The Effect of Show and Tell Toward Students' Speaking Skill at The Eighth Grade Students of Islamic Junior High School Darul Ulum West Jakarta in Academic Year 2021/2022

Ilhamy Ilyas Gunadiputra [1], Rizdki Elang Gumelar [2], Raisa Rahmi Sari [3]

[1] English Education Department, Teacher Training and Education Faculty, University of Mathla'ul Anwar
[2] English Education Department, Teacher Training and Education Faculty, University of Mathla'ul Anwar
[3] MTs DarulUlum Jakarta

ARTICLE INFO

ABSTRACT

This study aims to investigate the effect of Show and Tell Toward Students' Speaking Skill at The Eighth Grade Students of Islamic Junior High School Darul Ulum West Jakarta in Academic Year 2021/2022. This study used quantitative approach with quasi experimental method using pre-test post-test control and experimental group design. In this research the researcher used cluster random sampling technique with total of sample is 60 students. In order to analyze the data, the researcher used statistical computation by using SPSS software. After conducting the research by giving pre-test and post-test to experimental class by using show and tell and storytelling in control class, the researcher calculate the pre-requirement of research analysis (normality and homogeneity test). The result of normality test shows that p-value (0.069, 0.066, 0.062, and 0.086) are higher than $\alpha = 0.05$, on the other word the data is normally distributed, while the result of homogeneity test shows that p-value of Pre-Test is $(0,756) > \alpha = 0.05$ and p-value Post-Test is $(0,288) > \alpha = 0.05$, on the other word, the data are homogenous. The last step is calculating the t-test, the kind of t-test used is Paired Sample T-test. The result shows that sig. (2-tailed) = 0.000 < 0.05, it means that Show and Tell has significant effect to increasing students' speaking skill.

INTRODUCTION

English as a millennial language is the most important language that should be understood by everyone in this 4.0 era. In Indonesia, English also is one of the most important elements in education to develop human sources. As a foreign language, English is formally taught in schools from junior high school until university. It has become an obligatory subject and one of the subjects examined in the National Examination. Many people used English to communicate with the other

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[1] Corresponding author's address: English Education Department of Teacher Training and Education Faculty, University of Mathla'ul Anwar, Banten, Indonesia
e-mail: gunadyslexia@gmail.com

[2] Corresponding author's address: English Education Department of Teacher Training and Education Faculty, University of Mathla'ul Anwar, Banten, Indonesia
e-mail: qq_riezkyelang@yahoo.com

[3] Corresponding author's address: MTs Darul Ulum Jakarta
e-mail: raisarahmisari.rrs@gmail.com

people in the whole of world. Furthermore, many human life activities in this era of globalization are faced in many English sources, for example the students' activities in school. Students would face English when they want to find out learning material like when they are browsing the internet, reading the newspaper, reading the course, watching TV and so on, almost all those activities are using English.

English contributes to all aspects of life, such as; education, social, politics, culture, technology, and economy. Related to aspect of education, English is needed to be mastered by students in order to be able to communicate either in written or spoken forms. Speaking is a kind of English skill; many people say that this skill is a part of the most difficult English skill. A lot of people recognize that speaking in a new language is harder than others like reading, listening or writing. This happens for two reasons. First, unlike reading or writing, the people feel that the speaking is very difficult because it happens in real time: usually the person we are talking to is waiting for us to speak right then. Second, the speaking that has given to the hearer, it cannot repeat anymore. For example, when we speak, we cannot edit and revise what we wish to say, as we can if we are writing.

English has been taught from elementary until senior high school; unfortunately, in fact the students' speaking skill in junior or even senior high school is still low, especially the school that is being taught by researcher now, Islamic Junior High School (MTs.) Darul Ulum, there are many students cannot communicate in English correctly. Students cannot communicate in good English. Sometimes they are not confident enough to speak English when they face English lesson in the class. This condition made the using of spoken language in English is avoided by the students in their habit. This problem happens because the components of speaking are not mastered by the students deeply like in pronunciation, fluency, vocabulary use, grammar, comprehensibility, etc. The specific problem in the field showed that the students' pronunciation and fluency are low. This problem happens because the students never practice a lot and the teachers often neglect pronunciation during teaching process.

