

**THE EFFECT OF SHOW AND TELL METHOD ON STUDENTS'  
SPEAKING SKILLS OF THE TENTH AKL (*AKUNTANSI DAN  
KEUANGAN LEMBAGA*) GRADE AT SMK SRITANJUNG  
BANYUWANGI**



**THESIS**

**BY:**

**REGGINA RISMAYANI**  
**NIM. 208820300611**

**ENGLISH EDUCATIONAL DEPARTMENT  
LANGUAGE AND ART FACULTY  
BANYUWANGI PGRI UNIVERSITY**

**2024**

**THE EFFECT OF SHOW AND TELL METHOD ON STUDENTS'  
SPEAKING SKILLS OF THE TENTH AKL (*AKUNTANSI DAN  
KEUANGAN LEMBAGA*) GRADE AT SMK SRITANJUNG  
BANYUWANGI**

Thesis

Submitted as a Partial Fulfilment of the Requirement for Getting Undergraduate  
Degree of English Education

**BY:**

**REGGINA RISMAYANI**  
**NIM. 208820300611**

**ENGLISH EDUCATIONAL DEPARTMENT  
LANGUANGE AND ART FACULTY  
BANYUWANGI PGRI UNIVERSITY**

**2024**

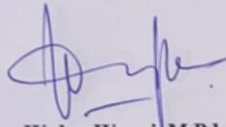
## AGREEMENT SHEET

### AGREEMENT SHEET

The thesis composed by Reggina Rismayani entitled "The Effect of Show and Tell Method on Students' Speaking Skills of the Tenth AKL (*Akuntansi dan Keuangan Lembaga*) Grade at SMK Sritanjung Banyuwangi", has been checked and approved.

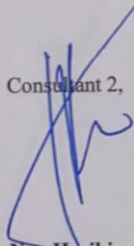
Banyuwangi, July 24<sup>th</sup> 2024

Consultant 1,



Wulan Wangi, M.Pd.  
NIDN. 0721106302

Consultant 2,



Nur Hasibin, M.Pd.  
NIDN. 0720108702

# APPROVAL SHEET

## APPROVAL SHEET

This is to certify that the Sarjana thesis of Reggina Rismayani has been approved by the Board of Examiners as the requirement for the degree of Sarjana Pendidikan in Faculty of Language and Art, PGRI University of Banyuwangi.

Banyuwangi, July 24<sup>th</sup> 2024

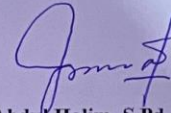
The Board of Examiners:

1. Chairperson



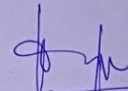
Tri Mulyati, M.Pd.  
NIDN. 0729018303

2. Member



Abdul Halim, S.Pd., M.Ed.  
NIDN. 0721047104

3. Member



Wulan Wangi, M.Pd.  
NIDN. 0721106302

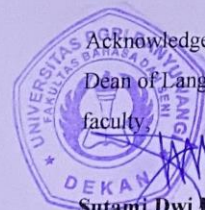
4. Member



Nur Hasibin, M.Pd.  
NIDN. 0720108702

Acknowledged by:

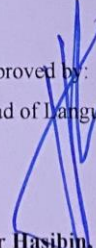
Dean of Language and Art  
faculty



Sutami Dwi Lestari, M.Pd.  
NIDN. 0711098404

Approved by:

Head of Language Educational Department,



Nur Hasibin, M.Pd.  
NIDN. 0720108702

## DECLARATION OF AUTHORSHIP

Here with, I:

Name : Reggina Rismayani

Student's Number : 208820300611

Department : English Educational Department

Address : Dusun Pancursari, RT 02 Rw 02, Desa Benculuk, Kec.  
Cluring, Kab. Banyuwangi

Declare that:

1. This thesis has never been submitted for consideration for any other academic degree to any other postsecondary education institution.
2. The thesis is the author's work, without collaboration or acknowledgment of others' contribution.
3. Later, it was discovered that the thesis was plagiarized, I am willing to bear whatever legal sanctions may be imposed on me.

Banyuwangi, July 24<sup>th</sup> 2024

Reggina Rismayani  
Nim. 208820300611

**MOTTO**

*“You may get depressed, but it’s evidence that you are doing good.”*

**Jung Kook - BTS**

## **DEDICATION**

This thesis is dedicated to:

1. My beloved parents (Alm. Bapak Samsul Hadi and Ibu Luluk Hanipah) have cared for me, raised me, and always supported me, especially for my education and future. Everything I am is because of you.
2. My beloved siblings (Aris Kristiono, Aditya Anggara, and Rendi Wijaya Kusuma) who always support me every day and inspire me to work harder.

## ACKNOWLEDGEMENTS

Alhamdulillah, praise to Allah SWT who always brings a miracle and blessings, so the researcher could finish this research project entitled “The Effect of Show and Tell Method on Students’ Speaking Skills of The Tenth AKL Grade at SMK Sritanjung Banyuwangi”. The researcher realizes that this research project could be finished because of the guidance and advice from several parties. Therefore, in this chance, the researcher would like to give her sincerest gratitude and appreciation to:

1. Dr. H. Sadi, M.M., as the Rector of PGRI Banyuwangi University
2. Sutami Dwi Lestari, M.Pd., as the Dean of Language and Art Faculty of PGRI Banyuwangi University.
3. Nur Hasibin, M.Pd., as the Head of English Educational Departement of Language and Art Faculty of PGRI Banyuwangi University and as the second consultant, who has given instructions and helpful guidance to the researcher in writing this research project. The researcher thanks for his kindness and wisdom from the beginning to the end of this research.
4. Wulan Wangi, M.Pd., as the first consultant, who has given instructions and helpful guidance to the researcher in writing this research project. The researcher thanks for his kindness and wisdom from the beginning to the end of this research.

The researcher realized that this research project needs a lot of improvement due to the researcher’ limited capability in formulating and designing a qualified research project. Therefore, the researcher will highly appreciate the readers’ constructive criticism for the sake of the perfection of this research project.

The Researcher



## TABLE OF CONTENTS

<b>COVER</b> .....	i
<b>AGREEMENT SHEET</b> .....	iii
<b>APPROVAL SHEET</b> .....	iv
<b>DECLARATION OF AUTHORSHIP</b> .....	v
<b>MOTTO</b> .....	vi
<b>DEDICATION</b> .....	vii
<b>ACKNOWLEDGEMENTS</b> .....	viii
<b>TABLE OF CONTENTS</b> .....	ix
<b>LIST OF APPENDICES</b> .....	xi
<b>LIST OF TABLES</b> .....	xii
<b>ABSTRACT</b> .....	xiii
<b>CHAPTER I INTRODUCTION</b> .....	1
1.1. Background of The Research .....	1
1.2. Problem of the Research.....	3
1.3. Objective of the Research.....	3
1.4. Significance of the Research .....	3
1.5. Scope and Limitation of the Research.....	4
1.6. The Definition of Key Terms .....	4
<b>CHAPTER II LITERATURE REVIEW</b> .....	5
2.1. Speaking Skill.....	5
2.2. Teaching Speaking .....	8
2.3. Show and Tell Method .....	10
2.4. Previous Study.....	12
2.5. Hypothesis .....	14
<b>CHAPTER III RESEARCH METHODOLOGY</b> .....	15
3.1. Research Design .....	15
3.2. The Research Area.....	15
3.3. The Research Respondents.....	16
3.4. Data Collection Method .....	16
3.5. Data Analysis Method .....	18
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION</b> .....	21
4.1. Research Findings .....	21
4.2. Discussion.....	23
<b>CHAPTER V CONCLUSION AND SUGGESTION</b> .....	26

5.1. Conclusion .....	26
5.2. Suggestion .....	26
<b>REFERENCES</b> .....	27

## LIST OF APPENDICES

Appendix 1 ATP Recount Text (Speaking) .....	30
Appendix 2 Lesson Plan .....	31
Appendix 3 Pre-Test .....	40
Appendix 4 Post-Test .....	41
Appendix 5 Respondent of Experimental Class .....	43
Appendix 6 The Result of Pre-Test .....	44
Appendix 7 The Result of Post-Test .....	45
Appendix 8 The Research of Documentation.....	46
Appendix 9 The Research Permission .....	47
Appendix 10 Plagiarism Checking .....	48
Appendix 11 Curriculum Vitae .....	49

## LIST OF TABLES

Table 3.1 Scoring Rubric .....	18
Table 4.1 Interval and Frequency of Pre-Test Result .....	21
Table 4.2 Interval and Frequency of Post-Test Result .....	21
Table 4.3 SPSS Calculation of Wilcoxon Test .....	22
Table 4.4 SPSS Calculation of Wilcoxon Test on Hypothesis	
Verification .....	23

## ABSTRACT

**Rismayani, Reggina 2024.** *The Effect of Show and Tell Method on Students' Speaking Skills of the Tenth AKL (Akuntansi dan Keuangan Lembaga) Grade at SMK Sritanjung Banyuwangi.* English Educational Department., Language and Art Faculty, PGRI University of Banyuwangi, Consultants: (I) Wulan Wangi, M.Pd. (II) Nur Hasibin, M.Pd.

