Improving Communication Skills on the Proclamation of Independence Material for Class V Students of Babalan State," the results of the research explain that there is a significant influence between students who take part in learning that uses the show and tell method and students who take part in learning without using the show method. and tell.

Based on the explanation of the relevant study theory above, it is stated that the results of this study have proven that there is influence and an increase in the use of the show-and-



tell method in speaking activities for students, meaning that it can be proven true that there is an effect of the show and tell method on students' speaking skills.

Conclusion

Based on the results of the research conducted by this researcher who is located at SDN 12 Selat Penuguan can be concluded that being able to answer the problem formulation in this research, namely before being given treatment through show and tell, is still relatively low. This can be seen from the results of the initial test (pretest) conducted by the researcher, the average student pretest score was 57. Meanwhile, after being given (treatment) eight meetings, the researcher conducted a final test or posttest of speaking skills based on the average score. The post-test will then carry out a final test (posttest) showing that student learning outcomes have an average value of 76.34.

Based on the calculations obtained from the posttest 0.08, the data normality test that can be obtained is 0.48 and the pretest obtained. This value lies between (-1) and (1) so it can be said that the data from these two classes can be normally distributed. Then, from the calculation results of the data homogeneity test for $F_{count} \leq F_{table}$ $1.031 \leq 4.30$, the variances can be declared homogeneous. Furthermore, after that testing of data normality and data homogeneity can be carried out and it is stated that the data can be normally distributed and the variance in the research is homogeneous, then in the next stage it can be tested the hypothesis from the results of the t-test calculation above, it is obtained count = 4.21 when compared with table 20 is 1.725 meaning that H_0 is rejected and H_a is accepted.

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