Besides, students' spoken English is not sounded natural. Many students spoke too long to compose utterances. These happen because the students are seldom participated actively during the day. They have lack of exposure and practice in speaking out of school. These conditions make them get difficulties to speak English fluently during the process of teaching and learning. Besides, the low students' vocabulary also is one of crucial problems in the field; the vocabularies are not mastered by the students. This happens because they are too lazy to open the dictionary and also they are too difficult to access the interesting English material. The way to overcome and solve this problem is still considered by the teachers over there. The English teachers who teach in that school don't have appropriate teaching technique and teaching media in improving students' speaking skill.

Furthermore, in order to be success on the process of teaching and learning, teacher professionalism must be improved. The teacher as a figure at school should be able to create a good atmosphere in the class, innovative, creative and fun. Here the professionalism of teacher is needed because teaching and learning process would be more interesting if the teachers can create an attractive atmosphere in the class and use appropriate teaching technique.

Appropriate teaching technique helps students to the betterment in mastery of this skill. Two examples of the appropriate technique on developing students' speaking skill are storytelling and show-and-tell. Storytelling has a general function in language and also one of the main ingredients of casual conversation. In this case the students can learn through their stories not only practice an essential skill, but they can also get to know one another because we are our stories.

Both of techniques are used in English learning in which it is believed can improve English especially in speaking skill. The researcher is really interested for choosing both techniques (Storytelling and Show-And-Tell) because these techniques not only are considered as the easiest

technique but also as the most appropriate technique for speaking at that school. These techniques provide the things and pictures. By doing these techniques students can be easily to remember not only the vocabularies but also the framework of speaking.

Speaking

According to Herbert and Eve (in Musliadi, 2016:76), speaking is fundamentally an instrumental act. It means that the speakers talk in order to have some effect on their listener, just like when the speakers assert, ask, and request something to the listener, of course it is purposed in order to have some effect on the listener. For example: the speakers give information which can change the listeners' knowledge, pose question for information, and ask them to do things. Furthermore, they also said that the difficult of speaking is deceptive; this becomes obvious when people attempt something like telling a story, explaining a joke, describing something. They find themselves planning where to start, what to include and what to omit, what words to use, and what route to take.

Furthermore, Brown (2001:267) defines that speaking is a two-way information transfer process involving a number of speakers. It involves the context in which the speaking process *happens.* Generally, many people use speaking as a tool of communication in daily interaction, so the speaker and listener must be able to build up a mutual communication in speaking activity. Brown also explained that speaking is inseparable from communication in a way that it can be used to show feeling, tell thoughts, pose questions, ask for help, argue for opinions, persuade people, explain something and give orders.

Fisher and Frey (2007:16) explain that speaking is the uniquely human act or process of sharing and exchanging information, ideas, and emotions using oral language. The goal of speaking is to achieve an interactive communication between the speaker and the listener. Teaching speaking is the activity where the teachers lead their students to improve their ability in expressing emotions, ideas or feeling orally.

Based on the definitions above the writer can conclude that in order to communicate each other, so the students need a tool to communicate, this tool could be said as speaking. Speaking is a tool to convey the meaning what the speaker want to utterance to the listener. Speaking skill is the skills that explore students' ability to express the words and to practice their articulation in order to produce a good pronunciation.

Furthermore, Brown (2004:141) proposed five categories of classroom speaking performance can be applied to kinds oral production that students are expected to carry out in the classroom. They are: Imitative, Intensive, Responsive, Interactive, and Extensive.

a. Imitative
   This is a basic type of speaking that imitates a word or phrase or possibly a sentence. Imitative is a phonetic level of oral production. Here, the lexical and grammatical of language might be included in the criterion performance. In imitative speaking, the learners will copy or reproduce the features of an original. In simple repetition task, the learners repeat the stimulus, whether it is a pair of words, a sentence, or perhaps a question to test for intonation production.

