



## Students' Speaking Skills Using the Show and Tell Method in PPKn Lessons

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### ABSTRACT

Speaking skills are an important aspect of the communication and learning process, especially at the elementary school level. However, there are still many students who show low speaking skills, characterized by a lack of confidence, limited vocabulary, and dominance of lecture methods in learning. This research aims to improve the speaking skills of grade IV students of SD Negeri 0216 Aek Tunjang through the application of the *Show and Tell* method in PPKn subjects. Data were collected through observation, interviews, documentation, and speech skills assessments, then analyzed descriptively, quantitatively, and qualitatively. The results showed a significant improvement in students' speaking skills, with the average score increasing from 13% in the pre-cycle to 78.66% in the second cycle and the completeness of classical learning reaching 83.33%. These findings show that the *Show and Tell* method is effective in building confidence, expanding vocabulary, and encouraging students' active participation in conveying ideas in a concise and clear manner. Therefore, this method is recommended as an effective learning strategy to improve speaking skills in elementary school.

**Keyword:** Speaking skills; Show and Tell Method; PPKn Learning.

### INTRODUCTION

The goal of education is to create quality human beings, both in terms of knowledge and mental quality. One of the factors that need to be considered to achieve the intended goal is to improve the quality of learning. Learning that uses varied and fun methods must be very liked by students and can increase motivation and achievement in learning. Education does not only apply in schools, but education lasts a lifetime and is carried out in the family, community, and school environment. Therefore, education is the responsibility of the family, society and government. Responsible education in schools is basically to train, educate, and foster so that students are able to think. Through this thinking exercise, they gain various kinds of knowledge in solving problems that arise, whether they are in the family environment or the community. Good language learning without neglecting language skills.<sup>1</sup>

Speaking skills are a language skill that needs to be mastered well. Because human beings are social creatures and the first and most important action is a social action, an action where ideas are exchanged, expressed feelings or expressed each other, and agree on a stance or belief.

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<sup>1</sup> Tri Neor Indri Octavia, *Analisis Permasalahan Keterampilan Berbicara Siswa Kelas III Sekolah Dasar Universitas, Skripsi* (Jakarta: Uin Syarif Hidayatullah, 2022), hlm. 1.

Speaking skills are very important skills for communication. Communication can take place properly and correctly according to the general guidelines for Indonesian spelling (PUEBI). According to yeti mulyati, a person is said to have speaking skills if the person concerned is skilled in choosing language sounds (in the form of words, sentences, as well as pressure and tone) correctly and formulating them appropriately to convey thoughts, feelings, ideas, facts, and actions in a certain communication context.<sup>2</sup> And they must be able to express the knowledge they have acquired orally during the learning and teaching process. They must also have the courage to appear to ask questions to dig and get information, especially in seminars, discussions, and in meetings, they are required to be skilled in argumentation, skilled in explaining problems and how to solve them, and skilled in attracting the sympathy of the audience.<sup>3</sup>

This show and tell *learning method* is a learning method with children's activities of showing objects and expressing opinions, expressing feelings, desires, and experiences related to these objects. With this show and tell method, it is hoped that children's speaking skills will be stimulated and children's vocabulary development can increase. This *show and tell* method itself explains that *show and tell* requires teachers or educators to play the role of facilitators, advisors, and communicators. Educators facilitate children to choose objects to be used in show and tell activities, provide advice to children about the material and content of *show and tell*, and help children communicate what they think and feel. Children play the role of message conveyors, message owners and peer listeners. In show and tell activities, children as the actors who convey messages (show and tell an object as needed), children are also the ones who have the message so that for them they are free to show their identity and desires.

Learning Pancasila and Citizenship Education: A professional teacher must be able to create learning that attracts the attention of students, one of which is good learning is the use of the right learning method in creating activeness and increasing students' understanding, learning will be interesting. The results of this study are in line with the findings of Muhammad Syazali, Nadia Olivia, and Muhammad Sobri in their research entitled "*Efforts to Improve Students' Public Speaking Skills Through the Application of Show and Tell Methods*". They concluded that *the show and tell* method is effective in improving students' speaking skills because it is easy to apply, increases confidence, and is suitable as an alternative in the learning process.<sup>4</sup>