**Key Words:** *Show and Tell, Speaking skill, Picture*

This research is about "The Effect of Show and Tell Method on Students' Speaking Skills of the Tenth AKL (Akuntansi dan Keuangan Lembaga) Grade at SMK Sritanjung Banyuwangi". The objective of this research is to determine whether or not there is any effect of show and tell method on students' speaking skills of the tenth AKL grade at SMK Sritanjung Banyuwangi. The method used in this research is pre-experimental quantitative particularly one-group pre-test and post-test design. The researcher used test from of monologue oral test. The respondents of this research were 9 students of the tenth AKL grade. This research used speaking test to collect the data. After the data was obtained, the researcher calculated the data using the Wilcoxon test. Based on the calculation results, the mean score of pretest was 54 and the mean score of the posttest was 75. To verify the hypothesis, the result of the Wilcoxon test was compared at the 5% level of significance. It was found that Wilcoxon test result was lower than 0,05. Thus, it can be concluded that there is a significant effect of Show and Tell method on students' speaking skills of the tenth AKL grade at SMK Sritanjung Banyuwangi.

# CHAPTER I

## INTRODUCTION

This chapter discusses some issue related to the topic of the research. They are background of the research, problem of the research, objective of the research, significance of the research, scope and limitation of the research and definition of the key terms.

### **1.1. Background of The Research**

In the educational landscape, English speaking skill is considered as the one of four skills that is applied in English as a Foreign or Second Language (EFL/ESL) particularly in Indonesia. However, Speaking is recognized to be a difficult skill to be mastered in Indonesia (Wulandari et al., 2022). In fact, the modern world requires students to have communication skills. English teachers must impart these skills to students in order for them to become more proficient speakers and function successfully in everyday contexts. On the other hand, in the current EFL/ESL educational environment, oral skills are utterly disregarded and employment is mostly dependent on communication rather than technology (Rao, 2019). In career path, this skill is greatly useful particularly for job interview, group discussion, oral presentation and so on. For these reasons, English speaking skill is significantly important so that it is necessary to develop a strategy on teaching speaking skill.

The researcher gains opportunity to observe English speaking ability of tenth-grade AKL students at SMK Sritanjung Banyuwangi. The researcher has found notable struggles among these students in mastering vocabulary as the first and foremost skill, articulating ideas, expressing themselves, and there is also lack of confidence in verbal communication. Furthermore, pronunciation and fluency are identified as areas where students feel the challenge, impacting the clarity and comprehensibility of their spoken expressions. The researcher also often notice that the teacher uses a one-way approach in the class. Furthermore, Merdeka Curriculum has been implemented at this school. Therefore, the researcher decides to conduct research in this site after considering all previous research to find a method that can be support Merdeka Curriculum. In this case, an educator formulates a lesson plan in which the guideline activities are well-organized (Setiawan et al., 2022). Lesson plan can be called “*Modul Ajar*” in Merdeka Curriculum in which RPP was

originally called in the previous implemented curriculum.

Supporting learning environment of speaking skills among tenth-grade AKL students at SMK Sritanjung Banyuwangi necessitates the implementation of a pedagogical method that aligns with the specific needs of the learners particularly in promoting engagement and confidence. Another factor contributing to the problem is teachers' ignorance of instructional strategies designed to encourage students' speech (Irvy, 2020). When teachers use a one-way approach, such as teacher explanations or lecturing method that do not give students the opportunity to voice their thoughts in front of the class, the result is that students' speaking abilities develop less optimally, which lowers their motivation and stimulation from expanding their vocabulary and speaking skills.

The Show-and-Tell method appears as a promising approach for several reasons. The most effective way in the teaching and learning process and help students become better speakers is to use the show-and-tell method (Cusworth, 1995). This method allows students to showcase their knowledge and creativity. As through the act of presenting information about an object, concept, or activity to their peers, students not only practice articulating their thoughts but also develop the confidence to speak before an audience. In addition to explaining the function of the objects generally and their origin, show and tell also emphasizes the significance of these items for both the individual and other people (Rao, 2019). The learning environment of Show and Tell provides opportunities for students to receive constructive feedback and engage in peer-to-peer communication. Moreover, the method accommodates diverse learning styles, making it inclusive and adaptable to the unique needs of the students. In order to inspire and encourage students' speaking skills, educators should be imaginative and creative in the materials and learning strategies they use with them (Furwana & Iksan, 2020).

In this case, an efficient teaching method can help students develop their speaking skills. One such option is to select a method that is appropriate, pleasurable, and more recent than the previous approach, to ensure that students do not become bored while learning to speak in English. According to some study, students' speaking abilities can be effectively improved by the show and tell method since it is an easy-to-implement, straightforward approach. Additionally, by using

a tangible object, this approach facilitates students' ability to tell stories more easily. By using the Show and Tell method, this research seeks to address the identified challenges and cultivate a conducive atmosphere for the improvement of speaking skills among the tenth-grade AKL students at SMK Sritanjung Banyuwangi. Based on the explanation above, the researcher will conduct the research entitled “The Effect of Show and Tell Method on Students’ Speaking Skills of The Tenth AKL (*Akuntansi dan Keuangan Lembaga*) Grade at Smk Sritanjung Banyuwangi”

### **1.2. Problem of the Research**

Based on the background of the study above, the research problem can be formulated as follows “Is there any effect of the show and tell method on students’ speaking skills of the tenth AKL grade at SMK Sritanjung Banyuwangi?”

### **1.3. Objective of the Research**

Based on the research problem, the objective of the research is “to determine whether or not there is any effect of show and tell method on students’ speaking skills of the tenth AKL grade at SMK Sritanjung Banyuwangi”

### **1.4. Significance of the Research**

The researcher expects that this study will give some contributions in learning activity. There are at least two significant contributions gained from this study, they are:

#### **1.4.1. Theoretical Significance**

The results of this research are expected to contribute and provide empirical evidence on the effect of Show and Tell method in the teaching and learning process, especially in speaking skill in monologue way.

#### **1.4.2. Practical Significance**

Practically, the result of this research offers benefit toward teachers, students, and other researchers.

##### **a. For Teachers**

The results of this research will facilitate the usage of the material and provide teachers with a new approach and insight in teaching speaking skill through the Show and Tell method. The teachers could also make this approach engaging



for the students to practice speaking skill in English while yet being simple to understand.

b. For Students

The results of this research are expected that the students will find the learning process to speak more enjoyable and easily understandable, and will not get bored.

c. For Other Researchers

The researcher can give contribution and inspiration to other researchers to conduct related research by using show and tell method on speaking skill.

### **1.5. Scope and Limitation of the Research**

This research focuses on investigating the effect of show and tell method on students' speaking skills of the tenth AKL grade at SMK Sritanjung Banyuwangi in monologue way. The researcher focuses on grammar, pronunciation, and vocabulary by using recount text material. The type of Show and Tell method applied is pictures in teaching speaking skill.

### **1.6. The Definition of Key Terms**

In order to avoid misunderstanding and misinterpretation about the title of this research, it would be better for the researcher to explain the term used. The terms are defined limited into Speaking Skills and Show and Tell Method.

#### **1.6.1. Speaking Skills**

Speaking skills refer to the ability to communicate effectively verbally, to convey thoughts, ideas, or even a feeling. Speaking skills in this research focused on the SMK Sritanjung Banyuwangi tenth AKL Grade students' proficiency in intonation, fluency and accuracy.

#### **1.6.2. Show and Tell Method**

Show and Tell method is an instructional method where students are encouraged to present and share information about a specific object, topic, or personal experience with their peers. It can be used to improve the students' speaking skills.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents some discussion in detail about the review of related literature to the study. They are the nature of Speaking and Show and Tell Method. Each issue will be presented in the following parts respectively.

#### **2.1. Speaking Skill**

As communication forms the foundation of successful interactions, mastering the art of speaking skill can greatly enhance the ability to express thoughts and ideas. Speaking is the process of producing auditory cues in order to elicit different verbal responses from those listeners (Ghafar & Raheem, 2023). Humans frequently acquire the ability to speak before they acquire literacy skills, such as reading and writing. People tend to communicate verbally more often than in writing in a variety of situations. These days, everything is connected to one's ability to speak (Rao, 2019). Speaking well is a talent that holds great significance because it is a basic skill needed to have conversations particularly in career advancement, business improvement, confidence building, getting better job opportunities, giving presentations, attending interviews, participating in debates and group discussions, and making public speeches. In this sub-chapter, the following discussion will be the elements of speaking to see how good one's speaking skill is and some types of classrooms speaking performance.

##### **2.1.1. The Elements of Speaking**

During speaking process occurred in interaction, there are several elements of speaking involved. The most important elements of speaking are grammar, fluency, accuracy, vocabulary, and pronunciation (Duong, 2014). Based on statement above, speaking skills divided into five elements. There are accuracy, pronunciation, grammar, fluency, and vocabulary.

