

**THE EFFECTIVENESS OF SHOW AND TELL STRATEGY IN
TEACHING ENGLISH SPEAKING SKILLS AT THE VIII GRADE OF
SMP N 1 KARTASURA IN THE ACADEMIC YEAR OF 2022/2023**

THESIS ARTICLE

Submitted as A Partial Requirements

for the degree *Sarjana*



By :

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SRN. 19.61.2.1.027

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF CULTURES AND LANGUAGES
RADEN MAS SAID THE STATE ISLAMIC UNIVERSITY OF SURAKARTA
2023**

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ABSTRACT

Dissa Wahyu Diyanti. 2023. The Effectiveness of Show and Tell Strategy in Teaching English Speaking Skills at the VIII Grade of SMP N 1 Kartasura in the Academic Year of 2022/2023. Thesis. English Language Education. Language Departemen. Cultures and Language Faculty.

The purpose of this study was to find out whether there was a significant difference in learning achievement in speaking practice between students who were taught using the Show and Tell Strategy and students who were taught using the Role Play Strategy at SMP N 1 Kartasura in the Academic Year 2022/2023.

The research design is a quantitative experimental design used to collect data using pre-test and post-test. The population of this study were students of SMP N 1 Kartasura, totaling 67 students divided into 2 classes. Class VIII A as the experimental group was taught using the Show and Tell Strategy and class VIII B as the control group was taught using the Role Play Strategy. In the effective or insignificant data collection between those who were taught using the Show and Tell Strategy and those who were taught using the Role Play Strategy speaking skills.

From this analysis, a t-test or t-count of (-0.947) was obtained, because the t-test was greater than the t-table (0.682), so the hypothesis was accepted with a negative degree. The average pre-test score for the experimental class was 56.23 and the post-test average score was 74.86. Meanwhile, the average pre-test score for the control class was 52.25 and the post-test average score was 58.25. It can be concluded that students who are taught using the Show and Tell Strategy can be applied to have higher achievement than students who are taught using the Role Play Strategy. Show and Tell Strategy is more effectively applied to teach speaking skills to class VIII students of SMP N 1 Kartasura.

Keywords: *Effectiveness, Speaking Skills, Teaching Speaking, Show and Tell*

ABSTRAK

Dissa Wahyu Diyanti. 2023. Keefektifan Strategi Show and Tell dalam Pembelajaran Keterampilan Berbicara Bahasa Inggris Kelas VIII SMP N 1 Kartasura Tahun Pelajaran 2022/2023. Tesis. Pendidikan Bahasa Inggris. Departemen Bahasa. Fakultas Budaya dan Bahasa.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan dalam prestasi belajar dalam praktek berbicara antara siswa yang diajarkan menggunakan Strategi Show and Tell dan siswa yang diajarkan menggunakan Strategi Role Play di SMP N 1 Kartasura di Akademik. Tahun 2022/2023.

Rancangan penelitian ini adalah rancangan eksperimen kuantitatif yang digunakan untuk mengumpulkan data dengan menggunakan pre-test dan post-test. Populasi penelitian ini adalah siswa SMP N 1 Kartasura yang berjumlah 67 siswa yang terbagi dalam 2 kelas. Kelas VIII A sebagai kelompok eksperimen diajar dengan Strategi Show and Tell dan kelas VIII B sebagai kelompok kontrol diajar dengan Strategi Role Play. Dalam pengumpulan data yang efektif atau tidak signifikan antara mereka yang diajarkan menggunakan Strategi Show and Tell dan mereka yang diajarkan menggunakan keterampilan berbicara Strategi Role Play.

Dari analisis tersebut diperoleh t-test atau t-hitung sebesar (-0,947), karena t-test lebih besar dari t-tabel (0,682), sehingga hipotesis diterima dengan derajat negatif. Nilai rata-rata pretes untuk kelas eksperimen adalah 56,23 dan nilai rata-rata postes adalah 74,86. Sedangkan nilai rata-rata pretes kelas kontrol adalah 52,25 dan nilai rata-rata postes adalah 58,25. Dapat disimpulkan bahwa siswa yang diajar menggunakan Strategi Show and Tell dapat diterapkan memiliki prestasi yang lebih tinggi daripada siswa yang diajar menggunakan Strategi Role Play. Strategi Show and Tell lebih efektif diterapkan untuk mengajarkan keterampilan berbicara pada siswa kelas VIII SMP N 1 Kartasura.