b. Intensive
   Intensive speaking is the next step after imitative. To practice some phonological or grammatical aspects of language, so it should be designed by including any speaking performance. Intensive speaking can be self-initiated or it can even from part of some pair work activity, where learners are "going over" certain forms of language. The learners are prompted to produce short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship. The assessment tasks of intensive speaking are direct response task, reading aloud, sentence

and dialogue completion; limited picture-cued task including simple sequences; and translation up to the simple sentence level.

c. Responsive

A good deal of student speech in the classroom is responsive, short replies to teacher or students initiated question or comment. These replies are usually sufficient and do not extend into dialogues, such speech can be meaningful and authentic. For the assessment tasks, the teacher will give the learner such as interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments.

d. Interactive

Interactive speaking is more complex than responsive. Both of them have interaction, but for interactive speaking the interaction itself is long. The interaction could be taken into two forms exactly transactional and interpersonal. The transactional language has the purpose of exchanging specific information, and the interpersonal has the purpose of maintaining social relationships. The examples of interactive speaking are interview, role play, discussion and conversation, and games.

e. Extensive

This is the last of basic type of speaking that involve complex, relatively lengthy stretches of discourse. In extensive speaking the learner is prompted how to be a good speaker. The learners could do the monologue in extensive speaking such as speeches, oral presentation, retelling a story, and picture-cued storytelling.

Based on the basic types of speaking that have explained above, on developing students speaking skill, this research focused the extensive speaking concept. It is considered as the suitable concept because the teaching techniques used are storytelling and show-and-tell. Both of techniques are belong to monologue in speaking. Those techniques were included into the treatment or teaching process. The students could do monologue in a form of storytelling and show-and-tell. Those would be presented in different classes. Some oral vocabularies like noun, time relatives, sentence connectors and the past tense of verbs (regular and irregular verb) would be developed in how to use correctly.

According to Brown (2004:157) speaking consists of some elements such as:

a. Pronunciation

In speaking, the speaker's pronunciation must be clear and easy to be comprehended, but in fact many learners especially non-native learners have got difficulties to acquire pronunciation just like native learners. The learners need a lot to learn the phonology in order to improve their pronunciation includes the role of individual sounds and sound segments. Richard and Renandya say (2003:157): "Pronunciation also known as phonology includes the role of individual sounds and sound segments, that is, features at the segmental level, as well as supra segmental features such as stress, rhythm, and intonation".

b. Grammar

Grammar formed a correct sentence in a language like Thornbury (2001:5) explains in his book. Grammar is the part of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus grammar is a description of the rules that govern how a language's sentences are formed. Furthermore, Richard & Renandya (20013:145) argued that, if we know about the grammatical rule of the language, so we would be able to use it for communication. Based on the explanation above, so we agree that grammar is very important for communication because we will know someone whole utterance by correct grammar. In the other word, the utterance will not be understood if the grammar itself

is wrong.

c. Vocabulary/Diction

In Richard & Renandya (2003:255) view, "vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write". As Richard & Renandya view, so it can be said that vocabulary is very important to be mastered by the learners in order to be able to speak. Without knowing many vocabularies, the learners are impossible to be able to utter their utterances.

d. Fluency

Many language learners targeted fluency in speaking as one of the competencies. In order to fluent, the learners should have fast speed of speaking and they should have small number of pauses. Thornbury (2005:6-7) said pausing is equally important; to draw breath speakers need to pause their utterance even proficient speakers need to stop from time to time to allow an utterance formulation, they need to catch up with its conceptualization. In contrary, frequent pausing is a sign of struggling speaker. If the speakers produce words with many pauses no matter how accurate the words are, so the speakers will not be judged as fluent speaker. Thornbury (2005:8) summarized the features of fluency as follow 1) Pauses may be long but frequent; 2) Pauses are usually filled; 3) Pauses occur at meaningful transition points; and 4) There are long runs of syllables and words between pauses.

Show and Tell

According to Tilaar (2013: 103) that Show and Tell (S&T) method is activity prioritizing the ability to communicate simple. The purpose of this activity is to train children to speak in front of the classroom and get children sensitive the simple things every day.