###### **a. Accuracy**

Accuracy as understanding words, exact grammar and structure, and better understanding language messages without making mistakes or hesitating during exchanges (Kuśnierek, 2015). It requires to focus on pronunciation and structures that makes accuracy matters when communicating with people.

#### b. Pronunciation

The process of pronouncing words correctly is known as pronunciation. Speaking correctly in pronunciation is crucial in situations like this. A sound's distinct components, including aspiration, voicing, sound structure, intonation, and stress, are all part of proper pronunciation (Nation & Newton, 2009). When speaking, pronunciation is very important since it conveys meaning. If the speaker pronounces it wrong, they will misinterpret the meaning. Pronunciation is therefore a means of creating lexical terms in a language that are appropriate and clear.

#### c. Grammar

Speaking with proper grammar is a skill that is related to grammar. Language units can be combined using grammar, which is a system of rules that establishes a language's structure. A speaker will be able to form thoughts more easily and communicate more effectively when the essential linguistic units are combined to convey messages (Al-Mekhlafi & Nagaratnam, 2011). The proper usage of tenses and the arrangement of words in sentences are undoubtedly understood by someone who is proficient in grammar. Grammar is thus one of the components needed to create proper sentences.

#### d. Fluency

Fluency is the ability to communicate with someone in a conversation without resorting to filler words like "um" and "ah." The capacity to communicate clearly and quickly, to form words naturally, and to do so without overthinking is known as fluency (Yang, 2013). In this instance, having strong fluency will boost one's communication abilities and self-confidence when expressing thoughts. A speaker must pause for extended periods of time but infrequently and at significant turning moments in order to be considered fluent.

#### e. Vocabulary

A term with meaning for every purpose is vocabulary. To prevent misunderstandings during communication, a word conveys the meaning of an idea. It is helpful in defining anything, action, or concept. A person's capacity to comprehend language is determined by their command of a substantial vocabulary, which is a prerequisite for acceptable discourse (Samad et al., 2017). According to the explanation above, vocabulary is crucial to the language

acquisition process, particularly when teaching speaking. As a result, the instructor has to encourage the pupils to expand their vocabulary and participate in class discussions.

From the explanation above, there are five elements of speaking that must be paid attention by the students if they want to speak well. However, this research focuses on grammar, fluency, pronunciation, and vocabulary. The reason is due to limited time so that the researcher prioritizes clarity and precision in their communication over formalities.

### 2.2.1. Types of Classrooms Speaking Performance

Each student has different level of speaking skill. Therefore, it is necessary to determine which type of classroom to challenge students. Teacher should consider that it is appropriate for students' level. There are six types of classrooms speaking performance that students can engage in namely imitative, intensive, responsive, transactional, interpersonal, and extensive (Guebba, 2021).

#### a. Imitative

The study of language components independently takes precedence over meaningful interaction in imitative classroom activities. Authentic listening materials, such as recordings of native speech, are typically presented to students. Students are expected to mimic what they hear and focus on a specific vowel sound while doing this. In classroom speaking exercises involving imitation, drilling is also beneficial. Thus, it both encourages and requires that students be able listen to the relevant grammatical and phonological language forms aloud and repeat them. Given that drillings are based on repetition, they ought to be brief, easy to understand, confined, and all-encompassing for students.

#### b. Intensive

Beyond imitation, intensive speaking encompasses any speaking activity used to practice phonological or grammatical language forms. Put differently, students engage in intensive speaking practice by concentrating on words or sentences rather than a single sound. You can practice this kind of performance in pairs or individually.

c. Responsive

The majority of student participation in the classroom is responsive. In a nutshell, responsive speaking is answering queries and remarks from instructors and students. There is no information exchange involved in this kind of response. As a result, since responsive practice only provides answers to the teachers' inquiries, it does not encompass dialogue.

d. Transactional (Dialogue)

Beyond just being responsive, transactional speaking is a practice. The negotiation aspect of transactional practice is predicated on the exchange of information through dialogue. This kind of speaking exercise in the classroom can be completed in groups or in pairs.

e. Interpersonal (Dialogue)

Interpersonal practice tends to preserve social relationships rather than convey facts and information. Considering this, it appears that students find it more difficult to understand interpersonal conversations when slang, colloquial language, or ellipses are used. However, by allowing students to use language in its natural context, these kinds of authentic classroom activities help students become more fluent.

f. Extensive (Monologue)

Learners at the intermediate and advanced levels are expected to present extended monologues in the form of speeches, reports, or summaries in a formal setting.

Those types of the speaking activities depend and can be adopted based on the objective of each speaking activity. It is important to consider each type of activities while knowing the current students' ability either imitative, intensive, responsive, transactional, interpersonal, or extensive. In this research, the researcher will apply extensive (monologue) as classroom speaking performance as in line with the purpose of the tenth AKL grade at SMK Sritanjung Banyuwangi is to speak individually.

## **2.2. Teaching Speaking**

To fulfil our desires and actions in this globalized world, we must communicate our ideas and thoughts to people everywhere. EFL/ESL students

should focus more on speaking abilities because they are important in many areas. As every English language learner aspires to enhance their speaking abilities in order to survive in this world (Ghafar & Raheem, 2023). In order to encourage students to learn speaking skills in their English classes, teachers are also urged to incorporate helpful strategies into their lessons of teaching speaking.

Teaching speaking means teaching the skills of communicating, of transferring ideas, thoughts, and perhaps even feelings (Newton & Nation, 2020). Teaching speaking skills aims to improve communication efficiency. Students must be able to communicate effectively using their current skills. Through teaching speaking, students learn how to express their emotions and communicate effectively, interact with other people, and influence others (Kamal, 2019). Here are a few explanations of the fundamentals of teaching speech. There are five principles for teaching speaking (Nunan, 2015). First, be aware of difference between second language and foreign language in learning context. Learning a language that is not spoken in one's native tongue is referred to as learning a foreign language. On the other hand, learning and using a second language in a setting where it is the primary or daily language of communication is known as second language acquisition. This indicates that teachers face difficulties in identifying several target language situations. Second, give students chance to practice with both fluency and accuracy. The first thing that students need in language classes is the chance to practice becoming accurate and fluent speakers. If the teacher interrupts students all the time to correct their spoken errors, they will never be able to develop their accuracy and fluency. Instructors need to understand that making mistakes is a normal aspect of learning a new language and give their pupils practice in order to promote fluency. Third, provide opportunities for students to talk by using group work or pair work and limiting teacher talk. Activities involving pair and group work can be utilized to have pupils talking more during class. To avoid taking up all of the students' talking time in class, teachers need to be mindful of how much they talk. Fourth, plan speaking task that involves negotiation for meaning. Verifying that both the other person and the pupils have grasped your meaning is a crucial step in the negotiation of meaning. In simply, learners advance through speaking and understanding the target language. as there is little doubt that

understanding and being understood are efforts involved in this connection. Fifth, design of classroom activities that involved guidance and practice in both transactional and interactional speaking. Speaking to someone for social purposes is known as interactive speech. Creating and preserving social bonds are also included. Communicating in order to complete a task, such as exchanging products and services, is known as transactional speech (Bailey, 2003).

For this reason, teachers should pay close attention to the principles of teaching speaking. Understanding how to teach speaking topics in the classroom is crucial for educators. By following these principles, students meet linguistic objectives and are prepared to communicate during the teaching and learning process.

### **2.3. Show and Tell Method**

In teaching speaking skill, Show and Tell is considered as one of appropriate methods for students. According to Barletta (2008), a teaching strategy known as the "show and tell" method entails having kids tell spoken tales about their own interactions with objects (Wulandari et al, 2022). The Show and Tell Method, which involves practicing standing up in front of others and giving a continuous speech, can help participants become proficiently prepared for public speaking (Gumelar, 2018). As teachers encourage students to share their thoughts, this encourages students to speak up and express themselves more confidently. The Show-and-Tell method is essentially a teaching strategy in which students present an object and then participate in activities to explain their thoughts, feelings, and opinions about that specific object. However, the teacher is suggested to know some procedures to apply Show and Tell method. The following discussion will be explained some different types, steps, and advantages of applying Show and Tell method.

There are several different types of show and tell that can be applied, each offering unique opportunities for engagement and expression. These include the Show and Tell (S&T) method with personal objects, where learners bring in items of personal significance to share, which using personal object, food, as well as images and photos (Daud, 2022).

- a. The first is Show-and-Tell method using personal objects. When using the Show and Tell method, students are welcome to bring personal items like books, pens, rulers, backpacks, shoes, and so forth.

- b. The second is Show-and-Tell method using food. Food is what they require and has a significant impact on their ability to grow autonomous and responsible. The students can discuss the flavor, the primary ingredient, the colors, and other details when they demonstrate and tell their friends about it.
- c. The third is the Show-and-Tell method using pictures. Pictures and photographs can encourage independence, responsibility, and good manners quite effectively. Being well-received through media stories with images or photos was beneficial for kids.