Kata Kunci: Keefektifan, Keterampilan Berbicara, Pengajaran Berbicara, Show and Tell

INTRODUCTION

A. Background of the Study

Speaking is a skill that will not develop if it is not continuously practiced. Speaking skills are one of the language skills that need to be mastered well by students. According to Maya (2017) as creatures that cannot always be separated from the contribution of other humans in everyday life. Beside that, social creatures required to be skilled at speaking to interact in relationships with others. Those who are skilled at speaking will find it easy to mingle and socialize with people around them. Easily accepted in the social environment, society with qualified speaking skills, not infrequently if later it will have quite extensive relationships just by relying on speaking.

The purpose of speaking skills in Indonesian is to improve communication ability properly and correctly in public. To achieve this purpose, students are also required to be skilled at speaking in the learning process in class. Students must be able to express their ideas or opinions in implementing speaking skills learning. They must also be able to answer questions or ask questions properly during learning. Likewise, in storytelling, students must be able to tell

stories well and confidently, although sometimes the grammatical order and vocabulary that students don't use correctly, this is a demand for students in teaching speaking skills.

According to Abdullah (2022), junior high school is a school where students can improve their speaking skills after learning in elementary school. So to continue to a higher level and in the future students will grow and live in society must pay more attention. Good in growth, especially in learning speaking skills. Even though it is difficult, speaking skills are very important for students to master. Students will explore a lot in their world, in everyday life the environment is an important factor for students to improve their speaking skills.

SMP N 1 Kartasura is a school that researchers choose. This school chose because it is one of the favorite junior high schools in Sukoharjo, Central Java. The location of this school is very strategic and the teaching system makes it possible for children to develop their learning abilities in literacy. In addition, the researcher chose class VIII subjects because students were in a transitional period toward increasing acceptance of learning in class.

The author examines class VIII students at SMP N 1 Kartasura with the condition of students' speaking skills that are still at medium grade. This is due to several factors, namely the limited vocabulary of students, the lack of ability to pronounce spoken vocabulary and the lack of courage to speak for fear of being wrong. Therefore, the researcher provides a Show and Tell method solution to improve students' speaking skills. The Show and Tell method is a method that can be applied in teaching speaking. With this method can help students to improve speaking skills. It is hoped that students will more easily express their ideas or thoughts verbally.

Based on pre-research made by researchers on November 1, 2022 the teacher teaches English Speaking to students using the lecture method. The teacher in teaching is always active in speaking and there is very little communication with students. One time when students were asked about the meaning of a noun. Students feel hesitant in answering because it is a new thing that students experience. Because there are no variations in teaching English in class, students don't have enough room to hone their speaking.

To be able to strengthen the

author's research, here the researcher attaches the study is from Ignasius Mario Binioli, Tini Moge, & Merlin Maukar (2022) entitled "Improving Students' Speaking Skill Through Show And Tell Method At Grade IX Students Of Pax Christi Junior High School Manado". In this study, research design used quasi-experimental method followed which in form of oral test consisted of pre-test and post-test and divided into control group and experimental group. The results of this study involved a pre-test and a post-test.

The importance of this research is that the researcher believes that this method is effective for students and teachers. Using this method can empower teachers to teach their students. And for students it can help them improve speaking skills, provide opportunities for students to develop their language skills, and also increase student motivation to learn to speak. This research will make new findings in applying the Show and Tell method.

The author will aim to increase students' understanding, accuracy, and fluency in speaking, and also solve students' difficulties in speaking English by providing a pleasant feel when

implementing the Show and Tell method in class. The researcher's desire to solve problems regarding the speaking skills of class VIII students at this school made the researcher want to conduct research at a school with that title "The Effectiveness of Show and Tell Strategy In Teaching English Speaking Skills At The VIII Grade of SMP N 1 Kartasura in the Academic Year of 2022/2023".

