The Effect of Show and Tell Method on Students' Speaking Skill of the Tenth AKL *(Akuntansi dan Keuangan Lembaga)* Grade at SMK Sritanjung Banyuwangi

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ABSTRACT

A valuable learning environment is influential to improve speaking skills among students. Teachers need to apply more learning approach to engage the students effectively and lead to optimalized their speaking skill improvement. There is a method that is accepted to enhance students' speaking skill, and it is called as Show-and-Tell method. The objective of this research is to determine wether there is any effect or not about show and tell method on students' speaking skills of the tenth AKL grade at SMK Sritanjung Banyuwangi. This research used pre-experimental quantitative (one-group pre-test and post-test design). The researchers used monologue oral test in collecting the data. There were nine students of the tenth AKL grade in this research. The data was calculated by using SPSS Calculation of Wilcoxon Test. The results showed that there was effect of Show and Tell Method on students' speaking skills of the tenth AKL grade at SMK Sritanjung Banyuwangi. Since this method is interactive, it is well-suited to address the speaking challenges faced by students at SMK Sritanjung Banyuwangi.

Keywords: *Show and Tell Method; Speaking Skill; Monologue Oral Test*

A. Introduction

As a foreign or second language (EFL/ESL), mastering English speaking skill poses a significant challenge for students (Wulandari et al., 2022). Despite the increasing necessity for effective communication in the modern world, many students struggle with this skill, impacting their performance in essential activities such as job interviews, group discussions, and oral presentations. Observations at SMK Sritanjung Banyuwangi have revealed specific difficulties among tenth-grade AKL students, including limited vocabulary, poor pronunciation, lack of confidence, and fluency issues. These challenges are exacerbated by a one-way teaching approach and the implementation of the new Merdeka Curriculum, which necessitates innovative teaching strategies to enhance speaking skill (Setiawan et al., 2022).

A conducive learning environment is crucial for developing speaking skill among students. However, teachers need to apply more learning approach to engage the students effectively and lead to optimalized their speaking abilities development. Based on some previous researches indicates that one of interactive methods namely Show-and-Tell method is believed in improving students' speaking skill. This method, known for its effectiveness in engaging students and fostering self-expression, allows learners to present objects or concepts and discuss them with peers, thereby improving their speaking skill (Cusworth, 1995). By encouraging students to articulate their thoughts and receive feedback, the Show-and-Tell method not only enhances their confidence but also adapts to diverse learning styles (Furwana & Iksan, 2020). The literature on teaching speaking skill highlights the importance of integrating both fluency and accuracy in language practice. The most important elements of speaking are grammar, fluency, accuracy, vocabulary, and pronunciation (Duong, 2014). Various classroom speaking performances, such as imitative, intensive, responsive, transactional, interpersonal, and extensive (monologue) activities, cater to different levels of student proficiency (Guebba, 2021). The principles of teaching speaking emphasize the need for interactive, meaningful, and contextually relevant activities to foster students' speaking abilities.

The Show-and-Tell method is a teaching strategy that directs students to present their objects and share their related stories. In presenting their objects, the students show an item of personal significance to the class, then they ask to explain their experiences, memories, or reasons about the object. This method is proven to be effective in enhancing speaking skill (Wulandari et al, 2022). By engaging in this method, students practice public speaking, problem-solving, and vocabulary expansion. The steps of this method are pre-teaching, while teaching, and post-teaching to ensure a comprehensive approach to developing speaking skill (Sulaika, 2023). Pre-teaching involves introducing the method and its benefits, which includes explaining to students what they will be doing, discussing the purpose of the activity, and setting expectations for their presentations. Then in while-teaching, the teacher focuses on student presentations and peer feedback, where students take turns presenting their objects and stories, while their peers listen and provide constructive feedback, helping them to improve their speaking skill and

confidence. The last, there are reflective discussions and follow-up assignments in post-teaching, which include analyse the strengths and areas for improvement in the presentations, as well as assigning related tasks that reinforce the skill practiced during the activity, such as writing a reflection or preparing for a similar presentation in the future.

Researchers used the pre-experimental research because it is the simplest research design to observe the changes in a group of subjects after being given a certain treatment that is suspected of causing the change. So based on this academic basis reason, the researchers used this research design in order to know whether there is effect or not of the Show-and-Tell method (as the treatment given) on students' speaking skill (focus on grammar, pronunciation, fluency, vocabulary and content by using the recount text material as the media). This study seeks to provide empirical evidence on the effectiveness of this method and offer practical insights for teachers, students at tenth-grade AKL students at SMK Sritanjung Banyuwangi, and other researchers.