Suyanto (2005: 145) stated that the method shows and tell are used to uncover abilities, feelings, and the wishes of children. Every day the teacher can ask two or three children to tell you what you want disclosed. When children tell stories, teachers can conduct an assessment on the child. Teachers can continue topic talked about children as learning.

According to Musfiroh (2011: 34), there are several different types of show and tell that can be applied, which Show and Tell with personal objects, Show and Tell with the food, and Show and Tell with images and photos.

a. Show and Tell with personal objects

Students can bring personal objects for use when doing Show and Tell such as book, pen, ruler, wardrobe, backpack, shoes, etc.

b. Show and Tell with food

Food is the thing they need and have a strong range to develop responsibility and independence. When the child was show and tell the child can talk about the taste, the main ingredient for making food, colors, and so on.

c. Show and Tell with images and photos

Images and photos is relatively effective to stimulate the ability of manners, responsibility, and independence. For children, the ability to be well received through media stories helped with pictures or photographs.

Hoerr (2007: 94-95) stated that children can Show and Tell to use a work or a project that has been made. For example, children make a diorama that shows a scene from the novel or the life of Native American tribes. On the next day the child was standing beside diorama and tells the story of a diorama that shows some aspects of the life of the tribe.

Based on some of the opinions above, the application of the method Show and Tell can use food, drawings or photographs, new game tool, birthday gifts, tableware, children's work, and all the

objects that are considered attractive for children.

Laurie Patsalides in Musfiroh (2011: 8-9) stated that the benefitsshow and tell the method to develop some aspects. They are: children learn to talk and listen, become listeners and introduce themselves, make inquiries based on questions, make connections between children's responses with other children, anticipation and observation, critical speech skill practice, storytelling practice, learning equations and differences, using vocabulary, using language descriptive, thank you, and increase your confidence.

Related to the benefits put forward by Laurie Patsalides, the rise in confidence, this is also confirmed by Zingher (2011: 44) who stated that when children appear and tell will be a moment which shines for the child because of his increased confidence. Burrell in Ningsih (2014: 34) revealed the events and tells of his activities can improve the child's self-concept.

Based on several benefits of show and tell method, it can be concluded that there is one aspect that can be developed, that is social aspect. Emotional indicators increased confidence level. It will use as a guide in developing learning steps with show and tell method.

METHODOLOGY

There are some approaches and methodologies in writing research paper, and every research has its own research approach and method that is determined based on the purpose of the study. This research used quantitative approach with quasi experimental method using pre-test post-test control and experimental group design.

The researcher used pre-test and post-test design in both experimental and controlled class. The aim is to find out of the using of *Show and Tell* in enhancing students' speaking skill. The research design in this research could be seen as follows:
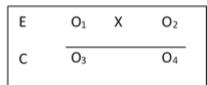
$$
\begin{array}{cccc}
E & O_1 & X & O_2 \\
\hline
C & O_3 & & O_4
\end{array}
$$

Figure 1. Research Design

Explanation:
E : Experimental class
C : Controlled class
O_1 : Result of Pre-test (in experimental class) O_3: Result of Pre-test (in controlled class)
X : Treatment that will be given for experimental class by using *Show and Tell*
O_2 : Result of Post-test (in experimental class)
O_4 : Result of Post-test (in controlled class)

(Sugiyono, 2014)

This research was conducted for three months starting on July until September 2021. The research was held at Islamic Junior High School (MTs.) Darul Ulum West Jakarta in the first semester of the academic 2021/2022, which is located at Jl. Kemanggisan Batusari No.4A, Palmerah, West Jakarta, and Province of DKI Jakarta. The total population of this research is 158 students and the sample of this research is 60 students from two classes. The instrument used in this research is speaking test**.** The speaking test was constructed based on the syllabus of its school. It was constructed by the test about show-and-tell test; the form of the test was re-telling.