B. Formulation of the Study

Based on the background of the study, the formulation is as follows: "Is the Show and Tell strategy effective in teaching English speaking skills at the VIII grade of SMP N 1 Kartasura in the Academic Year of 2022/2023?"

C. Objectives of the Study

Based on these problems, the purpose of this research is to know the effectiveness of Show and Tell strategy in teaching English speaking skills at the VIII grade of SMP N 1 Kartasura in the Academic Year of 2022/2023.

D. Benefits of the Study

With this research, the researcher hopes that this research can be useful for researchers and readers. The benefits of this research are as follows:

1. Theoretical Benefits

- a. This research can provide an overview to further researchers related to the same topic.
- b. This study provides information regarding the effectiveness of the Show and Tell Strategy method in teaching English Speaking Skills in class.

2. Practical Benefits

a. For Readers

The author hopes that with this research, readers can gain knowledge about how to improve speaking skills through the Show and Tell Strategy method in teaching English Speaking Skills in class.

b. For Researchers

With this research, the writer can find information and knowledge during the writing of this research.

LITERATURE REVIEW

Speaking

Students' scientific mastery can be improved in several ways, one of which is by improving language skills. Something that is directly related to language skills is speaking. Speaking is the pronunciation of words produced by the human voice, processing words into words (Nejawati, 2017).

According to Mc Donough and Shaw (2013), speaking is a skill that is

used by someone in communication to produce utterances to express thoughts and opinions, express a desire to do something, solve certain problems or to create and maintain social relationships. In other words, talking is a way of communicating with someone to maintain social relations.

According to Harmer (2007: 343), speaking is a difficult skill because it at least has to do with grammar, vocabulary, pronunciation, fluency, and understanding. The speech includes several important parts, namely:

1. Grammar

Grammar is a set of rules that explain how we use language. Objective Grammar also teaches the right way to learn spoken language skills in written forms. Therefore, grammar is needed so that students can compose correctly sentences in conversation.

2. Vocabulary

Another equally important item is vocabulary. Quite a lot of vocabulary and the right words are used in communication. Without owning insufficient vocabulary, the person is unable to communicate and express himself effectively ideas both orally and in writing.

3. Pronunciation

Pronunciation is how students produce clearer language when they speak. It refers to the phonological process, which is related to the component a grammar and consists of the elements and principles that determine its sound diverse and structured in language. There are two pronunciation functions; phonemes and suprasegmental features. Constant talkers mispronouncing different phonemes can be very difficult for speakers to understand other language communities.

4. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Unity speaking is a goal for many language learners. The fluidity characteristics are e.g fairly fast speech rate and only a few pauses and "us" or "ers". These signs indicate that the speaker may not spend a lot of time looking for the linguistic parts needed to express the message.

5. Comprehension

Comprehension is also a component of speaking. Understanding is mind, and understanding of strength training activity aims to improve testing. There are five parts to pay attention to when speaking to students if they want to

speak well. These are grammar, vocabulary, pronunciation, fluency, and understanding.

Teaching Speaking

Teaching is essentially a process of interaction between students and their environment, which leads to changes in behavior for the better (Mulyasa, 2010). The learning process is fully aimed at developing the cognitive, affective and psychomotor areas as a thoroughly. Thus, learning as a whole creates quality that reflects full mastery of attitudes, knowledge, and skills (Depdiknas, 2013).

Teaching speaking to class VIII junior high school students must be based on the curriculum, English as an elementary school subject is intended to develop language skills and communication skills in the era of globalization Suparman (2007: 13).

Teaching Method Speaking with Show and Tell Strategy

According to Rohaeti (2011) show and tell is a learning activity that shows an object/object to the audience and then explains or describes the object.” The show and tell method is a way of learning to show and tell. activities where they present the

observed objects and then talk about these objects or share their experiences with these objects in front of the class.

The steps in the show and tell method according to Rahman, Widya, and Yugatiati (2019: 73), namely:

1). The teacher shows some concrete objects, pictures of objects, or pictures of events to students.

