

Speaking Skills In Indonesian Language Subjects Through the Show and Tell Method

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Abstract

Improving speaking skills in Indonesian language subjects through The Show and Tell Method of primary school teacher education study program, stkip kusuma Negara Jakarta, 2024. Speaking ability is the ability to communicate verbally by using improved speaking skills in Indonesian language subjects through The Show and Tell Method for class III A students at SD Negeri Jakasampurna IV, Bekasi City, West Java. The research method in this research uses the Kemmis and Taggart Model Class Action Research (PTK) in 2 cycles. Each cycle consists of 4 stages, namely planning, implementation, observation and reflection. The research subjects were 27 students. Research data was obtained from speaking tests, observations, interviews and documentation. The data that has been obtained is analyzed using the Milles and Hubberman model with 3 stages, namely data collection, data reduction, data presentation, and conclusion/verification. For the validity of the research data, triangulation techniques were used. The research results showed that there was an increase in students' speaking abilities. This is proven by the average pre-action result being 41 with 0% of students getting a score above the KKM (70). The first cycle average was 58.85 with 18.52% of students scoring above the KKM. And the average for cycle II was 81.85 with 100% of students scoring above the KKM. So it can be concluded that using The Show and Tell Method can improve the speaking skills of students III A at SD Negeri Jakasampurna IV, Bekasi City, West Java.

Keywords: Indonesian Language Subject, Show and Tell Method, Speaking Skills

1 INTRODUCTION

According to (Mubiar Agustin and Ryan Dwi Puspita, 2020) The early years of elementary school are the best time for students to reach their maximum potential. Where in the early stages of elementary school children's cognitive abilities develop rapidly. Children's thinking abilities develop rapidly thanks to the stimulus from teachers and parents. One of the skills developed through thinking ability is language skill. Because language skill is closely related to thinking ability.

According to (Maria Ulfa, 2024) the thinking ability of students in Indonesia is currently worrying from the results of *the Program for International Student Assessment (PISA)* in 2022, Indonesia only has a mathematics score of 366, reading 359, and science 383. Indonesia's previous PISA score experienced a decline in reading ability. Making Indonesia ranked 67 out of 78 countries. Indonesia's low literacy rate is a reflection of low thinking skills and thinking skills are very much needed in learning. Where it is used to solve problems faced in life. To improve these abilities can be stimulated through language skills. According to (Tarigan, 2015) language skills have four components, namely listening, speaking, reading, and writing. One of the skills that has an important role is speaking skills. Because the most frequent activity done by humans to communicate is speaking. Speaking is a language skill that is productive verbal. According to (Ni Ketut Desia Trisiantari, AAIN Marhaeni, 2013) speaking is said to be productive orally because in this

activity the person speaking is required to be able to produce oral presentations that are a reflection of his ideas, feelings, and thoughts. To be able to speak well, a person must think about the words to be spoken and then think again about how to pronounce them correctly. The more you practice speaking, the more skilled you will be at speaking. To be able to speak skillfully, you need to learn. The subject that teaches you to be able to speak skillfully is Indonesian. According to (Farhrohman, 2017), one of the goals of the Indonesian subject according to the National Education Standards Agency is to communicate effectively and efficiently in accordance with applicable ethics, both verbally and in writing.

Learning speaking skills starting from elementary school needs to be implemented properly. However, in reality in schools, even though many efforts have been made by teachers, it turns out that learning Indonesian, especially speaking skills, still has many problems (Rahmad, et. al., 2024). One of them is what researchers found in class III A of SD Negeri Jakasampurna IV, Bekasi City, West Java. When researchers gave a *pre-test* to measure students' speaking skills, the results showed that out of 27 students, none of them had good speaking skills or got a score above the Minimum Success Criteria (KKM), which was 70. This means that 100% of students' speaking skills were still below the KKM. In the *pre-test activity*, the highest score obtained by students was only 47 and the lowest score was 28. From the results of the *pre-test*, it is known that the speaking skills of students in class III A of SD Negeri Jakasampurna IV, Bekasi City, West Java are still low. The causes of low student speaking skills are caused by several factors, namely from teachers, students, and parents.

The first factor of low student speaking skills is caused by the lack of stimulus for students to speak in each lesson. Students are only given stimulus for speaking skills during literacy learning, which is 15 minutes on Monday after the ceremony. Where in literacy activities students are only asked to observe the pictures given by the teacher then students are asked to retell what is in the picture. In class learning is also not carried out by stimulating students' speaking skills. For example, during the *pre-test activity*, students are only stimulated to answer questions verbally. Where the questions given are questions that have simple answers. As for the results of interviews conducted by researchers with class III A teachers, Mrs. Priani Junarsih, S.Pd., M.Pd. stated that if students are asked to speak it will take a long time and will definitely be noisy. So it can be concluded that teachers do not stimulate students' speaking skills to the maximum.