B. Research Method

The researchers used pre-experimental research particularly one-group pretest-posttest design because the researchers could observe the changes in a group of subjects after being given a certain treatment that is suspected of causing the change this research design. So based on this academic basis, the researchers used pre-experimental research in order to know whether there is effect or not of the Show-and-Tell method on students' speaking skill (focus on grammar, pronunciation, fluency, vocabulary and content). The following table is table of one-group pretest – posttest design :

Table 1. Table of One-Group Pretest – Posttest Design

Pretest Score	Treatment with S&T Method	Posttest Score
O_1	X	O_2

One-group pretest – posttest design is a research design that is given treatment then the results of the treatment (posttest) will be compared with the results before treatment (pretest) (Sugiyono, 2020).

In collecting the data, the researchers used teacher made test as the instrument to collect the data. The instrument utilized as a tool to measure the variables studied (Sugiyono, 2015). The test was in the form of monologue oral test . The students read the recount text orally (read aloud) one by one in front of the class. Then, the researchers recorded their voice and so that the researcher could replay the recording to avoid subjectivity. After that, the researchers analysed the monologue oral test by using scoring rubric in speaking skills, namely content, grammar, pronunciation, fluency and vocabulary. The scoring rubric used in assessing the speaking test as follows :

Table 2. Scoring Rubric of Speaking Test

Aspect	Score	Criteria
Grammar	5	The grammar is clear and correct
	4	The grammar has few errors but can be understood easily
	3	The grammar has some error but can still be understood
	2	The grammar is frequently unintelligible
	1	The grammar errors are frequent and hard to be understood
Pronunciation	5	Pronunciation is clear and correct
	4	A few pronunciation unclear or errors but can be understood
	3	There are some errors in pronunciation but still can be understood
	2	Pronunciation is frequently unintelligible
	1	Errors in pronunciation are frequent
Fluency	5	Speak fluently with only slight hesitations
	4	Speak fluently with occasional hesitation
	3	Speak hesitantly because of recalling and searching for words
	2	Speak in single words, short and slow
	1	No specific fluency description
Vocabulary	5	Used varied vocabularies which are appropriate with the context
	4	A few vocabularies used which are inappropriate with the context
	3	Able to speak with some various vocabulary
	2	Has speaking vocabulary to express themselves simply
	1	Speaking vocabulary inadequate
Content	5	The content is clear and correct
	4	A few unclear or errors, but can be understood easily
	3	There are some error but can still be understood
	2	The content is frequently unintelligible
	1	The content errors are frequent

(Adapted from Brown, 2004)

In conducting data analysis, the researchers used SPSS Calculation of Wilcoxon test. It is a non-parametric test designed to examine the significance of differences

between two paired data that were ordinal scale but not normally distributed. The SPSS Calculation of Wilcoxon formula describes below:

$$Z = \frac{T - 1/4N(N+1)}{\sqrt{1/24(N)(N+1)(2N+1)}}$$

Note :

T = Smallest difference

N = Number of samples

The analysis was conducted by statistical software namely Statistical Product and Service Solutions (SPSS) 23.00 version.

C. Research Finding and Discussion

- **Research Finding**

The research was conducted on Wednesday, at June 19th 2024 until June 22th 2024, and there were nine students as the respondent in this research. The following is result of pre-test :

Table 3. The Result of Pre-Test

No.	NAME	GRAMMAR	PRONUNCIATION	FLUENCY	VOCABULARY	CONTENT	TOTAL SCORE	CONVERSION SCORE
1.	DAA	4	3	3	4	3	17	68
2.	EM	3	2	2	3	2	12	48
3.	JP	2	2	2	3	3	12	48
4.	S	3	2	3	4	3	15	60
5.	TKS	3	2	3	4	3	15	60
6.	MW	3	2	2	3	2	12	48
7.	RI	1	1	3	1	1	7	28
8.	ANJ	4	3	4	3	3	17	68
9.	SAR	3	2	3	4	2	14	56

Average	3	2	3	3	2	13	54

In pre-test, the respondent were given 4-minute time in speaking presentation. The researchers recorded their presentation. The indicators of speaking skill test are grammar, pronunciation, fluency, vocabulary, and content. The pre-test mean score was 54. There was no students scored above 75, and the highest and lowest scores were 68 and 28.

After conducting four treatment sessions, the post-test results were analyzed similarly to the pre-test. The following table is the result of post-test :

Table 4. The Result of Post-Test

No.	NAME	ASPECT (POST-TEST)					TOTAL SCORE	CONVERSION SCORE
		GRAMMAR	PRONUNCIATION	FLUENCY	VOCABULARY	CONTENT		
1.	DAA	5	4	4	5	5	23	92
2.	EM	4	3	4	4	4	19	76
3.	JP	5	5	5	5	5	25	100
4.	S	5	4	5	5	5	24	96
5.	TKS	5	3	4	4	4	20	80
6.	MW	4	2	4	4	3	17	68
7.	RI	1	1	3	1	2	8	32
8.	ANJ	4	3	4	3	4	18	72
9.	SAR	3	3	3	4	3	16	64
Average		4	3	4	4	4	19	75

In the post-test, the respondent were given 4-minute time in speaking presentation. The researchers recorded their presentation. The indicators of speaking skill test are grammar, pronunciation, fluency, vocabulary, and content. The mean score of the post-test was 75, and the highest and lowest scores were 100 and of 32.