2). Students describe concrete objects and pictures of an object or explain events in the pictures shown by the teacher.

3). Students are divided into several groups.

4). Students and their groups discuss appropriate sentences to describe concrete objects and pictures of objects or tell pictures of events.

5). Students and their groups describe concrete objects and pictures of objects or tell pictures of events.

According Musfiroh (2011:132) there are several advantages of the show and tell method. Some of these advantages are as follows: (1) Using objects that are concrete, making it easier for children to tell stories. (2) Provide opportunities for all children to be actively involved because it emphasizes a participatory approach in the learning process. (3) Effective for developing the

ability to speak in public (public speaking). (4) Train children to solve problems (problem solving), namely when telling stories children learn to arrange information related to the object being addressed.

Although the show and tell method described above has advantages, it also has disadvantages. The disadvantages of show and tell are: (1) This method cannot be done overnight, because it requires the preparation of objects that will be used and told during the performance. (2) It took quite a long time because not all children could perform at the same time.

Teaching Method Speaking with Role Play Strategy

According to Dananjaya (2013) play is one of the learning functions that students should not be concerned about because in this role play real situations arise. This action differs from drama in that it is of very short duration. The teacher only presents a brief scenario and students' feelings please change or fix the situation and character.

There are six main steps to enter procedure Huang (2008):

- 1). Determine the subject matter.
- 2). Choose a situation and create a dialogue, then the situation or

circumstances become roles play able must be selected.

3). Teach dialogues for role-playing games teachers should compose vocabulary, necessary sentences and dialogues role play situation.

4). Ask students to practice role playing, Students can practice in pairs or groups small groups

5). Ask students to edit Situation and dialogue, once a student pass and session with authentic role-playing situations.

6). Assess and integrate student skills understand.

According to Mujiono (2013) role-play strategy have advantages and disadvantages that teachers must pay attention to in order to be more effective during the teaching and learning process. The advantages of role play strategy are as follows: (1) Students acquire communicative competence, because in addition to knowledge of form and meaning, students must also acquire knowledge in negotiating through negotiations and audiences. to explain its meaning. (2) Growing student creativity in learning. Students don't just sit as passive learners, because they can participate actively in learning and make students talk more when doing activities

and encourage them to speak. Whereas role play disadvantages (1) The teacher cannot monitor every student in the class because the class is noisy. (2) Some students, especially passive students, may feel threatened during role play.

RESEARCH METHODOLOGY

The research design used by researchers in this study is the Nonequivalent Control Group Design which is included in the Quasi-Experimental research design. This design means that the researcher gives a pre-test, treatment, and also a post-test for both the experimental group and the control group.

In addition, Creswell (2012: 13) describes the characteristics of quantitative research as follows:

1. Describe the research problem by describing trends or the need for explanations between variables.

2. Provide a significant role for the literature by suggesting research questions to be asked and justifying research problems and creating the need for research directions.

3. Make specific, narrow, measurable and observable statements of purpose, research questions and hypotheses.

4. Gathering America, data from a large number of people using the instrument with predefined questions and responses.

5. Analyze trends, compare groups or related variables using statistical analysis, and interpret results by comparing them with previous predictions and previous research.

6. Write research reports using standards, fixed structures, and assessment criteria and using an objective-based approach. In this study, the sample of students was divided into two groups.

The experimental group students were taught speaking skills in short conversations about Asking and Offering Help and Asking and Giving Opinion by applying the Show and Tell as the treatment strategy. However, the control group was taught speaking skills in short conversations about Asking and Offering Help and Asking and Giving Opinions by applying the Role Play strategy.

This research will be conducted in the 2022/2023 academic year in the second semester. SMP N 1 Kartasura is located on Jl. Adi Sumarmo No. 37, Ngabeyan, Kec. Kartasura, Sukoharjo

Regency, Central Java 57165.

This school will be chosen as the research setting for several reasons (1) Based on the interviews given, the teacher still had problems in teaching English methods, especially in teaching speaking (2) Based on observations, the lack of vocabulary mastered by students and students' lack of confidence when speaking in the classroom. The school has five- eighth grades with 180 students population. However, researchers will only take two classes to serve as samples, namely classes VIII A and VIII B, with a total of 67 students in the 2022/2023 academic year. Each class consists of a different number of students.