The second factor in the low speaking skills of students is the students themselves. From the results of observations made by researchers, actually when studying before carrying out *pre-test activities*, students tend to follow the instructions given by the teacher and researchers. But the lack of practice in speaking and expressing opinions makes students' grades low. Students also tend to follow the answers of other students.

The third factor in the low speaking skills of students is the parents of the students. From the interview conducted by the researcher to one student who received quite low it was known that the student never studied at home. Parents tend to only provide gadgets. If there is homework or assignments, the students are never taught by their parents.

If the low speaking skills of students in grade III A of SD Negeri Jakasampurna IV, Bekasi City, West Java are left without any improvement, it will affect the grades of other students. Because speaking skills are very much needed to achieve success in learning for students. According to (Putri, 2020) along with speaking skills, students will find it easier to communicate various things that can relate to learning materials. Speaking skills are a vital aspect in students' lives. *The Show and Tell Method* is one of the learning methods about speaking that is oriented towards developing public communication skills. This method has been proven effective and is widely used in the United States and Australia. In Indonesia itself, this method is not yet popular enough. According to (Nejawati, 2017) even though if studied further, *The Show and Tell Method* can improve the ability to think objectively and speak systematically.

The Show and Tell Method has benefits. Where it allows students to understand social problems better, which helps students' theoretical understanding. In addition, a

democratic attitude will be encouraged by teachers through a participatory approach in the learning process. Teachers and students have the opportunity to reflect on the pedagogical implications of social problems. According to (Uzer, 2021) and teachers can improve the learning process that helps students gain the courage and desire to get involved in social problems.

According to (Muhammad Syazali, Nadia Olivia, 2023) based on previous research also stated that *The Show and Tell Method* is able to develop speaking skills, *public speaking skills*, and communication skills of elementary school students. In addition, other studies state that through *The Show and Tell Method* can improve speaking skills in thematic learning of grade VI students of Trangsari 01 Elementary School, Gatak District, Sukoharjo, Academic Year 2023/2024. According to (Utomo, 2024) the speaking skills referred to in this study include aspects of pronunciation, paralinguistic aspects, linguistic aspects, aspects of conversation content, and aspects of body language. Therefore, the researcher will conduct a study entitled Improving Speaking Skills through *The Show and Tell Method* in Grade III A Students of Jakasampurna 4 Elementary School, Bekasi City, West Java, Odd Semester of the 2024-2025 Academic Year.

2 RESEARCH METHODS

This study aims to Improve Speaking Skills Through *The Show and Tell Method*. in class III A students of Jakasampurna IV Elementary School, Bekasi City, West Java in 2024. This study was conducted using the Classroom Action Research (CAR) method. CAR or classroom action research is an effort made to improve or enhance the quality of learning. CAR is about how students learn in relation to how teachers teach so that teachers can influence the improvement of their learning process and help teachers improve their educational deficiencies. CAR is a form of teacher professional development where a teacher can carry out CAR which is called a scientific activity of a teacher developing his innovation in learning such as using methods, media strategies in order to improve his professional competence.

This study uses Classroom Action Research (CAR) Kemmis and Taggart Model in Arikunto, the model used in this study is the spiral model. According to (Arikunto, 2008) this spiral model is a continuous repetitive cycle model, with the hope that each action shows an increase according to the changes and improvements to be achieved. 1In this study, 2 cycles were used. Each cycle consists of 4 stages, namely planning, implementation, observation, and reflection. The research subjects were 27 students. Research data were obtained from speaking tests, observations, interviews, and documentation. The data that had been obtained were analyzed using the Milles and Hubberman model with 3 stages, namely data collection, data reduction, data presentation, and conclusions/verification.

Table 1 Speaking Skills Assessment Rubric

Indicator	Score
Understanding the problem	20
Disclosure of suggestions/input	30
Self-confident	10
Courage	10
Smoothness	10
Intonation	10
Articulation	10
Total Score	100

To determine the validity of research data using triangulation techniques. Triangulation is a combination of various data collection techniques and existing data sources. According to (Sugiyono, 2017) triangulation refers to the validation of data from various sources in different formats and times. In this study, the method used is data source triangulation, namely by exploring the truth of certain information through various methods and sources of data acquisition.