Table 1. The Speaking Skill Blue Print

No	Basic competence	Indicator	Dimension	Number of Question	Form of the

						test
1	Mengungkapkan makna dalam wacana fungsional pendek dan monolog berbentuk narrative, dan review.	Siswa mampu menyebutkan latar (tempat, waktu kejadian) dari cerita	Pronunciation	1		Re- tell
		Menyebutkan tokoh dan sifat-sifatnya dalam cerita	Grammar	1		
		Menyebutkan urutan peristiwa dalam cerita				
		Menjelaskan amanat yang terkandung dalam cerita	Diction	1		
		Menyimpulkan dengan menceritakan	Fluency	1		
		Kembali dalam bentuk narasi				

Table 2. The Explanation of Each Scoring Elements

Score	Pronunciation	Grammar	Diction	Fluency
1	Pronunciation frequently unintelligible	Grammar almost entirely inappropriate or inaccurate.	Too many errors in vocabulary, communication is impeded	Several short periods of silence. Gaps without good recovery.
2	Noticeable pronunciation errors that occasionally confuse meaning	Noticeable errors that occasionally confuse meaning.	Noticeable vocabulary errors that occasionally confuse meaning.	Noticeable gaps that catch By listeners' attention usually Followed by recovery
3	Several pronunciation error, but main idea is understood without Problem	Several errors in syntax, but main idea is mostly clear	Mostly correct choice of vocabulary, meaning is clear.	Occasional hesitations but recovered well
4	One or two errors, but communication is mostly clear.	One or two errors, but communication is mostly clear	correct selection of words, some variety of vocabulary	Hesitations in one or two but immediately continued.
5	Few error; native-lie pronunciation	Few errors; communication of ideas are clear	Correct selection of words, variety of vocabulary	Hesitations at all.

Brown (2004:172-173)

Furthermore, the students' score will be determined by dividing student's gained score by the maximum score, in this test 20, and then multiplied by the weight 100%. The formula is as follow:

$$\text{Student's Score} = \frac{\text{Gained score}}{\text{Maximal score}} \times 100$$

To measure that the data collected is objective and quality of the instrument, so the instrument must be tested by using validity and reliability test. Before the instrument of the test is used to get the data in this research, it is tried out for the students. This is aimed to find the validity of the items of the test. The validity of a test represented the extent to which a test measured what it purposed to measure.

An instrument could be said as a good instrument if it had high validity. A valid instrument is not only giving the valid data, but also must be able to give the image of its data. In this case, the researcher measured the instrument whether it is valid or not. Here, the researcher also examined the validity and reliability before doing the test.

Validity is a measure that shows the levels of validity of an instrument. An instrument that is accepted as valid can provide what it wants, Ari Kunto (2013:211). The validity test data was taken in VIII.E class at Darul Ulum Islamic Junior High School by using two kinds of Narrative Text, they were; *Little Red Riding Hood* story and *Jack and The Beanstalk story.* For measuring the validity of speaking skill instrument, the researcher used content validity. There were four aspects which were measured; they were Pronunciation, Grammar, Diction and Fluency. And after validity test was done, the result was *Jack and The Beanstalk story* selected for the instrument with keep using four aspects; Pronunciation, Grammar, Diction and Fluency. It means that the test should contain competence or learning materials as they were intended to measure. In this study, the content validity was taken from the apply curriculum of junior high school in which teaching speaking emphasized that the students would able to express the information and the idea in a very simple functional speaking using various kinds of speaking language accurately, fluently and acceptably to get interaction with the nearest environment in the form of narrative text.

After the questions were valid, the next step was the researcher calculated the reliability of the instrument. This is the way to get the valid data in research because an instrument could be believed to be used if it has been good instrument. Beside the test of validity, the item of the test must be examined whether the test reliable or not. According Brown (2001:389) said, "Reliable test is consistent and dependable." And then, According Ari Kunto (2013:211) Reliability refers to an understanding that an instrument can be trusted enough to be used as a data collection tool because the instrument is good.

To analyze the reliability of instrument, the researcher used software program IBM SPSS statistic 22. To check the result reliability of the research can see in the reliability table from Mary L. McHugh bellow:

Table 3. Interpretation the Reliability

Distance of reliability	Interpretation
0,81 - 1,00	Very high
0,61 - 0,80	High
0,41 - 0,60	Moderate
0,21 - 0,41	Low
0,00 - 0,20	Very Low

The result of the interpretation questions was high. Can be seen the table for calculation of the reliability question.