Similar research was also conducted by Rosdiah Salam, Andi Dewi Riang Tati, and Nurmuthia Arfah at SDN 20 Binamu Jeneponto grade IV. The results showed a significant improvement in students' speaking skills. The average score increased from 74.42 in the first cycle to 83.88 in the second cycle, and the percentage of classical learning completeness increased from 73.07% to 84.61%. Students' learning activities increased from the fair to excellent category, as well as the results of speaking skills tests that increased from good to excellent.<sup>5</sup> Research conducted by Isda Maulida Rahmayanti at SDN I Pernasida grade IV with the title "*The Application of the Show And Tell Method to Improve Speaking Skills Theme 7 The Beauty of Diversity in My Country*" shows that the *show and tell* method is able to improve students' speaking skills from cycle I to cycle II. The completeness of speaking skills with good criteria increased

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<sup>2</sup> Yeti Mulyat, *Indonesian Language Skills Elementary, Thesis* (Jakarta: Open University, 2007), p. 65.

<sup>3</sup> Erwin Harianto, "Metode Bertukar Gagasan dalam Pembelajaran Keterampilan Berbicara," *Jurnal Didatika* Volume 9, No. 2 (2020), hlm. 411–121, (<https://jurnal.didatika.org/contents/articel/download/56/38>).

<sup>4</sup> Muhammad Syazali, "Upaya Meningkatkan Keterampilan Public Speaking Siswa Melalui Penerapan Metode Show And Tell 16," *Jurnal El-Hikam* Volume 3, No. 2 (2019), hlm. 39.

<sup>5</sup> Andi Dewi Riang Tati dan Nurmuthia Arafah Rosdiah Salam, "Upaya Meningkatkan Keterampilan Berbicara Siswa Menggunakan Metode Pembelajaran Show And Tell," *Jurnal Ilmiah Ilmu Kependidikan* Volume 5, No. 1 (2020), hlm. 34.

from 45% in cycle I to 75% in cycle II. This means that the application of the method has met the success indicators, which is at least 70% of students achieve speaking skills in the good category. This research confirms that *show and tell* not only provides space for students to speak, but also encourages courage and the ability to convey ideas in a concise and clear manner.<sup>6</sup>

In line with that, Ella Putri Maylanie S in her research entitled "*Efforts to Improve Elementary School Students' Speaking Skills by Using the Show and Tell Method*" also emphasized the effectiveness of this method in training students to be able to speak in public. Through the activity of showing and explaining an object or relevant thing in front of their friends, students are encouraged to think critically, compose sentences that are coherent, and be more confident in expressing opinions. Thus, this method has proven to be effective in improving students' speaking skills gradually and thoroughly.<sup>7</sup>

However, the reality is that in the field there are still many students who are not skilled in speaking. Based on the results of the interview with the fourth grade homeroom teacher of SD Negeri 0216 Aek Tunjang, several main problems were found. First, students' confidence is still low. When the teacher asks a question, only a few students are willing to answer, even when asked to speak in front of the class, most students choose to remain silent and do not show the courage to speak, including when asked about material that they do not understand. Second, in terms of linguistic and non-linguistic, students' speaking skills are still relatively low. For example, in speaking, many students pay less attention to sentence structure, intonation, word choice, and still often use their mother tongue in formal communication. The limitations of vocabulary also make them hesitant in expressing their opinions, so their words often stutter and even repeat. Third, teachers still dominate the learning process with the lecture method, while students only listen to explanations and do assignments. As a result, students are not given much space to actively practice their speaking skills in the classroom. Class IV was chosen as the object of research because students at this stage are in a period of concrete operational cognitive development (age 7–11 years), where they begin to be able to think logically with the help of concrete objects. This is a great opportunity to practice their speaking skills through learning methods that are applicable and involve active participation.

Based on these problems, efforts are needed to improve students' speaking skills through appropriate and interesting methods. One method that is believed to be effective is *show and tell*. Therefore, this study is focused on efforts to "*Improve Students' Speaking Skills Using the Show and Tell Method in PPKn Lesson Class IV SD Negeri 0216 Aek Tunjang*."