Based on the description above, the Show and Tell method can be used with objects, food, images or photos, and other things that are considered interesting for students.

Students can practice speaking by presenting the item they have found or worked on using the show-and-tell method. Discuss your experiences obtaining and creating these items. The students in this instance share with the class what they have learned at home. In order to seem as intended, students must therefore prepare everything thoroughly (Sulaika, 2023). There are some steps in teaching using the show and tell method such as:

- a. Pre-Teaching

Students are given an explanation of the meaning of show and tell by the teacher. The use of media in class, such as books, pencils, windows, etc., can be utilized by instructors to provide warm-up. The teacher can then ask students to explain this activity.

- b. While-Teaching

The teacher makes sure to thoroughly outline the methods that will be implemented to improve speaking ability. The teacher provides an explanation about media including images, their definitions, and the benefits of using visuals to hone speaking skills. Students are asked to explain the picture given by the teacher in front of the class, paying attention to vocabulary, accuracy, pronunciation, grammar and fluency.

- c. Post-Teaching



The teacher conducts the students in a reflective discussion. In order to do this, the teacher must evaluate the speaking exercise's strengths and potential development areas. Specific areas including vocabulary usage, accuracy, pronunciation, grammar, and general fluency are highlighted in the constructive criticism given to each student individually. Following the Show and Tell session, the teacher gives students follow-up assignments or projects to help them practice and apply the speaking abilities they have learned. With continued practice, the goal of this post-teaching phase is to strengthen and improve the students' speaking ability.

The show-and-tell method is a common choice among successful teaching strategies since it provides several advantages (Siagian, 2019). This approach, well known for its interactive qualities, not only keeps students interested but also makes comprehension easier. There are some benefits of using this method. First, it can efficiently enhance one's capacity for public speaking (public talking). One aspect of self-confidence is having the ability to speak in front of an audience, or public speaking. Second, teaching students how to solve problems (problem-solving). This moment instructs students on how to obtain information related to a particular object.

Those are the advantages of Show-and-Tell method that can be considered to use in the classroom to support students' speaking ability. It clearly notices that Show and Tell method can be effective method to apply.

#### **2.4. Previous Study**

The first previous research is a thesis entitled "Improving Students' Speaking Ability by Using Show and Tell Technique at The Eleventh Grade of MAN 1 Lombok Barat in the Academic Year 2022/2023" (Nurpiani, 2023). The result of improving students' speaking skills using show and tell method. The result of cycle 1, teacher observation result was 34 and students' results were 26. Students test results were 60% because the results from cycle 1 had not yet reached the KKM, so they continued to cycle 2. The result in cycle 2, teacher observation result was 40. Students test results were 81%, because the results from cycle 2 can be more than KKM, so the results have increased. Based on the result of early test and second test, the students' speaking ability was improved.

The second previous research is entitled “The Effectiveness of Teaching Vocabulary by Using Show and Tell Method at MTs Darul Muhajirin Putra” (Daud, 2022). The researcher revealed that the use of show-and-tell method is positively effective on students’ vocabulary in the first grade of MTs Darul Muhajirin. It has been proved from vocabulary test in experimental class was 50.36 and the control class was 66.43. While pre-test of control class was 47.50 and post-test score was 56.43. Therefore, the value of sig.2-tailed between experimental and control class was 0.003, the value was lower than the significance level of 0.05 ( $0.003 < 0.05$ ). It is agreed that there is a significant effect or average between experimental class and control class.

The third previous study is entitled “The Effect of Show and Tell Method Assisted by Smart Cube in Learning Speaking” (Siagian, 2019). Based on the research that was carried out at SMK MANDIRI Percut Sei Tuan the researcher has been analysed the data statistically, it was found that there was the significance effect of applying Show and Tell Method assisted by Smart Cube in learning speaking. It can be seen from the total pre-test and post-test scores of the experimental group. It was found that  $t$  observed was higher than  $T$  table or  $7,3 > 2.00$ .

The similarity between the first previous research and this research is that the learning method used is show-and-tell applied for speaking learning. The first previous research also reveals the difference with this research. The first previous research used class action research which focused on enhancing students' speaking ability through the Show and Tell technique at the eleventh grade, while this research uses experimental research to investigate the effect of show and tell method on students’ speaking skills within the tenth AKL grade. The second research has similarity with this research on research design and learning method which use to investigate the effect of show-and-tell method. The differences with this research are that the second previous research used a quasi-experimental design, whereas this research uses a single group pretest and posttest design. Furthermore, the variable in the second previous research was students' vocabulary achievement, whereas the variable in this research is students' speaking ability. In the third previous research and this research has also the same similarity on research

design and learning method which use to investigate the effect of show-and-tell method. Additionally, the variable of both researches has similarity on speaking skill. The differences with this research are that the third previous research used a quasi-experimental design, whereas this research uses a single group pretest and posttest design. The media used is also different which the third previous research used smart cube, while this research uses pictures as learning media.

## **2.5. Hypothesis**

Based on the theory and previous explanation, the researcher formulated the hypothesis as follows:

There is a significant effect of Show and Tell method on speaking skills of tenth-grade AKL students at SMK Sritanjung Banyuwangi.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter presents overall design of the study, research area, research respondent, data collection and data analysis method.

#### 3.1 Research Design

This research design used by the research is pre-experimental research particularly one-group pretest-posttest design. 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). The researcher used this design because researchers wanted to compare students' speaking skills before and after treatment through pre-test and post-test results. The researcher only took one class as a sample, which will do a pre-test (before treatment), and posttest (after treatment) to students. The design of the experiment can be explained as follows (Sugiyono, 2020):

Pretest Score	Treatment with S&T Method	Posttest Score
O <sub>1</sub>	X	O <sub>2</sub>

The experimental class will be given treatment using the show and tell method in teaching speaking. This research uses a quantitative approach because the data processed is related to numbers so this research requires the use of statistical analysis techniques. This is used to determine the effect of the show and tell method on speaking skills.

#### 3.2 The Research Area

The research area is where researchers conduct research and collect data. The location of the researcher conducting the research is at SMK Sritanjung Banyuwangi. The school is located at Brawijaya street, Kebalanan village, Banyuwangi. Researcher chose this location because students at SMK Sritanjung Banyuwangi, especially the tenth grade AKL, have low speaking skills. Therefore, researchers found problems related to the title of the study.

### 3.3 The Research Respondents

Respondents are subjects that are the focus of research, providing data or answers that are analysed by researchers to obtain understanding or conclusions related to research objectives. Respondent determination method in this research is simple random sampling. Sugiyono (2019) stated that simple random sampling is a sampling technique that provides equal opportunity for each member of the population to be selected become a member of the sample (Nurrochmah, 2022). The respondents of this study were tenth grade students of SMK Sritanjung Banyuwangi. The sample of this study was the tenth grade of AKL which amounted to 10 students. The reason the researchers chose the tenth grade of AKL as the research sample was because students in the class had a low enthusiasm for learning to speak English compared to other grade students in the tenth grade. Researchers know this based on observations that have been made by researchers directly in the class.

### 3.4 Data Collection Method

In collecting data, the researcher needs an instrument to collect data. The instrument utilized as a tool to measure the variables studied (Sugiyono, 2015). The instrument was a teacher made test. The test was in form of monologue oral test. The students were present the recount text in front of the class. This monologue oral test involves four elements of speaking skills, namely content, grammar, pronunciation, fluency and vocabulary. The students' spoken monologue was recorded so that the researcher could replay the recording to avoid subjectivity. The following is the scoring rubric.

**Table 3.1. Scoring Rubric of Speaking Test**

Aspect	Score	Criteria
Grammar	5	The grammar is clear and correct
	4	A few unclear or errors, but they still can understand them easily
	3	Some error but can still be understood
	2	Grammar frequently unintelligible
	1	Grammar errors are frequent

Pronunciation	5	Pronunciation is clear and correct
	4	A few unclear or errors, but they still can understand easily.
	3	Some errors, but still can be understood.
	2	Pronunciation is frequently unintelligible.
	1	Errors in pronunciation are frequent.
Fluency	5	Speak fluently with only slight hesitations that do not interfere with communication
	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 sufficient to express themselves simply
	1	Speaking vocabulary inadequate
Content	5	The content is clear and correct
	4	A few unclear or errors, but I still can understand them easily
	3	Some error but can still be understood
	2	Content frequently unintelligible
	1	Content errors are frequent

### 3.5 Data Analysis Method

The results of the data that have been obtained by the researcher will enter the next stage, namely data analysis. In conducting data analysis, the researcher used Wilcoxon test. The Wilcoxon test was a non-parametric test designed to examine the significance of differences between two paired data that were ordinal scale but not normally distributed. The formula of Wilcoxon test describes below:

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

T = Smallest difference

N = Number of samples

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

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This fourth chapter describes the research finding and discussion of the data that were collected during the pre-experimental research.