Table 4. Result of Calculation of Question Reliability

Result of Reliability	Interpretation
0.727	High

Based on IBM SPSS 22, showed that r-account (0.727) was higher than r-table (0.355), so it could be said that the instrument was high reliable.

On data collecting technique, the researcher took eighth grade students of Darul Ulum Islamic Junior High School, determining which would be the experimental class and controlled class and saw the schedule for both of classes. The steps on collecting technique of the data could be seen as follows:

1. Arranging The Subject
   The researcher was grouping the materials (basic competencies) from the syllabus reference.

2. Giving The Pre-Test
   The researcher gave the Pre-Test to experiment and control class. Each of the class used one story to re-tell which was *Jack and The Beanstalk* story. The students did the monologue in a form of Show-and-Tell in experiment class or Storytelling in control class. The researcher limited time for each student to re-tell maximum in five minutes. Those would be presented in different way. Some oral vocabularies like noun, time relatives, sentence connectors and the past tense of verbs (regular and irregular verb) would be developed in how to use correctly.

3. Giving The Treatment
   The researcher gave five treatments in each experimental class and control class. The experimental Class was treated by using Show & Tell . The researcher gave them the pictures of a story. The pictures itself were given to them randomly. The students identified the pictures given. Then students arranged them into sequence pictures or correct order. After the pictures were correct, then the students learned those pictures. The students tried to find out how the suitable sentences of each pictures given. The use of vocabularies like noun, time relatives, sentence connectors and verb of simple past tense form both regular and irregular verb were emphasized here. The Controlled Class was treated by using Storytelling. The students were divided into four groups and the story also was divided into four sections. For the next development each group was given the text from the story that had divided before, and then the students learn it. The next step, the teacher invited them one by one from each group randomly till each group fulfilled the whole paragraphs from the story. Now each group had got the participants who had different paragraph, then every participants of group share the paragraph to the others in group until all of them comprehend the whole of the story.

2. Giving Post-test
   The post-test was conducted after the treatment; the aim was to test their ability on speaking skill. The researcher gave the Post-Test to experiment and control class. Each of the class used one story to re-tell which was *Jack and The Beanstalk* story. The students did the monologue in a form of Show-and-Tell in experiment class or Storytelling in control class. The researcher limited time for each student to re-tell maximum in five minutes. The form of the test was re-telling test or presentation. In the other word, the students would show and tell the topic based on the picture given. The speaking test was constructed based on the syllabus of its school.

To analyze gathered, the researcher used statistical computation, including scoring the result of the test, calculating the mean of both experiment and control group. Besides, the researcher calculated the standard deviation of each group and then found the significant differences by using t-test.

Furthermore, normality test is used for whether the data is normal or not. Therefore, before hypothesis test then first do test calculated normality data. (Sugiyono: 172). The researcher analysis the normality data in *Kolmogorov- Smirnov* in SPSS software 2.2 by comparing p-value with α = 0.05. Before variant analysis to use for hypothesis calculated, so then it need to variant homogeneity calculated before (Sugiyono:199). If p-value > α = 0,05.

In technique of data analysis, the researcher used t-test. According to Subana et al (2000:168) T-test is statistical test that is able to use in testing the difference or equality of two condition/treatment or two different groups which the principle is mean comparison of both groups. The scores taken are from the post-test as the result of study.

RESULT

This research is using two variables; they are independent variable and dependent variable. The independent variable is Show and Tell Method (X), and then the dependent variable is Speaking Skill (Y).

Table 5. The groups of the sample

Sample Group	Description
O1	Pre-Test of Experimental Group
O2	Post-Test of Experimental Group
O3	Pre-Test of Control Group
O4	Post-Test of Control Group

The data in this research is the score of speaking test between two groups (experimental and control). Both of them were tested pre-test and post-test.