According to Best (1995:1), a simple random sample is a single observation or a class of individuals such that each choice is independent of any other choice. A random sample of a cluster is used to determine the two categories selected in this study. After receiving two classes, the researcher randomly decided which class to use as the experimental group and which class to use as the control group. Researcher used VIII A as Experimental Group and VIII B as Control Group.

Data collected quantitatively experimentally. Quantitative data was collected through pre-test and post-test for 5 meetings. The first meeting was used to conduct a pre-test. The second to fourth meetings were used to treat the experimental group, namely class VIII A. Meanwhile, the fifth meeting was carried out as a post-test. This will indicate an increase in the speaking scores of several students which shows the effectiveness of the Show and Tell method in teaching students to speak English.

RESULT/FINDINGS

Researchers conducted research on March 13, 2023 to April 1, 2023. Researchers use data to be analyzed in the form of test results. After giving to both groups, the researcher gave a test to the students. In this research the researcher used same material but the technique used were different, and after treatment the researcher gave a test to the students. Before giving a pre-test and post-test, the researcher first tested the validity and reliability of the instrument and tested the test in different classes from the research subjects. In testing, the data showed that out of 40 pre-test questions, only 20 questions were declared valid. Meanwhile, out of 40

questions the post-test also stated 20 questions were valid and reliable if used as a research instrument.

The data description of the two groups can be seen as follows:

a. Experimental Group

The experimental group was class VIII A which was taught using the Show and Tell Strategy to teach speaking skills. The experimental class consisted of 35 students. Students have performed the test presenter by the researcher. The data will be presented in the form of table below:

Table 4.1 Statistics of the Speaking Scores in Experimental Group

Statistics		
Post-Test Experimental Group		
N	Valid	35
	Missing	0
Mean		74,86
Median		76,00
Mode		76
Std. Deviation		7,101
Range		32
Minimum		56
Maximum		88
Sum		2620

From data above, it can be concluded that the highest score is 88 and the lowest score is 56. Then, the mean is 74,86, the median is 76,00 with the mode is 76 and standard deviation is 7,101. In addition, range is 32 and the sum of scorecard is 2620. The frequency

distribution of the data post-test in experimental group is in the table 4.2 and histogram is presented in figure 4.1.

Table 4.4 Frequency Distribution of Post-Test Speaking Scores in Experimental Group

Interval Score	Mid Point	F	%	Cummulative
56-59	56	1	3	3
60-63	0	0	0	0
64-67	64	3	9	11
68-71	68	4	11	23
72-75	72	7	20	43
76-79	76	8	23	66
80-83	80	6	17	83
84-87	84	5	14	97
88-91	88	1	3	100
		35	100	

The table above explain about the frequency distribution of Experimental Group was using Show and Tell Strategy for teaching English Speaking Skills. Based on the table above:

- ✓ There is one student who get score 56-59 and the percentage is 3%.
- ✓ There is no student who get score 60-63 and the percentage is 0%.
- ✓ There are three students who get score 64-67 and the percentage is 9%.
- ✓ There are four students who get score 68-71 and the percentage is 11%.

- ✓ There are seven students who get score 72-75 and the percentage is 20%.
- ✓ There are eight students who get score 76-79 and the percentage is 23%.
- ✓ There are six students who get score 80-83 and the percentage is 17%.
- ✓ There are five students who get score 84-87 and the percentage is 14%.
- ✓ There is one student who get score 88-91 and the percentage is 3%.