#### 4.1 Research Findings

The researcher describes the result of the research which has been conducted. The data were obtained from the students' speaking skill through the students' speaking skill test. The research was conducted on Wednesday, at June 19th 2024 until June 22th 2024. The researcher held this research by teaching and learning process that was done at one class. It was tenth AKL grade students as experimental class. There are 10 students of tenth AKL class. Since there was a student who was absent the class, the respondents of the research then consisted of 9 students (see appendix 5). The following is the result of the pre-test, post-test, and t-test analysis.

##### 4.1.1 The Pre-Test Result

In the pre-test, the researcher held once test to tenth AKL grade students of SMK Sritanjung. The test used in this research was speaking test. The researcher set at least 4 minutes to have presentation in front of the class. The researcher assessed students' presentation by using tape recorder so that the researcher did not miss any mistake that students may make. To get the score in the pre-test, the researcher analysed the pre-test result by assessing students' speech about recount text without pictures based on their grammar, pronunciation, fluency, vocabulary and content. After analysing students' speech, the data then were calculated. Based on the data analysis, the range score of the pre-test result was 28-68, the mean score that the researcher got was 54. There were no students obtained score 75. The highest score in this pre-test was 68. The lowest score was 28 (see appendix 6).

**Table 4.1 Pre-Test**

The classification of interval and frequency score of students' speaking skill in experimental class

NO.	INTERVAL	FREQUENCY
1	70 – 79	2
2	60 – 69	3



3	50 – 59	2
4	40 – 49	1
5	30 – 39	1
TOTAL		9

#### 4.1.2 The Post-Test Result

After the four meeting treatments, the researcher analysed the result of post-test. It was similar with the pre-test before, the researcher set at least 4 minutes to have presentation in front of the class. The researcher assessed students' presentation by using tape recorder so that the researcher did not miss any mistake that students may make. To get the score in the post-test, the researcher analysed the pre-test result by assessing students' speech about recount text without pictures based on their grammar, pronunciation, fluency, vocabulary and content. After analysing students' speech, the data then were calculated. Based on the data analysis, the mean score that the researcher found was 75. The highest score in this post-test was 100 the lowest score was 32 and (see Appendix 7).

**Table 4.2 Post-Test**

The classification of interval and frequency score of students' speaking skill in experimental class

NO.	INTERVAL	FREQUENCY
1	91 – 100	2
2	81 – 90	2
3	71 – 80	2
4	61 – 70	2
5	<60	1
TOTAL		9

#### 4.2 The Result of Wilcoxon Test

The Wilcoxon test was a form of non-parametric test used when the data was not normal with the aim of knowing whether there was a difference in the average of two paired samples.

**Table 4.3 SPSS Calculation of Wilcoxon Test**

		Ranks		
		N	Mean Rank	Sum of Ranks
Posttest -	Negative Ranks	0 <sup>a</sup>	.00	.00
Pretest	Positive Ranks	9 <sup>b</sup>	5.00	45.00
	Ties	0 <sup>c</sup>		
	Total	9		
a. Posttest < Pretest				
b. Posttest > Pretest				
c. Posttest = Pretest				

Based on the results above, it shows that the negative ranking or negative difference of the speaking results for the pre-test and post-test is 0, both in the N value, Mean Rank and Sum Rank. In this case the value of 0 indicates that there is no decrease or reduction in pre-test and post-test scores. The positive ranking or positive difference of the narrative reading learning outcomes for the pre-test and post-test shows that there are 9 positive data (N) which means that 9 students experienced an increase in speaking results. This was showed in the Mean Ranks or average which showed a value of 5.00 while the number of positive ranks or Sum Ranks was 45.00. As for Ties was the similarity of scores on the pre-test and post-test. The results above show a ties value of 0, which means that there were no similar values from the pre-test and post-test results.

### **4.3 The Hypothesis Verification**

The hypothesis verification purposed to find out whether there is a significant effect of Show and Tell method on students' speaking skills of the tenth AKL grade at SMK Sritanjung Banyuwangi in the academic year 2023/2024.

To find the answer, researcher must propose an alternative hypothesis (Ha) and null hypothesis (Ho) as below.

- Ha: there is an effect of Show and Tell method on students' speaking skills of the tenth AKL grade at SMK Sritanjung Banyuwangi.
- Ho: there is no effect of Show and Tell method on students' speaking skills of the tenth AKL grade at SMK Sritanjung Banyuwangi.

The following is a table to determine the results of hypothesis verification

**Table 4.4 SPSS Calculation of Wilcoxon Test on Hypothesis Verification**

<b>Test Statistics<sup>a</sup></b>	
Posttest - Pretest	
Z	-2.670 <sup>b</sup>
Asymp. Sig. (2-tailed)	.008
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

The hypothesis presentation criteria state that if the Wilcoxon test value is less than 0.05 then Ha is accepted and Ho is rejected. If the wilcoxon test value is more than 0.05, Ha is rejected and Ho is accepted. Based on the results of the SPSS calculation in the table above, the wilcoxon test value is 0.008. This means that the Wilcoxon test value is smaller than 0.05 ( $0.008 < 0.05$ ), so Ha is accepted. Further, coefficient was  $Z = -2.670$ , the negative number explains that there is a difference between the pre-test and post-test scores.

It means that Ha (alternative hypothesis) was accepted and the Ho hypothesis was rejected. In brief, there is a significant effect of Show and Tell method on students' speaking skills of the tenth AKL grade at SMK Sritanjung Banyuwangi.

#### **4.4 Discussion**

Based on the result of data analysis from the score of pre-test and post-test of the students, it was found that the hypothesis presentation criteria the results of the SPSS calculation in the table shows that the wilcoxon test value is 0.008, this

means that the Wilcoxon test value is smaller than 0.05 ( $0.008 < 0.05$ ), so  $H_a$  is accepted. Further, coefficient was  $Z = -2.670$ , the negative number explains that there is a difference between the pre-test and post-test scores. It means that  $H_a$  (alternative hypothesis) was accepted and the  $H_0$  hypothesis was rejected. In brief, there is a significant effect of Show and Tell method on students' speaking skills of the tenth AKL grade at SMK Sritanjung Banyuwangi.

Based on the students' speaking test result on the pre-test, most of students in class are not able to present their speech in front of the class. While in post-test they had progress and their score was better than pre-test. After analysing the result of the students' speaking test, the researcher knew that the class with Show and Tell method was more effective to increase their speaking skill. They were suit and easily adapt the method in learning because students not only practice articulating their thoughts but also develop the confidence to speak. The learners who were learning with Show and Tell method, gained positive attitudes and can be more motivated while learning. The students studied how to concentrate with a word which is having the clues with a picture. This method is appropriate for students, especially in learning speaking skill. The method promotes students' active exploration of word relationships as they describe their chosen object, thereby lead to a deeper thought in organizing word of their object.

Considering the explanation above, it can be said that the use of the Show and Tell method on students' speaking skills has a significant influence on students' motivation and creativity in taking English classes. In addition, this is also supported by the statement of expert Barletta (2008), that Show and Tell gives students the opportunity to share oral narratives about objects or experiences, improving their communication skills. In addition, this study is also supported by previous researchers such as Yulia Nurpiani (2023) from the University of Mataram and Tasya Randiita Siagian (2019) from the University of Muhammadiyah North Sumatra. They said that the use of the Show and Tell method in teaching speaking skills can improve students' abilities and can be seen from the significant increase in students' pretest and posttest scores. Students learn how to concentrate with pictures as instructions. This method is suitable for students, especially in learning speaking skills because it provides different learning styles to find a conversation

map. In addition, respondents enjoyed the experiment of teaching English using the Show and Tell method. In short, it is proven that "There is a significant influence of the Show and Tell method on the speaking skills of class X AKL students at SMK Sritanjung Banyuwangi".

## **CHAPTER V**

### **CONCLUSSION AND SUGGESTION**

This last chapter describes the conclusion and suggestion by summarizing the research findings and also the answer of problem of the research.

#### **5.1 Conclusion**

Based on the research results and data analysis that have been discussed and interpreted in the previous chapter, it can be concluded that "There is a significant effect of Show and Tell method on students' speaking skills of the tenth AKL grade at SMK Sritanjung Banyuwangi". It was supported by the results of the SPSS calculation in the table shows that the wilcoxon test value is 0.01, this means that the Wilcoxon test value is smaller than 0.05 ( $0.01 < 0.05$ ), so  $H_a$  is accepted. for  $Z = -2.371$ , the negative number explains that there is a difference between the pre-test and post-test scores. In brief, there is a significant effect of Show and Tell method on students' speaking skills of the tenth AKL grade at SMK Sritanjung Banyuwangi.

#### **5.2 Suggestions**

Based on the conclusion above, the researcher offers some suggestions addressed to the students, the teachers and the other researchers.

##### **5.2.1 For the Students**

Show and Tell method should be used as a media in learning English to help the students learning speaking skill. Thus, it is recommended to students to use this method in learning speaking skill, so that the students will be more interested in learning.