Researcher got the result of descriptive data calculated with using SPSS 2.2 from table 4.2 and 4.3 about pre-test, post-test experiment class and control class, the result calculate can be seen in table 4.4:

Table 6. The output of description of the data after analyzing by SPSS 2.2

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experimental	30	65	90	76.67	7.581
Pre-test Controlled	30	55	95	74.50	8.939
Post-test Experimental	30	65	95	80.83	8.518
Post-test Controlled	30	55	95	78.33	11.167
Valid N (listwise)	30				

Based on the Table 4.4 above, the result of descriptive statistic pre-test experiment class minimum score is 65 and maximum score 90, the result of mean is 76.67 and standard deviation is 7.581, while the result of minimum post-test experiment class is 65 and score maximum 95, the result of mean is 80.83 and standard deviation is 8.518. The result of pre-test control class minimum is 55 and maximum score is 95, the score of mean 74.50 and standard deviation is 8.939, while the result of post-test minimum 55 and maximum score is 95, the mean score 78.33 and standard deviation is 11.167.

The hypothesis test in this research was doing data analysis with using normality and homogeneity test. Normality test is used to see whether the data is in normally distributed or not. Larson (2010:75) says the researchers should always look at the form of their data before conducting statistical tests. This is aimed to see whether the data are normal distributed or not. The researcher analyses the normality test in *Kolmogorov-Smirnov (Larson, 2010;74)* with software SPSS 2.2 by comparing the p-value with $\alpha = 0.05$. The estimations are if p-value > $\alpha = 0.05$, the data is in normally distributed.

Table 7. Normality Test of pre-test and post-test Experimental and Control class

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre-Test Experimental	.154	30	.069	.922	30	.030
	Post-Test Experimental	.154	30	.066	.944	30	.113
	Pre-Test Control	.156	30	.062	.954	30	.213
	Post-Test Control	.149	30	.086	.935	30	.065

a. Lilliefors Significance Correction

Based on the table 4.5 above, it could be seen that p-value (0.069, 0.066, 0.062, and 0.086) are higher than $\alpha = 0.05$. It means that H_1 is accepted. On the other word, the score on each group is normally distributed.

Before variant analysis to use for hypothesis calculated, so then it need to variant homogeneity calculated before (Sugiyono:199). If p-value > $\alpha = 0,05$ so the data is homogenous. Based on the quote above, the hypotheses are:

H_1 : The population are equal.
H_0 : The population are not equal.

The estimations are:

If p-value > $\alpha = 0.05$, the population are equal (H_1 is accepted and H_0 is rejected).
If p-value < $\alpha = 0.05$, the population are not equal (H_1 is rejected and H_0 is accepted).

The data below were gained from the score of reading test.

Table 8. Homogeneity Test of the data of Pre-Test in Control & Experimental Class

Test of Homogeneity of Variances

Hasil Belajar Siswa

Levene Statistic	df1	df2	Sig.
.098	1	58	.756

The statistic result showed that the score of homogeneity of pre-test between Control and Experimental class is higher than $\alpha = 0.05$. P-value (0.756) > $\alpha = 0.05$. The result of Homogeneity test is accepted. It means that the data is from equal population.

Table 9. **Homogeneity Test of the data of Post-Test in Control & Experimental Class**

Test of Homogeneity of Variances

Hasil Belajar Siswa

Levene Statistic	df1	df2	Sig.
1.150	1	58	.288

The statistic result showed that the score of homogeneity of post-test between Control and Experimental class is higher than $\alpha = 0.05$. P-value $(0.288) > \alpha = 0.05$. The result of Homogeneity test is accepted. It means that the data is from equal population.

After the data have fulfilled the pre-requirement of research analysis (normality and homogeneity test), so the next step is analysing the hypothesis. In analysing the hypothesis, this research used SPSS 2.2. The result of data analysis could be seen on the following table:

Table 10. The Result of hypothesis analysis used Paired Sample t-test

Paired Samples Test

| | | Paired Differences | | | | | | | |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | t | df | Sig. (2-tailed) |
					Lower	Upper			
Pair 1	Pre-test Experimental - Post-test Experimental	-4.167	5.584	1.019	-6.252	-2.082	-4.087	29	.000
Pair 2	Pre-test Controlled - Post-test Controlled	-3.833	5.200	.949	-5.775	-1.892	-4.038	29	.000

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Experimental	76.67	30	7.581	1.384
	Post-test Experimental	80.83	30	8.518	1.555
Pair 2	Pre-test Controlled	74.50	30	8.939	1.632
	Post-test Controlled	78.33	30	11.167	2.039

Based on the data above, so it could be concluded that:

Is there any significant effect of using Show and Tell Method towards students' speaking skill?