## METHOD

This research is a Class Action Research (PTK) which is carried out in two cycles. Each cycle consists of four stages, namely: planning, implementation of actions, observation, and reflection. This research was carried out at SD Negeri 0216 Aek Tunjang on 15 grade IV students. The purpose of this study is to improve students' speaking skills through the application of *the Show and Tell method* in the subject of Pancasila and Citizenship Education (PPKn). Data collection was carried out through observation, interviews, documentation, and assessment of students' speaking skills. Data analysis techniques were carried out descriptively, quantitatively, and qualitatively, by comparing the results of speaking skills in pre-cycle, cycle I, and cycle II. This study uses success indicators in the form of an increase in the average score of speaking skills and the achievement of classical learning completeness of at least 70%.

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<sup>6</sup> Isda Maulida Rahmayanti, "Penerapan Metode Show And Tell Untuk Meningkatkan Keterampilan Berbicara Siswa Tema 7 Indahnya Keragaman Di Negeriku," *Jurnal Indonesian Gender and Society* Vol. 1, no. 2 (2020): hlm. 51.

<sup>7</sup> Ella Putri Maylanie S, "Efforts to Improve Elementary School Students' Speaking Skills Using the Show and Tell Method," *Journal of Parallel Proceedings* Vol. 2, no. 1 (2022): p. 104.

## RESULT AND DISCUSSION

### Description of Precycle Results

This research was conducted on grade IV students of SD Negeri 0216 Aek Tunjang, Central Barumun District, Padang Lawas Regency. Before the action is taken, the researcher carries out the initial observation stage or pre-production. Based on the results of initial observations, it was found that students' speaking skills were very low. This can be seen from passive student interaction in learning activities, unwillingness to speak in front of the class, and low participation in group discussions. The average score of students' speaking skills at this stage only reaches 13%, far below the Minimum Completeness Criteria (KKM) set, which is 60. The problems that arise include: most students are not confident to appear to speak, many still use their mother tongue or mix languages when expressing opinions, and the vocabulary used is very limited, resulting in students speaking stammerically. In addition, the learning style that has been applied so far tends to be one-way, with the dominance of lectures from teachers and the lack of opportunities for students to speak actively in class.

Seeing these conditions, the researcher felt the need to take action by applying the *Show and Tell method*, an approach that emphasizes the active involvement of students in explaining an object, picture, or story in front of their friends. The goal is to foster confidence, practice vocabulary use, and gradually improve speaking fluency. The planning stage in the first cycle was carried out by preparing a Learning Implementation Plan (RPP) with PPKn material on "Diversity of Traditional Clothing in Indonesia". The researcher also prepared media in the form of pictures of traditional clothes from various regions, as well as instruments for assessing students' speaking skills. The implementation of actions in cycle I was carried out in two meetings. In the first meeting, the teacher opened the lesson by displaying pictures of traditional clothing, then briefly explained the meaning and symbols of each picture. Then students are divided into groups and asked to choose one of the pictures to explain orally.

Pada pertemuan kedua, siswa mulai melakukan presentasi sederhana dengan menunjuk gambar yang telah mereka pilih dan menjelaskan makna atau ciri khas dari pakaian adat tersebut di hadapan teman-temannya. Beberapa siswa tampak masih malu-malu dan tidak lancar, tetapi sebagian lainnya mulai menunjukkan keberanian untuk berbicara. Hasil observasi menunjukkan adanya peningkatan motivasi siswa dalam pembelajaran, namun keterampilan berbicara masih belum optimal. Beberapa siswa masih menggunakan bahasa ibu, mengalami kesulitan dalam menyusun kalimat, serta kurang tepat dalam pelafalan dan intonasi. Selain itu, tidak semua siswa mampu mengungkapkan ide secara runtut dan logis.

Based on the results of the evaluation in the first cycle of the second meeting, the average score of students was 56.00% with a classical learning completeness rate of 26%. This means that out of 15 students, only 4 people have achieved the Minimum Completeness Criteria (KKM), which is  $\geq 60$ . These results show that despite the improvement compared to the pre-stratulus condition, the majority of students still do not reach the expected speaking skills target. The results of the reflection show that there is a need for improvement in the implementation of learning, especially in the aspect of assisting students when speaking, the use of more varied media, and the provision of concrete examples so that students better understand how to convey information in a concise and clear manner. Therefore, the action is continued to cycle II.