##### **5.2.2 For the Teachers**

The teachers are suggested to use Show and Tell method to help students speaking skill. Also, this method can be the best way to learn speaking skill anytime and anywhere.

##### **5.2.3 For the Further Researchers**

The researcher suggests that further researchers conduct research with different types of speaking skills in different classes, especially on pronunciation indicators, and refine the research method by continuing the

research to real experiments. The researcher also suggests that this research can be a reference for conducting new research related to speaking skills.

## REFERENCES

- Bailey, K. M. (2003). Speaking. *Practical English Language Teaching*, 47–66.
- Cusworth, R. A. (1995). *The framing of educational knowledge through “Show-and-Tell” in Elementary Classrooms*.
- Daud, A. (2022). *The Effectiveness of Teaching Vocabulary by Using Show and Tell Method at MTS Darul Muhajirin Putra*.
- Duong, T. M. (2014). An investigation into effects of role-play in an EFL speaking course. *Global Journal of Foreign Language Teaching*, 4(2), 81–91.
- Furwana, D., & Iksan, M. (2020). *Developing Reading Worksheet for Tenth Grade Students of SMA Negeri 4 Palopo*.
- Ghafar, Z. N., & Raheem, B. R. (2023). Factors Affecting Speaking Proficiency in English Language Learning: A general overview of the speaking skill. *Journal of Social Science (JoSS)*, 2(6), 507–518.  
<https://doi.org/10.57185/joss.v2i6.107>
- Guebba, B. (2021). *Middle East Research Journal of Linguistics and Literature The Nature of Speaking in the Classroom: An Overview*.  
<http://www.kspublisher.com/>
- Handayani, F. (2018). *Efektivitas Penggunaan Model Pembelajaran Show Not Tell Terhadap Kemampuan Memproduksi Teks Eksplanasi oleh Siswa Kelas VIII SMP Negeri 19 Medan Tahun Ajaran 2018/2019*'.
- Irvy, I. I. (2020). Understanding the Learning Models Design for Indonesian Teacher. *International Journal of Asian Education*, 1(2), 95–106.  
<https://doi.org/10.46966/ijae.v1i2.40>
- Kamal, Z. (2019). Teacher's Role and the Principles of Teaching Speaking Skill. *Tafhim Al- 'Ilmi*, 10(2), 140–156.
- Kuśnierek, A. (2015). *Developing students' speaking skills through role-play*.  
[www.worldscientificnews.com](http://www.worldscientificnews.com)
- Mohammed Al-Mekhlafi, A. (2011). Difficulties in Teaching and Learning Grammar in an EFL Context 1. In *International Journal* (Vol. 4, Issue 2).  
[www.e-iji.net](http://www.e-iji.net)
- Newton, J. M., & Nation, I. S. P. (2020). *Teaching ESL/EFL listening and speaking*. Routledge.
- Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction*. Routledge.
- Nurpiani, Y. (2023). *Improving Students' Speaking Ability by Using Show and Tell Technique at the Eleventh Grade of MAN 1 Lombok Barat in the Academic Year 2022/2023 by Yulia Nurpiani Nim: 190107023 Study Program of English Language Education Faculty of Education and Teacher Training State Islamic University of Mataram Mataram 2023*.
- Nurrochmah, L., Tasya, N., & Iffatin Nadhifah, N. (n.d.). *The Effect Of Changes In Price Level, Product Quality, Quality Of Service On Purchase Decisions*



- In Ud. Ghoni Jati Jaya. *International Journal Of Science*.  
<http://ijstm.inarah.co.id>
- P Nation, I. S., & Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking*.  
[www.routledgeeducation.com](http://www.routledgeeducation.com)
- Rao, P. S. (2019a). *The Importance of Speaking Skills in English Classrooms*.  
[www.acielj.com](http://www.acielj.com)
- Samad, I. A., Bustari, A., & Ahmad, D. (2017). The Use of Podcasts in Improving Students' Speaking Skill. *Journal of English Language and Education*, 3(2).
- Santoso, S. (2016). *Panduan lengkap SPSS versi 23*. Elex Media Komputindo.
- Setiawan, R., Syahria, N., Andanty, F. D., & Nabhan, S. (2022). Pengembangan modul ajar kurikulum merdeka mata pelajaran bahasa Inggris SMK kota Surabaya. *Jurnal Gramaswara: Jurnal Pengabdian Kepada Masyarakat*, 2(2), 49–62.
- Siagian, T. R. (2019). The Effect of Show and Tell Method Assisted by Smart Cube in Learning Speaking *Skripsi*.
- Sri Wulandari, A., Sakti, G., & Roza, V. (2022). The Effect Of Show And Tell Method On Students' Speaking Ability At Eighth Grade Of Mts Diniyah Pandai Sikek. *Jurnal Cendekia Ilmiah*, 2(1).
- Sugiyono. (2015). *Metode penelitian Quantitative, Qualitative dan RND*. CV ALFABETA.
- Sugiyono. (2020). *Cara Mudah Menyusun: Skripsi, Tesis, dan Disertasi* (A. Nuryanto, Ed.; 5th ed.).
- Sulaika. (2023). The Use of Show and Tell Technique to Improve Students' Speaking Skill at the Eighth Grade of SMP Negeri 1 Larompong English Language Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute Of Palopo 2023.
- Yang, Y. I. J. (2013). The development of speaking fluency: The 4/3/2 technique for the EFL learners in China. *International Journal of Research Studies in Language Learning*, 3(4). <https://doi.org/10.5861/ijrsl.2013.624>

Appendix 1. ATP Recount Text (SPEAKING) Kelas X AKL SMK Sritanjung  
Banyuwangi

<b>Alur Tujuan Pembelajaran</b>
Melalui tahap BKoF (Build Knowledge of the Field), siswa mampu memahami pengertian, tujuan, struktur, dan ciri-ciri unsur kebahasaan recount text.
Melalui tahap MoT (Modelling the Text), siswa mampu menganalisis topik, tata bahasa, dan struktur recount text.
Melalui kegiatan diskusi kelompok dalam tahap JCoT (Join Construction of the Text), siswa mampu menyusun recount text dengan topik, isi, tata bahasa, dan struktur recount text yang benar.
Pada langkah terakhir, melalui tahap Independent Construction of the Text (ICoT) siswa mampu berbicara lancar terkait recount text dengan pengucapan dan tata bahasa yang benar.

Appendix 2. Modul Ajar

MODUL AJAR BAHASA INGGRIS “*RECOUNT TEXT*”

Fase / Kelas	E / X	Tujuan Pembelajaran
Durasi	2 x 40	Melalui pendekatan <i>Problem Based Learning</i> yang dikombinasikan dengan metode pembelajaran <i>Show and Tell</i> , peserta didik dapat berbicara
Modul Pembelajaran	Luring	
Jumlah murid	.... siswa	Profil Pelajar Pancasila
Elemen	Menyimak – Berbicara	Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, berkebinekaan global, bergotong royong, mandiri, bernalar kritis, kreatif

Capaian Pembelajaran
<p>Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.</p>
Kompetensi Awal

- Peserta didik memahami stuktur text,unsur kebahasaan,fungsi social dari *recount text*.
- Peserta didik telah mamahami kata benda (*noun*), kata sifat (*adjective*) dan kata ganti (*pronoun*) yang dibutuhkan untuk membuat *recount text*.

#### Kegiatan Pembelajaran yang Utama

<p>Pengaturan murid: Kelas besar dan kelompok dengan tingkat kesiapan belajar yang bervariasi. - Murid dibagi menjadi tiga kelompok besar (misal, kelompok Audio , kelompok Visual dan kelompok Kinestetik)</p>	<p>Metode: Eksplorasi, diskusi, dan penguatan konsep Guru membawa sebuah bahan ajar sebagai pemantik dan mengajak murid untuk berdiskusi bersama. Berbagai jawaban yang muncul dari para murid dibahas secara terbuka sehingga murid mendapat berbagai pandangan dan dapat menarik pada pemahaman konsep yang sama. - Pelajaran tambahan dan sumber belajar tambahan (<i>mini lesson, center, and resources</i>) Guru dapat menawarkan apabila murid ingin ada kegiatan belajar secara terpisah (<i>mini lesson and center</i>), seperti pelajaran tambahan yang dapat dilakukan saat</p>	<p>Model pembelajaran: <i>Blended learning</i> (pembelajaran di rumah dan di sekolah secara luring) dan PBL (<i>Problem Based Learning</i>).</p>
---	---	--

	<p>pembelajaran tatap muka terbatas di sekolah atau melalui penugasan saat kegiatan pembelajaran luring di rumah. Selain itu, guru juga mengenalkan beberapa sumber belajar yang dapat digunakan murid untuk belajar, seperti video, permainan, dan bahan bacaan).</p>	
--	--	--

