

# The influence of the show and tell learning method on speaking skills in class IV students learning Indonesian Elementary School of Kebayoran Lama Selatan 12

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## ABSTRACT

This research aims to find out how influential the application of the show and tell learning method is on the speaking skills of class IV students at SDN Negeri Kebayoran Lama Selatan 12. The method used in this research is experimental. The research started from observations and interviews at school and then formulated a problem formulation with references from several journals, e-books and books. then continued with trials and comparing learning outcomes using conventional methods and after using the show and call method. From the results of the research, it can be seen that the number of students whose scores did not reach KKM in speaking skills using conventional learning and then using the show and tell method was 19 students, decreasing to 5 students with a percentage of 56%. Then further research was carried out using the show and tell method to obtain successful results. students 71.42% of which the value increased 15.42%.

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## 1. Introduction

Speaking skills are skills used in everyday life to interact and convey what is felt and needed. As stated (Andayani, 2015), speaking skills function to convey information, ideas or ideas from a speaker (communicator) to a listener (communicant). When speaking, in order for listeners to receive information well, someone must convey the message correctly and clearly.

Speaking skills have almost the same function, to communicate, convey thoughts or ideas and for interaction needs in everyday life. It can be understood that speaking aims to help humans communicate. Communication is the sending and receiving of news or messages between two or even more people so that the message can be understood and conveyed well. Therefore, a person must experience a learning process to communicate because language is not a natural science that humans acquire. A teacher must apply good and correct speaking methods so that they can serve as an example for students and become a means for students to improve their speaking skills. Teachers must train children's speaking through supportive methods and techniques.

Based on observations made by researchers, the obstacles encountered at SD Negeri Kebayoran Lama Selatan 12 in learning Indonesian in fourth grade were students' obstacles in making a sentence and saying it in front of the class, there were several grammatical errors, several errors in pronouncing words, communication. which is not at all understood, there are errors in the language. Students' speaking skills cannot be considered to have achieved the expected goals. After paying attention, it turned out that students did not like asking questions

and chose to be quiet and listen to the teacher's explanation. This makes students less skilled at communicating with teachers.

Furthermore, through the results of observations, researchers also saw the learning process using the lecture method and classic note-taking techniques. This was due to the lack of new ideas and teacher creativity in packaging learning material in an interesting way or method so that it influenced the improvement of students' skills. As a result, the information conveyed during learning is less conveyed and sticks with students and students' speaking skills become weak.

Learning speaking skills in elementary school must be facilitated by teachers who make learning fun so that students can more easily master the learning. As stated by (Andayani, 2015), a teacher should master the material and skills in teaching, and be able to teach knowledge to students, have a lot of experience, know various speaking techniques, and be able to practice them in teaching speaking. In line with this (Maruti, 2016) also said that in learning Indonesian teachers must pay attention to three components, namely planning, implementation and evaluation. Planning includes activities (1) preparing learning scenarios; (2) determining learning materials; (3) determining learning media or tools; (4) design of task formation and learning evaluation and (5) design of class organization. Learning implementation activities contain activities that have been previously designed. Then the learning evaluation activities contain process assessment activities to measure learning outcomes.

From the explanation above, it can be seen that learning speaking skills in elementary school cannot be separated from the teacher's ability. Therefore, students need to receive intensive direction and guidance from the teacher. This needs to be done through testing and practice for students and providing the widest possible opportunities for students to develop potential related to the skills being studied. In classroom learning, students prefer activities that are related to everyday life and use language that is easy for children to understand. When learning material is linked to things that students know, students will actively express their opinions and ideas regarding this matter.

A skill cannot be taught to students by just lecturing, but more than that, teachers need to provide direct experience to students (learning by doing). Learning methods that are considered capable of improving speaking skills in elementary school are methods that meet the criteria for achieving goals, (Andayani, 2015) explains several criteria for learning methods, namely being relevant to the goal, making it easier for students to understand the material, then teachers and students can develop process skills material, students can apply learning experiences, teachers can attract students' attention to learning, can develop students' skills, can be easily implemented and create a pleasant learning atmosphere. If there is a connection between learning methods and experiences, the means of realizing learning experiences should be to use methods that have been designed for implementing certain learning.

From the several theories above, it can be seen that teachers must be skilled in choosing methods in order to help students deepen their own speaking skills. Communicating is important and speaking skills can really help students to apply communication well in everyday life. Teachers can act as facilitators and motivators who can help students acquire optimal speaking skills. The method that can be used is the show and tell method. Show and tell is the activity of showing and explaining/telling to the audience. Kindergartens and elementary schools usually use the show and tell method to develop public speaking.

As stated by (Kaltsum, 2018) entitled "Application of the Show and Tell Discussion Method in Improving Communication Skills in Grade 3 Elementary School Students" which concluded that the show and tell method could improve communication skills in Grade III

students at SDN Jati Sidoarjo. This can be seen from the reduced level of difficulty faced by students when conveying what they have read and expressing their opinions using the students' own language. Then it can also be proven that students' communication skills are increasing and students are increasingly mastering their language.

Meanwhile (Rosita, 2019) stated through the results of her research entitled "Increasing Children's Self-Confidence Through the Show and Tell Method in Group B2 Taudatul Atfhal Perwanida Kemangsen Balongbendo Sidoarjo" stating that using the show and tell method during the learning process can produce a percentage of completeness in learning and can increase students' self-confidence in accordance with expectations.