The indicator of success in this study is when it has reached 80% improvement in speaking skills of Class III A students of Jakasampurna 4 Elementary School, Bekasi City with the KKM applied is 70. The number of class III A students of Jakasampurna 4 Elementary School, Bekasi City is 27 students. So this study will stop or be considered successful if there are 22 students who get a score above 70.

3 RESULT AND DISCUSSION

3.1 Results

The study was conducted to Improve Speaking Skills Through *The Show and Tell Method*. in class III A students of SD Negeri Jakasampurna IV, Bekasi City, West Java in 2024. This study used Classroom Action Research (CAR) Kemmis and Taggart Model for 2 cycles. Each cycle consists of 4 stages, namely planning, implementation, observation, and reflection. The research subjects were 27 students. Research data were obtained from speaking tests, observations, interviews, and documentation.

Activities that occur during teaching and learning activities starting from pre-action, cycle I, and cycle II. Data from interviews with teachers and students of class III A of Jakasampurna IV Public Elementary School, Bekasi City, West Java. Data from observations with teachers and students of class III A of Jakasampurna IV Public Elementary School, Bekasi City, West Java

3.1.1 Pre-Action

Pre-Action findings on students of class III A of Jakasampurna IV Elementary School, Bekasi City, West Java based on observations conducted by researchers through interview activities with students and teachers show that speaking skills in class III A of Jakasampurna IV Elementary School, Bekasi City, West Java have low speaking skills.

Results of pre-action research in class III A of Jakasampurna IV State Elementary School, Bekasi City, West Java can be seen in the following table:

Table 2. Recapitulation of Pre-Action Values

Information	Number of Students	Percentage
Value < 70	27	100%
Value > 70	0	0%
Total	27	100%
Average Value	41	
Lowest Value	28	
The highest score	47	

From the table, the completeness of the pre-action results of the speaking skills of class III A students of SD Negeri Jakasampurna IV, Bekasi City, West Java, is 0% or 0 students, none of whom received a score above the KKM. The causes of low speaking skills in students are caused by several factors, namely from teachers, students, and parents. The first factor in low speaking skills in students is caused by the lack of stimulus for students to speak in every learning process.

3.1.2 Cycle I

From the results of observations and analysis of speaking skills using the *Show and Tell* method applied in class III A of SD Negeri Jakasampurna IV, Bekasi City, West Java, this cycle I has not obtained the expected results. The values of cycle I can be seen in the following table:

Table 3. Recapitulation of Results of Cycle I of Students' Speaking Skills

Information	Number of Students	Percentage
Value < 70	22	81.48%
Value > 70	5	18.52%
Total	27	100%
Average Value	58.85	
Lowest Value	37	
The highest score	82	

From the table, the completion of the results of cycle I of speaking skills of class III A students of SD Negeri Jakasampurna IV, Bekasi City, West Java, was obtained 18.52% or 5 students who got scores above the KKM. This is because the researcher has not been able to implement *The Show and Tell Method* properly. So that learning is still not optimal and takes a long time

3.1.3 Cycle II

From the results of observations and analysis of speaking skills using the *Show and Tell* method applied in class III A of Jakasampurna IV Elementary School, Bekasi City, West Java, cycle II, the results are as follows:

Table 4. Recapitulation of Results of Cycle II of Students' Speaking Skills

Information	Number of Students	Percentage
Value < 70	0	0%
Value > 70	27	100%
Total	27	100%
Average Value	81.85	
Lowest Value	74	
The highest score	90	

From the table, the completion of the results of cycle II of speaking skills of class III A students of SD Negeri Jakasampurna IV, Bekasi City, West Java, was obtained 100% who got a score above the KKM. This achievement shows that students have succeeded in understanding the material and *The Show and Tell Method* effectively. This success indicates that students have succeeded in understanding the material and *The Show and Tell Method* better. This achievement also reflects that the group-based learning approach and *The Show and Tell Method* are effective in increasing student engagement and learning outcomes.

3.2 Discussion

The research entitled Improving the speaking skills of class III A students of SD Negeri Jakasampurna IV, Bekasi City, West Java, *Even Semester of the 2024/2025 Academic Year* has been completed. This research was carried out through 2 research cycles. The following

is a summary table of the improvement in the ability to write short stories of class III A students of SD Negeri Jakasampurna IV, Bekasi City, West Java.