Rencana Asesmen		
Kriteria Ketercapaian Tujuan Pembelajaran:		
Asesmen Diagnostik	Asesmen Formatif	Asesmen Sumatif
<p><i>Questionnaire Individual interviews</i> (pre-test)</p>	<p>Observasi Alat ukur: Rubrik Penilaian Proses (Lampiran )</p>	<p>Speaking Memperkenalkan identitas diri sendiri Tindak lanjut bagi murid yang belum mencapai kriteria tujuan pembelajaran: - Guru membuat kelompok belajar khusus. - Guru memberikan pelajaran tambahan</p>

PERTEMUAN 1 (120 MENIT)

Asesmen Diagnostik: Mengumpulkan Pemahaman Murid Mengenai *Recount Text*

Indikator Keberhasilan	Asesmen	Alat Ukur	Sarana dan Prasarana
Mampu memperkenalkan identitas diri sendiri dengan grammar yang baik dan benar.	Penilaian secara Individu dan berpasangan dalam bentuk speaking	Observasi dan tanya jawab	LCD Proyektor <i>Picture</i> dan Video yang sesuai dan relevan dengan kegiatan pembelajaran. Lembar Kerja Peserta Didik

Rincian Kegiatan Pertemuan

Orientasi siswa pada masalah (Pertemuan ke – 1)	<ol style="list-style-type: none"> <li>1. Murid dan guru memulai kegiatan dengan berdoa bersama.</li> <li>2. Guru memulai dengan menjelaskan konsep dari <i>recount text</i> secara interaktif dan murid memperhatikan penjelasan dari guru hingga dapat memahami pentingnya mempelajari <i>recount text</i>.</li> <li>3. Guru memberi beberapa pertanyaan ringan hingga sulit kepada murid dalam bahasa Inggris sebagai pemantik atau <i>pre-test</i>. Apabila murid tidak dapat menjawab, maka akan diambil guru sebagai evaluasi.</li> <li>4. Guru memberikan apresiasi kepada setiap murid karena sudah berusaha menjawab pertanyaan pemantik.</li> <li>5. Guru memberikan penjelasan alur sepanjang kegiatan yang akan dilakukan agar murid</li> </ol>
---	---

	<p>dapat mengikuti kegiatan belajar dengan baik.</p> <p>6. Guru memberikan tugas rumah kepada murid untuk membuat kalimat <i>simple past tense</i> sebagai penutup.</p>
<p>Mengorganisasi siswa (Pertemuan ke – 2)</p>	<ol style="list-style-type: none"> <li>1. Murid dan guru memulai kegiatan dengan berdoa bersama.</li> <li>2. Guru menjelaskan secara singkat tentang <i>recount text</i> secara interaktif kepada murid.</li> <li>3. Guru membimbing murid dalam membentuk grup diskusi belajar.</li> <li>4. Kemudian, murid diminta untuk menuliskan pengalaman atau aspek-aspek individu mereka dalam bahasa Inggris dengan benar secara <i>grammar</i> dalam <i>simple past tense</i>.</li> <li>5. Guru memantau setiap murid dalam mengerjakan tugas.</li> <li>6. Guru memberikan tugas rumah kepada murid untuk membuat <i>recount text</i> berdasarkan pilihan gambar yang disediakan dan murid diminta untuk memberikan alasannya dalam bahasa Inggris.</li> </ol>
<p>Membimbing penyelidikan (Pertemuan ke – 3)</p>	<ol style="list-style-type: none"> <li>1. Murid dan guru memulai kegiatan dengan berdoa bersama.</li> <li>2. Guru meminta murid membacakan hasil tugas rumah yang sudah dikerjakan.</li> <li>3. Guru memberikan bimbingan dalam latihan menyampaikan hasil tulisan <i>recount text</i> tersebut baik secara <i>pronunciation</i> dan <i>fluency</i>.</li> <li>4. Guru memeriksa <i>grammar</i> yang ditulis oleh setiap murid.</li> </ol>

	<p>5. Guru meminta setiap murid untuk mempelajari lagi materi yang sudah diajarkan sebagai persiapan presentasi di pertemuan selanjutnya.</p>
<p>Mengembangkan dan menyajikan hasil (Pertemuan ke – 4)</p>	<ol style="list-style-type: none"> <li>1. Murid dan guru memulai kegiatan dengan berdoa bersama.</li> <li>2. Guru meminta setiap murid untuk mempresentasikan dengan hasil belajar dalam bentuk tanya jawab.</li> <li>3. Guru memberikan apresiasi kepada setiap murid yang telah melakukan presentasi dengan baik.</li> </ol>
<p>Menganalisis dan evaluasi masalah (Pertemuan ke – 4)</p>	<ol style="list-style-type: none"> <li>1. Murid dan guru memulai kegiatan dengan berdoa bersama.</li> <li>2. Guru menganalisis hasil presentasi setiap murid.</li> <li>3. Guru kembali memberikan apresiasi kepada setiap murid dan memberikan hadiah sederhana kepada murid terbaik dalam mempresentasikan identitasnya.</li> <li>4. Guru membagikan hasil presentasi setiap murid dan memberikan evaluasi terhadap hasil presentasi kepada setiap peserta didik.</li> </ol>



MATERI AJAR

# SIMPLE PAST TENSE

## FORM

SIMPLE PAST TENSE

+	-	?
<b>TO BE</b>	<b>TO BE</b>	<b>TO BE</b>
○ S + was/were + ...	○ S + was/were + not + ...	○ Was/Were + S + ... ?
<b>VERB</b>	<b>VERB</b>	<b>VERB</b>
○ S + V <sub>2</sub> + ...	○ S + didn't + V <sub>1</sub> + ...	○ Did + S + V <sub>1</sub> + ... ?
<b>Examples:</b>	<b>Examples:</b>	<b>Examples:</b>
<ul style="list-style-type: none"> <li>○ You were lucky.</li> <li>○ She was lucky.</li> <li>○ We went to school.</li> </ul>	<ul style="list-style-type: none"> <li>○ You were not (weren't) lucky.</li> <li>○ She was not (wasn't) lucky.</li> <li>○ We did not (didn't) go to school.</li> </ul>	<ul style="list-style-type: none"> <li>○ Were you lucky ?</li> <li>○ Was she lucky ?</li> <li>○ Did we go to school ?</li> </ul>

[www.materialsenglish.com](http://www.materialsenglish.com)

# Recount

A recount tells about events that have happened to you or other people.



<b>Title</b>	A brief name for the experience or event.	<p style="text-align: center;"><b>At the Beach</b></p> <p>My friend and I went to the beach on Saturday.</p> <p>While we were at the beach we had a cool swim.</p> <p>After our swim we built sandcastles.</p> <p>Later it began to rain, so we packed up and went home.</p> <p>We were tired from our day at the beach, so we went to bed early.</p>
<b>Orientation</b>	Tells when and where the event began and who was there.	
<b>Events</b>	Tells the events in the order they happened.	
<b>Ending</b>	Tells how the experience ended and some thoughts you may have about it.	

- Tes Formatif

**LEMBAR KERJA PESERTA DIDIK**

NAME :  
Class :

**Task 1**

Please make a recount text based on what picture you have chosen!

A Picture

**LIVEWORKSHEETS**

- Asesmen Formatif

**LEMBAR OBSERVASI NILAI SIKAP**

N O	Nama Peserta Didik	Gotong- royong				Mandiri				Bernalar Kritis				Kreatif				Nilai Akhir
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
7.																		
8.																		
9.																		
10.																		
11.																		
12.																		

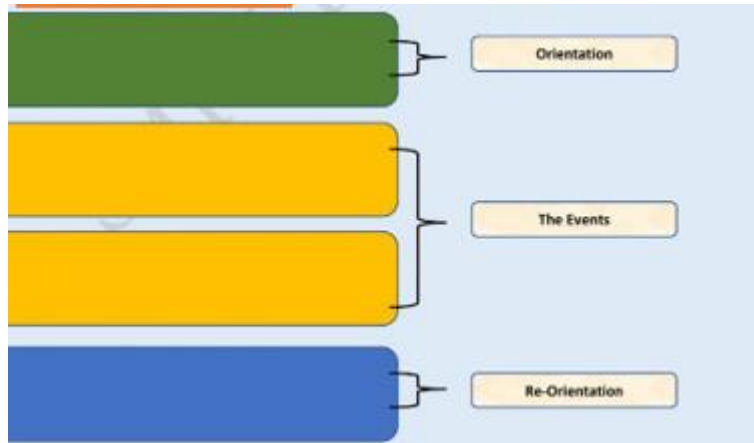
- Keterangan:
- 4= Sangat Baik
- 3= Baik
- 2= Cukup Baik
- 1= Kurang

Appendix 3. Pre-test

NAME : .....

CLASS : .....