The SPSS Calculation of Wilcoxon test was a form of non-parametric test used when the data was not normal and there was difference average of two paired samples (Blumberg & Schindler, 2014). The following is SPSS Calculation of Wilcoxon Test :

Table 5. SPSS Calculation of Wilcoxon Test

RANKS		N	Mean Rank	Sum of Ranks
PRETEST-POSTTEST	Negative Ranks	0[a]	.00	.00
	Positive Ranks	9[b]	5.00	45.00
	Ties	0[c]		
	Total	9		
A. POSTTEST < PRETEST				
B. POSTTEST > PRETEST				
C. POSTTEST = PRETEST				

The results show that there was no any negative difference in pre-test and post-test speaking scores, indicating there was no any decrease. Nine students had positive differences, with a mean rank of 5.00 and a sum rank of 45.00, reflecting an increase in speaking results, and there was no any ties or similar score between both pre-test and post-test.

The hypothesis verification aimed to determine wether there is effect or not about show and tell method on students' speaking skill of the tenth AKL grade at SMK Sritanjung Banyuwangi. The description of Ha (alternative hypothesis) in this reseacrch is there is effect of Show and Tell method on students' speaking skills of the tenth AKL grade at SMK Sritanjung Banyuwangi, and the description of Ho (null hypothesis) is there is no any effect of Show and Tell method on students' speaking skill of the tenth AKL grade at SMK Sritanjung Banyuwangi. Furthermore, Ha is accepted and Ho is rejected if the Wilcoxon test value is less than 0.05. The following is SPSS Calculation of Wilcoxon Test on Hypothesis Verification :

Statistics Test	
	Posttest - Pretest
Z	-2.670^{b}
Asymp. Sig. (2-tailed)	.008

| a. Wilcoxon Signed Ranks Test |
| b. Based on negative ranks. |

Picture 1. SPSS Calculation of Wilcoxon Test on Hypothesis Verification

The result in SPSS calculation showed that Wilcoxon test value is 0.008, and it means that the Wilcoxon test value is smaller than 0.05. The coefficient was $Z = -2.670$, indicating a difference between the pre-test and post-test scores. Since the Wilcoxon test value is smaller than 0.05, so it can be concluded that Ha is accepted Ho is rejected. It indicates that there is effect of the Show and Tell method on the speaking skill of the 10th grade AKL students at SMK Sritanjung Banyuwangi.

Discussion

Based on the students' speaking test result on the pre-test, most of the respondents were not be able to present their speech in front of the class. While in post-test, they were be able to present their speech and their scores in post-test were better than pre-test. After analysing the result of the students' speaking test, the researcher found that Show and Tell method was more effective to increase their speaking skill. They easily adapted the method in learning because they practiced how to articulate their thoughts and developed the confidence to speak as well. This method helps students to gain the positive attitudes and focus to the sentence clues of the picture. This method is suitable to be implemented in learning speaking skill because the students can explore how to connect the word with their chosen object. Thereby, they could have deeper thought in organizing word of their object. Show and Tell method gives students the opportunity to share oral narratives about objects or experiences, improving their communication skills (Barletta, 2008). In addition, the use of the Show and Tell method can improve students' speaking skill (Siagian, 2019; Nurpiani, 2023). Students learn how to concentrate with pictures as instructions. This method is suitable for students that learn speaking skills because it is a kind of learning styles that could be used to find a conversation map. In addition, the respondents enjoyed the activities when they practiced the Show and Tell method in the class.

D. Conclusion

Based on the research results and data analysis, there is effect of Show and Tell method on students' speaking skill of the tenth AKL grade at SMK Sritanjung Banyuwangi. The results of the SPSS calculation in the table shows that the wilcoxon test value is 0.01. Tt means that the Wilcoxon test value is smaller than 0.05 (0.01 < 0.05), so Ha is accepted, and since Z is -2.371, the negative number explains that there is difference between the pre-test and post-test scores. In brief, there is effect of Show and Tell method on students' speaking skill of the tenth AKL grade at SMK Sritanjung Banyuwangi. Since this method is interactive and alignment with the goals of the Merdeka Curriculum, this method well-suited to address the speaking challenges faced by students at SMK Sritanjung Banyuwangi.

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