Therefore, researchers can conclude that the scores of the Experimental Groups various. Then the frequency distribution data can be seen in the histogram below:

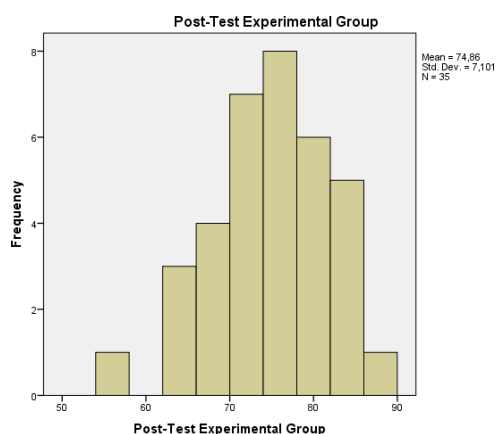


Figure 4.1 The Histogram of Frequency Distribution of Post-Test Speaking Scores in Experimental Group

b. Control Group

The control group was class VIII B which was taught using the Role Play Strategy to teach speaking skills. The control class consisted of 32 students. The data obtained from post-test of control group. The data presented are the result of speaking test. It concludes the mean, mode, median, range, sum, standard deviation and frequency distribution. The data will be presented in the form of table below:

Table 4.3 Statistics of the Speaking Scores in Control Group

Statistics		
Post-Test Control Group		
N	Valid	32
	Missing	0
Mean		58,25
Median		58,00
Mode		60
Std. Deviation		8,854
Range		36
Minimum		40
Maximum		76
Sum		1864

From data above, it can be concluded that the highest score is 76 and the lowest score is 40. Then, the mean is 58,25, the median is 58,00 with the mode is 60 and standard deviation is 8,854. In addition, range is 36 and the sum of scorecard is 1864. The frequency distribution of the data post-test in controll group is in the table 4.4 and histogram is presented in figure 4.2.

Table 4.4 Frequency Distribution of Post-Test Speaking Scores in Control Group

Interval Score	Mid Point	F	%	Cummulative
40-43	40	1	3	3
44-47	44	1	3	6
48-51	48	4	12	19
52-55	52	5	16	34
56-59	56	5	16	50
60-63	60	6	19	69
64-67	64	2	6	75
68-71	68	5	16	90
72-75	72	2	6	97
76-79	76	1	3	100
		32	100	

The table above explain about the frequency distribution of Control Group was using Role Play Strategy for teaching English Speaking Skills. Based on the table above:

- ✓ There is one student who get score 40-43 and the percentage is 3%.
- ✓ There is one student who get score 44-47 and the percentage is 6%.
- ✓ There are four students who get score 48-51 and the percentage is 12%.
- ✓ There are five students who get score 52-55 and the percentage is 16%.

- ✓ There are five students who get score 56-59 and the percentage is 16%.
- ✓ There are six students who get score 60-63 and the percentage is 19%.
- ✓ There are two students who get score 64-67 and the percentage is 6%.
- ✓ There are five students who get score 68-71 and the percentage is 16%.
- ✓ There are two students who get score 72-75 and the percentage is 6%.
- ✓ There is one student who get score 76-79 and the percentage is 3%.

Therefore, researchers can conclude that the scores of the Control Group is various. Then the frequency distribution data can be seen in the histogram below:

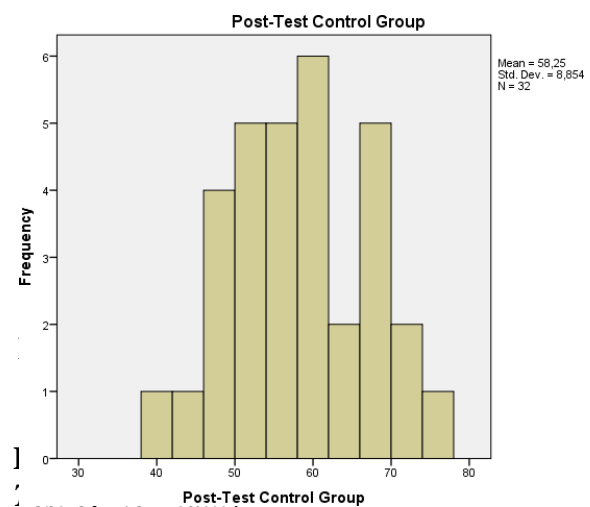


Figure 4.1 The Histogram of Frequency Distribution of Post-Test Speaking Scores in Control Group

The Kolmogorov Smirnov normality test is part of the classic assumption test. The normality test aims to determine whether the residual values are normally distributed or not. A good regression model is to have normally distributed residuals. There are two criteria for determining the normality of data:

- a. If the significance value (sig) > 0.05, then the data distribution is normal.
- b. If the significance value (sig) < 0.05, then the data distribution is not normal.