**Please write a recount text and then do presentation in front of the class!**

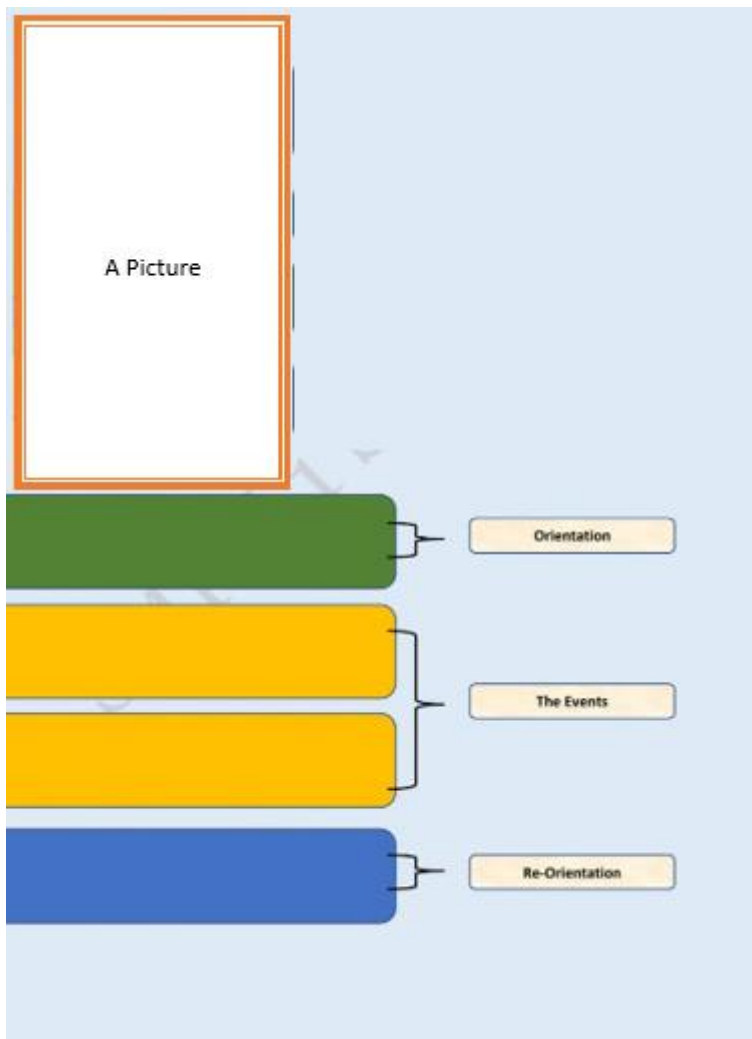


Appendix 4. Post-test

NAME : .....

CLASS : .....

**Please write a recount text based on what picture you have chosen. After your recount text is done, do presentation in front of the class!**





Appendix 5.

Respondents of Experimental Class

No.	Initial Name	L/P
1.	DAA	P
2.	EM	P
3.	JP	P
4.	SOS	P
5.	TKS	P
6.	YK	P
7.	LRI	P
8.	ANJ	P
9.	SAR	P

Appendix 6. The Result of Pre-test

NO	NAME	ASPECT					TOTAL SCORE	CONVERSION SCORE
		GRAMMAR	PRONUNCIATION	FLUENCY	VOCABULARY	CONTENT		
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

The process of getting total score was took from each student score of every aspect, the example is DAA got 4 in grammar, 3 in pronunciation, 3 in fluency, 4 in vocabulary and 5 in content. All the score was  $4+3+3+4+3=17$ . The conversion score is gained by following formula.

$$X = \frac{\text{Total of all scores}}{\text{Maximum score}} \times 100 = \dots$$

$$\text{For example. } X = \frac{17}{25} \times 100 = 68$$



Appendix 7. 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

The process of getting total score was took from each student score of every aspect, the example is DAA got 5 in grammar, 4 in pronunciation, 4 in fluency, 5 in vocabular and 5 in content. All the score was  $5+4+4+5+5=23$ . The conversion score is gained by following formula.



$$X = \frac{\text{Total of all scores}}{\text{Maximum score}} \times 100 = \dots$$

$$\text{For example. } X = \frac{23}{25} \times 100 = 92$$

Appendix 8. Documentations



## Appendix 9. LPPM Permission Letter

 **LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT (LPPM)**   
**UNIVERSITAS PGRI BANYUWANGI**  
Jl. Ikan Tongkol 01, Banyuwangi 68416. Telp. (0333) 421593, 428592  
web : [www.unibabwi.ac.id](http://www.unibabwi.ac.id)  
email : [lppm@unibabwi.ac.id](mailto:lppm@unibabwi.ac.id)

Nomor : 213/Ka.LPPM/E-2/UNIBA/VI/2024  
Perihal : Surat Pengantar Penelitian

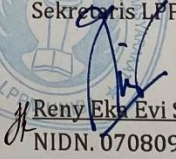
Kepada Yth. Kepala SMK Sritanjung Banyuwangi  
di Tempat

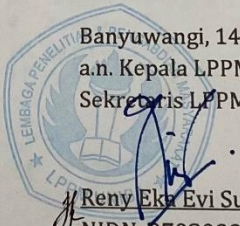
Berdasarkan rancangan kegiatan akademik yang ditetapkan pada mata kuliah skripsi,  
maka dengan ini LPPM Universitas PGRI Banyuwangi memberikan pengantar kepada:

Nama : Reggina Rismayani  
NIM : 208820300611  
Prodi : Pendidikan Bahasa Inggris, FBS, UNIBA

untuk melaksanakan kegiatan penelitian dengan judul:  
***"The Effect of Show and Tell Method on Students' Speaking Skills of The Tenth AKL (Akutansi dan Keuangan Lembaga) Grade at SMK Sritanjung Banyuwangi"*** pada periode waktu 15 Juni s.d 01 Agustus 2024.

Demikian surat ini diberikan untuk dapatnya dipergunakan sebagaimana mestinya.

Banyuwangi, 14 Juni 2024  
a.n. Kepala LPPM,  
Sekretaris LPPM,  
  
Reny Eka Evi Susanti, M.Pd.  
NIDN. 0708099001



## Appendix 10 Plagiarism Checking

	<p>LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT (LPPM) UNIVERSITAS PGRI BANYUWANGI Jl. Ikan Tongkol 01, Banyuwangi 68416. Telp. (0333) 4466937 web : lppm.unibabwi.ac.id email : lp2m.unibabwi@gmail.com</p>
	<p><b>FORMULIR KETERANGAN PENGECEKAN PLAGIASI</b></p>

### KETERANGAN PENGECEKAN PLAGIASI

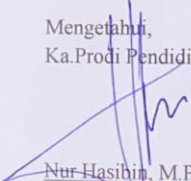
Nama : Reggina Rismayani  
NIM : 208820300611  
Program Studi : Pendidikan Bahasa Inggris  
Judul penelitian : *The Effect of Show and Tell Method on Students' Speaking Skills of the Tenth AKL (Akuntansi dan Keuangan Lembaga) Grade at SMK Sritanjung Banyuwangi*  
Waktu Pengecekan : Jumat, 26 Juli 2024

Telah melalui proses pengecekan plagiasi tahap ke-2 dan dinyatakan **Lolos/Tidak Lolos**, dengan persentase kemiripan sebagai berikut.

KESELURUHAN	27%
-------------	-----

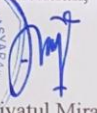
Demikian surat keterangan ini dibuat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.

Mengetahui,  
Ka.Prodi Pendidikan Bahasa Inggris

  
Nur Hasibin, M.Pd.  
NIDN. 0720108702

Banyuwangi, 26 Juli 2024

Kepala LPPM,  
Ka. Bid. Penelitian,

  
Siti Tsaniyatul Miratis S., M.P.  
NIDN: 0717039002

## Appendix 11 Curriculum Vitae

**REGGINA RISMAYANI**, was born in Banyuwangi on Maret 26, 2002. She is usually called REGGINA. She was born to Luluk Hanipah and Gede Ngurah Purwanto. She lives in Dusun Pancursari, RT 02 / RW 02, Benculuk, Cluring, Banyuwangi.

Before entering the University, she studied at SDN 2 Tampo from 2008 to 2014, then at SMPN 1 Cluring from 2014 to 2017, and at SMKN 1 Banyuwangi from 2017 to 2020. After graduating from high school, she decided to continue her studies at the English Educational Department, Language and Art Faculty of PGRI University of Banyuwangi (UNIBA). During her study at PGRI University of Banyuwangi, she actively participated in various activities on campus, such as KKN (Kuliah Kerja Nyata) in Grand Watu Dodol Beach, in early 2023 (6<sup>th</sup> semester), and PPL (Praktik Pengalaman Lapangan) at SMK Sritanjung Banyuwangi in late 2023 (7<sup>th</sup> semester).

She is also actively participating in several student institutes on campus, such as English Students' Association in 2020 to 2024, Runner Up 1 of Campus Ambassador from 2021 to 2022, and theater community from 2021 to 2022. From 2023 to 2024, she wanted to deepen her studies to finish her studies at PGRI University of Banyuwangi. Then she made the research Thesis in partial fulfillment of the requirement to get a bachelor's degree in the English Educational Department.