Through previous research, it can be seen that the show and tell method can help teachers to increase students' activeness in class when studying, increase students' communication skills and also increase students' self-confidence. However, this cannot be separated from a teacher's ability to become a facilitator in the classroom learning process.

From the explanation above, this research focuses on the influence of the show and tell learning method on speaking skills in fourth grade students at SDN Kebayoran Lama Selatan 12. Speaking skills are important to support daily life, where speaking can help someone to convey something. However, because this material raises a lot of discussion about tragedies or events and is related to the teacher's ability to teach so that children do not get bored, it is very important to have a learning environment that supports students' interest in learning, especially in local history material.

## **2. Method**

The research method used in this research is an experimental method, which means examining the effect of treatment on behavior that arises as a result of treatment. The experimental research method is one of the methods in quantitative research. According to (Payadnya & Jayantika, 2018) experiments are intended to manipulate, meaning changing the way it is carried out (treatment). The implementation of this research is manipulation, meaning that one or more causal relationships are carried out in the experimental group and comparing the results with groups that were not manipulated.

The design used in this research is a quasi-experimental design. According to (Payadnya & Jayantika, 2018) quasi-experimental research or quasi-experimental research is experimental research that is not as strong as pure experimentation. Then, if there are many types of variables that cannot be controlled, it is called a quasi-experiment. The development of true experimental design is a form of design from difficult experiments.

This research uses a quasi-experimental design, namely Pretest-Posttest Only Control Group Design, where the researcher gives an initial test (pre-test) before the research begins to obtain residual values, then to draw research conclusions, the researcher carries out post-test activities.

## **3. Result and Discussion**

This research was carried out to determine the effect of the show and tell method on the speaking skills of class IV students at SDN 09 Pagi Duren Tiga. In this study, many samples were taken, namely class IV with a total of 35 students. This research includes experimental research with a quasi-experimental or quasi-experimental pattern because this research aims to find out the causes and effects and how big the effect of using a method or treatment is to improve students' abilities in a particular field. The procedure used in this research is to provide teaching using the show and tell method which can involve all students to participate. In the initial stage of the research, the researcher, assisted by the homeroom teacher, gave a pre-test assignment which aimed to find out how much students were capable of speaking

skills. Then, after the pre-test was given to the students, the researchers began to observe and assess the results of the students' speaking abilities using conventional learning methods. From the results, researchers can find out how much students are capable of speaking skills. Then the researcher was assisted by the homeroom teacher to plan the next lesson using the show and tell method, where the learning was still carried out by the homeroom teacher and the researcher observed and helped provide grades for student learning outcomes and carried out the learning to be used as a post-test assessment.

The results of the post-test that have been obtained are used by researchers as a basis for finding out the differences and effects that occur if learning is varied using the show and tell method. Based on the test method, in this case the researcher provides a learning outcomes test in the form of practice in which students display their speaking skills according to the child's experience and schemata according to the theme being used. Teachers also participate when students show their abilities by stimulating, motivating and providing direction so that students learn well and correctly.

The results of the research and data collection were then calculated using the SPSS application, stating that the data was normally distributed and homogeneous. Then proceed with determining the hypothesis using manual calculations with the t-test formula which shows that there is a significant influence from the use of the show and tell method on the speaking ability of class IV students at SDN 09 Pagi Duren Tiga. This shows that the results of each student's ability to apply methods that can stimulate are quite satisfactory compared to using conventional standard methods which only provide challenging tasks to students. Which can be seen from the  $t\text{-count} > t\text{-table value}$ , so  $H_0$  is rejected and  $H_1$  is accepted. Which means there is an influence of applying the show and tell method on the speaking skills of class IV students at SDN 09 Pagi Duren Tiga. As stated by (Siti Ulfiyani, 2016) that Indonesian language learning must be creative, fun and teachers must be innovative so that learning objectives are achieved.

Show and tell is one method that teachers can use to develop students' speaking skills. This can be proven by the average score obtained at the end of the test, namely 3.5, which is categorized as good and almost perfect. Compared to previous learning without using a method (pre-test) with a result of 2.8. After calculating it, it can be seen that the success score obtained by students during the pre-test was 56% and the post-test was 71.42%, there was an increase of 15.42%, which is a quite significant increase in score. Therefore, by applying the show and tell method which can adapt to experience and knowledge, it can improve students' speaking skills in learning Indonesian.

#### **4. Conclusion**

Based on the results of quantitative experimental research using observation, interviews and test techniques carried out at SDN KEBAYORAN LAMA SELATAN 12 regarding speaking skills in Indonesian language learning for the 2020/2021 academic year, several conclusions can be drawn. In accordance with the data obtained by researchers, when carrying out speaking skills learning activities in Indonesian language subjects, it can be seen that grades are not only obtained through writing or material. Where students carry out practice to show students' speaking abilities.

Factors that influence students' speaking abilities include, students will be more active if there is good stimulus from the teacher. Then it is easier for students to express sentences based on experiences and things related to students' daily lives. Some students have difficulty telling or stating a sentence if they are not given a good stimulus, moreover students have to think for themselves what they will say. Students can also experience difficulties if they have to convey a sentence about something that is new to them or even just found out about it

through learning material, because students have to understand it first and then put it into a sentence that the student can convey.

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