Table 4.5 The Computation of Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		32
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	8,85216564
Most Extreme Differences	Absolute	,115
	Positive	,100
	Negative	-,115
Test Statistic		,115
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the results of the post-test data normality test for the experimental class and control class above, the significance value of the normal test of using Show and Tell

Strategy and Role Play Strategy in teaching English speaking skill is 0,200. As a result, since the data has a significance value of 0,200 > 0,05, the residual value can be normally distributed.

Test of Homogeneity

Homogeneity test is a test conducted to find out that two or more sample data groups come from populations that have a homogeneous variance. This test is a requirement before carrying out other tests such as the T test and Anova. This test is used to ensure that the data group does come from populations that have the same variance. Basis for decision making:

- a. If the Sig value > 0.05, then the data distribution is homogeneous.
- b. If the Sig value < 0.05, then the data distribution is not homogeneous.

Table 4.6 The Computation of Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Data Post-Test	Based on Mean	2,070	1	65	,155
	Based on Median	2,322	1	65	,132
	Based on Median and with adjusted df	2,322	1	64,627	,132
	Based on trimmed mean	2,130	1	65	,149

Based on the results of the post-test data homogeneity test for the experimental class and control class above, the significance value on the based on mean homogeneity test of the

two research groups in learning English speaking skills is 0.155. Therefore, the data has a significance value of $0.155 > 0.05$, the group data is distributed homogeneously.

Hypothesis Testing

After the data has passed all the stages of testing from the validity test, reliability test, normality test and homogeneity test, of course the last step is hypothesis testing. Decision making in hypothesis testing can refer to two things, namely:

- a. If the Sig value < 0.05 , it means that variable X has an effect on variable Y.
- b. If the Sig value > 0.05 , it means that variable X has no effect on variable Y.

Table 4.7 The Computation of Hypothesis Test

		Paired Samples Test							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Post-Test Experimental Group - Post-Test Control Group	16,250	11,492	2,032	12,107	20,393	7,999	31	,000

The significance value (2-tailed) $0.000 < 0.05$ indicates a significant difference between the initial and final variables. This shows that there is a significant effect on the difference in the treatment given to each variable. In addition, the value of degrees of freedom (df) is 31 with a significance of 0.05 t-table is 0.355 while t-count is 7.999. Then, the value of t-count is greater than

t-table $7.999 > 0.355$. It can be concluded, that the Alternative Hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected.

DISCUSSIONS

Based on all the data that has been processed by researchers, the results get that t-count Experimental Class obtained is higher than the critical score on the t-table, the difference is statistically significant. Students who were taught using the Show and Tell Strategy had higher scores than students who were taught using the Role Play Strategy in learning speaking skills. With the average post-test score for the Experimental Class was 74,86 and the average post-test score for the Control Class was 58,25.

This means that the use of the Show and Tell strategy is effective in teaching speaking skills for class VIII students of SMP N 1 Kartasura in the 2022/2023 academic year. This is evidenced by the results of the t-test. The t-test results show that (t-count $>$ t-table) t-count is 7,999 higher than t-table 0.355 for a significance level of 0.05. Therefore, Ha is accepted because students who are treated using the Show and Tell Strategy have better speaking

achievement than students who are taught using the Role Playing Strategy in control class.

Mufida (2017) states that the implementation of teaching strategies, it is hoped that students can play an active role in class not only as listeners but also as listeners speaker for two-way communication. The first time the researcher applied the Show and Tell Strategy, the students looked interested and curious. Then the researcher gave the rules for applying the Show and Tell Strategy. Students are still shy at first but they still want to try. When the teacher practiced this method all the students looked enthusiastic about preparing what the students wanted to convey in front of the class. Students observe the researcher practicing the Show and Tell method and also record some key words from the story.