In cycle II, the researcher designed learning with improvements from the previous cycle. Teachers provide additional learning media such as Indonesian culture videos and ask students to bring pictures or real objects from home. Emphasis is placed on getting students into the habit of speaking gradually and providing immediate feedback throughout the process. Learning in cycle II was also carried out in two meetings. The first meeting began with watching a video

of Indonesia's cultural diversity. Students then discuss in groups and are asked to relay the information obtained orally. In the second meeting, students carried out *Show and Tell* activities using pictures or objects brought from home. They explained the name, origin, function, and reason for choosing the object in front of their friends.

Observations showed significant improvements in students' courage to speak, the structure of the language used, and intonation when speaking. Students are able to compose better sentences, use appropriate vocabulary, and convey ideas with confidence. Interaction between students also increased, as seen from the constructive questions and comments. The average score of students' speaking skills in cycle II was 78.66% with classical completeness of 83.33%. Of the 15 students, 13 students have achieved scores above the KKM. This shows that the *Show and Tell* method is effective in improving students' speaking skills.

The following is the data on the results of the assessment of students' speaking skills in cycle II of meeting II:

No	Student Name	Value	Category
1	Akifah Jahira	60	Skilled
2	Diviana Srg	80	Skilled
3	Dina Pranata	80	Highly Skilled
4	Doli Mangarahan	60	Skilled
5	Erlina Hsb	80	Highly Skilled
6	Fathir Hsb	80	Highly Skilled
7	Hatfifah Hrp	100	Highly Skilled
8	Isnandar Lubis	100	Highly Skilled
9	Kenzy Nst	60	Skilled
10	Latipa Hrp	80	Highly Skilled
11	Nurul Hrp	80	Highly Skilled
12	Padlan Srg	60	Skilled
13	Saskia Hsb	80	Highly Skilled
14	Sofa Hrp	80	Highly Skilled
15	Zidan Hrp	100	Highly Skilled

The above data can be concluded that speaking skills in participating in learning have increased compared to the results of previous observations.

## Discussion

The results of this study show that the application of the *Show and Tell* learning method significantly improves the speaking skills of grade IV students. The average value of students' speaking skills after the application of this method reached 78.66%, which reflects a noticeable improvement. This increase can be explained through several aspects. First, the *Show and Tell* method provides students with the opportunity to speak in front of the class using image media. This not only makes them more confident, but also encourages them to learn to speak. Second, the interactions that occur during the *Show and Tell* session allow learners to learn from each other, thus enriching their speaking experience. Thus, the *Show and Tell* method has proven to be effective in improving students' speaking skills through a communicative and participatory approach.

The results of the study are in line with research conducted by abdi maulana in 2022, which also found that the *show and tell* method is effective in improving students' speaking skills.

In the study, researchers reported that students who were taught the *show and tell* method showed a significant improvement in speaking skills.<sup>8</sup> However, there are differences in place, time and subject of research. These two studies show that the *show and tell* method can be applied in various eras with positive results. This is in contrast to previous research by Rahmawati in 2020, showing that the use of *role playing* strategies can improve speaking skills. In this study, researchers stated that students are directed to be directly involved in learning and cause speaking skills to emerge including goals such as clarity in speaking.<sup>9</sup>

In addition, in Rahmawati's research, students focused more on the opinions of their peers, thus reducing their opportunities to speak independently. On the other hand, the *show and tell* method provides opportunities for students to prepare material, not only can it also encourage curiosity. Thus, this study confirms that learning methods that involve active participation and mastery of materials, such as *show and tell*, can be a more effective alternative in improving students' speaking skills. This study also recommends that educators consider the use of learning methods in the curriculum, especially for early grades, to facilitate the development of better communication skills among students.

## CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the application of the Show and Tell method can improve the speaking skills of grade IV students of SD Negeri 0216 Aek Tunjang. This can be seen from the increase in the average score of students' speaking skills from 13% in the pre-cycle stage to 78.66% in the second cycle, with classical completeness reaching 83.33%. This method provides a space for active participation, builds confidence, and encourages students to convey ideas in a concise and clear manner. Therefore, the Show and Tell method is recommended as an effective learning strategy in improving speaking skills at the elementary school level.

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<sup>8</sup> Abdi Maulana, "Improving Speaking Skills through the Show and Tell Method in the IV Min Nasyatul Khair Class" (Uin Syarif Hidayatulloh University, 2022).

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