The statistical hypothesis as follow:

> H_1: There is a significant effect of using Show and Tell Method towards students' speaking skill

> H_0: There is no significant effect of using Show and Tell Method towards students' speaking skill

The estimations are:
If p-value $> \alpha = 0.05$, (H_0 is accepted and H_1 is rejected). If p-value $< \alpha = 0.05$, (H_1 is accepted and H_0 is rejected). Based on the output on table 4.8, it could be seen that Sig. $= 0.000 < \alpha = 0.05$, so H_1 is accepted and H_0 is rejected. On the other word, there is a significant effect of using Show and Tell Method towards students' speaking skill.

DISCUSSION

The research question is whether there is a significant effect of using Show and Tell Method towards students' speaking skill. The result showed that there is a significant effect of using Show and Tell Method towards students' speaking skill. Based on the calculation, the students who had been taught by using Show and Tell Method is better than the students who had not been taught by Show and Tell Method.

From the result of the statistic measurement, the researcher gets the result with used SPSS 2.2 for search the result from normality test, homogeneity test, and t-test. With used SPSS the researcher gets the result from normality test is p-value (0.069, 0.066, 0.062, and 0.086) are higher than $\alpha = 0.05$, on the other word the research is normal. The result from homogeneity of Pre-Test was p-

value (0,756) > α = 0.05 and homogeneity of Post-Test was p-value (0,288) > α = 0.05 on the other hand the research is accepted. Besides conducting normality test, homogeneity test, the researcher also conducted t-test with get the result is sig. (2-tailed) = 0.000 < 0.05 using Paired Sample T-test, it means in this research Show and Tell Method has significant effect to increasing students' speaking skill.

To sum up, based on the result of this study, which shown the students' scores were much higher after the treatment in Experimental class using *Show & Tell.* The use of *Show & Tell* was effective toward the students' speaking skill. This was surely improving the students' speaking skill.

The use of *Show & Tell* was the most appropriate method for learning because the teachers can provide an interesting material by using pictures. In the use of *Show & Tell*, there were many advantages as follows: 1)The learning activities more interesting and not makes the students are bored; 2) The students easy to understand the words given; and 3) The students enjoy the learning process.

Moreover, it is perceived that the learners are more eager and interested in learning English, especially for the implementation of *Show & Tell;* it was proved that this method influenced the learners' speaking skill.

CONCLUSION

Speaking is one of the elements in English. Teaching English using Show and Tell Method gave positive contribution especially on improving speaking skill. After conducting the research by giving pre-test and post-test to experimental class by using show and tell method and word media in paper in control class. The researcher found out there is a significant effect of using Show and Tell Method towards students' speaking skill. With used SPSS the researcher gets the result from normality test is p-value (0.069, 0.066, 0.062, and 0.086) are higher than α = 0.05, on the other word the research is normal. The result from homogeneity of Pre-Test was p-value (0,756) > α = 0.05 and homogeneity of Post-Test was p- value (0,288) > α = 0.05 on the other hand the research is accepted. Besides conducting normality test, homogeneity test, the researcher also conducted t-test with get the result is sig. (2-tailed) = 0.000 < 0.05 using Paired Sample T-test, it means in this research Show and Tell Method has significant effect to increasing students' speaking skill (alternative hypothesis H_1 is accepted).

In summary, the use of show and tell method during the research can improve the students' score in speaking skill. Therefore, the application of show and tell method needs to be applied continuously in teaching English speaking. It is because the use of show and tell method can be effective media to help the students memorizing and create an enthusiastic learning process so that the standard of competence of learning process can be achieved.

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