The explanation above supports the results of this study that there is significant effectiveness in speaking ability between students who are taught using the Show and Tell Strategy in the experimental class and students who are taught using the Role Play Strategy in the control class. This fact is corroborated by the similarity of the results of previous research from Fany Malik, et al (2022)

that the application of the Show and Tell method can improve the speaking skills of class VIII students of SMP Delitua Singosiri where students respond and take part in class, students are interested and feel happy in applying this method. This is evidenced by their participation in telling stories in front of the class to their friends, this discussion is a show and showing these objects to their classmates by telling stories and teaching speaking because this method can improve students' speaking skills.

The results of the study, the researchers found that teaching speaking with the Show and Tell strategy can make students feel enjoy and happy in class and are very enthusiastic, as evidenced when the researcher asked one of the students in the experimental class. The students think that learning to speak English is not as difficult as people say. Teaching speaking skills with the Show and Tell Strategy makes students more courageous in expressing their opinions. Therefore, teachers must use the proper technique in teaching English to their students. Here there are similarities in the research results between previous research and this research.

The same results show effectiveness in implementing the

Strategy of Show and Tell in teaching speaking in class. In addition, students feel more happy and interested in participating in learning to talk in class. So, it can be concluded that the Show and Tell Strategy is more effective than the Role Play Strategy in teaching speaking skills.

CONCLUSIONS

Based on the findings and discussion, the researcher can conclude that the use of Show and Tell Strategy in the teaching and learning process is as follows: There is a significant effect of Teaching and Learning using the Show and Tell Strategy on teaching speaking abilities of class VIII students of SMP N 1 Kartasura in the Academic Year 2022/2023.

The students who are taught using the Show and Tell Strategy had higher scores than students who were taught using the Role Play Strategy in learning speaking skills. With the post-test average score in the experimental class (students taught using the Show and Tell Strategy) was 74,86 and the post-test average score in the control class (students taught using the Role Play Strategy) was 58,25.

It means that the use of Show and Tell Strategy is effective in teaching the speaking skills of class VIII students of SMP N 1 Kartasura for the 2022/2023 academic year. This is evidenced by the results of the t-test. The t-test results show that ($t\text{-count} > t\text{-table}$) t-count is 7,999 higher than t-table 0.355 for a significance level of 0.05. That is, H_a is accepted because the t value is greater than the t table value, so there is a significant difference in achievement between class VIII A students who are taught Show and Tell Strategy and class VIII B students who are taught using the Role Play Strategy.

Based on the findings of the analysis it can be concluded that there is a significant difference in speaking ability between class VIII students of SMP N 1 Kartasura who are taught using the Show and Tell Strategy and students who are taught using the Role Play Strategy. The results of the analysis show that the (2-tailed) count (0.000) is less than 0.05, so H_0 is rejected and H_a is accepted. Therefore, the hypothesis "there is a significant difference in speaking ability between grade VIII students of junior high school who are taught using specific strategy and those who are not" is accepted.

SUGGESTIONS

Based on the research that has been done with the various results that have been obtained, the researcher can provide the following suggestions:

1. For the English Teachers

Teaching speaking is not an easy job because many students think that speaking is the most difficult skill to learn. As a consequence, teachers will face many obstacles during the teaching and learning process. Therefore, they must be able to choose the right technique that can change students attitudes towards speaking and students speaking abilities. One way is to provide a new strategy, namely the Show and Tell Strategy, because the use of learning strategies or methods should emphasize more on aspects of ability and needs to improve students speaking skills.

2. For the Students

Students must be active in the teaching and learning process and do more practice in the classroom and outside the classroom. Students must enrich their speaking skills to understand what is contained in the English context. The researcher recommends using Show and Tell Strategy in teaching English to make students happy in class and create

a fun and active atmosphere in class.

3. For the School

SMP N 1 Kartasura must support the progress of student achievement by providing convenience for English teachers and students both in terms of facilities and infrastructure to implement appropriate innovative strategies in the teaching and learning process.

4. For the other Researchers

This study discusses the application of Show and Tell Strategy as a means to improve the speaking skills of class VIII students of SMP N 1 Kartasura. It is hoped that the results of this study can be used as an additional reference for other researchers, especially researchers related to teaching speaking.

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