Table 5. Recapitulation of Indonesian Language Learning Outcomes Pre-Cycle, Cycle 1, and Cycle II

Cycle	Completed	Not Completed	Percentage
Pre Cycle	0	27	0%
Cycle I	5	22	18.5%
Cycle II	27	0	100%

In the pre-cycle stage, all 27 students had not achieved the KKM (0%), indicating that the lecture method used previously was less effective in achieving learning objectives. Entering cycle I, after *The Show and Tell Method* was applied, only 5 students (18.5%) managed to achieve the KKM. Although there was an improvement, there were still many students who had not completed it, due to a lack of understanding of the material and low involvement. In cycle II, *The Show and Tell Method* was improved with an emphasis on group-based learning. The results were very satisfying, with all students (100%) successfully achieving the KKM. This improvement confirms that improvements in learning methods significantly increase student understanding and involvement. Overall, the progress from pre-cycle to cycle II shows that the application of *The Show and Tell Method*, especially with a group approach, is effective in improving student learning outcomes and skills.

The average value of the results of learning Indonesian in the pre-cycle, cycle 1 and cycle 2 are as follows:

Table 6. Average Value of Indonesian Language Learning Outcomes Pre-Cycle, Cycle 1, and Cycle II

Cycle	Average value
Pre Cycle	41
Cycle I	59.1
Cycle II	81.8

The results of the study showed a significant increase in the average score of students after the implementation of *The Show and Tell Method* in class III A SDN Jakasampurna Bekasi. In the pre-cycle, before *The Show and Tell Method* was implemented, the average score of students was recorded at 41. This value reflects that students have difficulty in understanding the subject matter and lack of involvement in the learning process. The graph of the Average Score of Indonesian Language Learning Outcomes Pre-Cycle, Cycle 1, and Cycle II is as follows.

In cycle I, with the implementation of *The Show and Tell Method*, the average score of students increased to 59.1. Although there was progress compared to the pre-cycle, this average score still shows some challenges that must be overcome. This increase shows that *The Show and Tell Method* has begun to have a positive impact on learning, although there are still some problems that need to be fixed, such as lack of understanding of the material and active student involvement.

In cycle II, after making improvements and adjustments in the application of *The Show and Tell Method*, the average score of students increased significantly, reaching 81.8. This increase indicates that *The Show and Tell Method* has succeeded in overcoming

the problems in the previous cycle and effectively increasing student understanding and involvement. These results reflect that *The Show and Tell Method*, especially with group support, is able to encourage students to be more active in learning and achieve better results. Overall, the increase in the average score from 41 in the pre-cycle, to 59.1 in cycle I, and reaching 81.8 in cycle II, indicates that the application of *The Show and Tell Method* effectively improves the quality of learning and student learning outcomes. These results underline the effectiveness of an interactive and collaborative learning approach in improving student academic achievement.

The results of the study showed that changing the learning method from lecture to *show and tell*, especially in the context of group-based learning, had a significant positive impact. Students became more active, confident, and involved in the learning process. This success reflects that a collaborative and interactive approach, such as *The Show and Tell Method*, can be an effective strategy to improve learning outcomes and student engagement in the classroom. With this method, students not only gain a better understanding of the material, but also develop social and communication skills that are important for their development.

4 CONCLUSION

This research was conducted in Class III A SDN Jakasampurna, Bekasi, with the aim of improving Indonesian language learning through *The Show and Tell Method*. The results of the study are as follows: In the pre-action stage, the researcher identified that learning had not encouraged students' speaking skills. It was proven that 0% of students did not have speaking skills.

In cycle 1, *The Show and Tell Method* was applied in the hope of increasing student engagement and understanding. The results of this cycle showed that only 18.5% of students managed to achieve scores above the Minimum Completion Criteria (KKM). Difficulties identified during this cycle include: Lack of Understanding of Material: Many students do not understand the material regarding rights and obligations. Lack of Active Engagement: The often noisy classroom atmosphere and students' lack of seriousness negatively impact their engagement. Lack of Self-Confidence: Students appear hesitant to voice their opinions, are reluctant to ask questions, and feel less confident when asked to explain the material.

For cycle 2, *The Show and Tell Method* was improved with an emphasis on group-based learning. The results of this cycle showed progress, where 100% of students obtained speaking skill scores above the KKM. All 27 students managed to achieve scores above the KKM, with the highest score of 90 and the lowest score of 74. The average score of students increased significantly from 41 in the pre-cycle to 81.8 in cycle 2. Group discussions provide social support that makes students more comfortable, dare to speak up, and open to feedback. Group-based learning helps reduce distractions and increases learning productivity. Although the classroom atmosphere is sometimes noisy due to social interactions, this does not significantly interfere with learning effectiveness, thanks to the existence of groups that help students manage time and focus on tasks.

Overall, the implementation of *The Show and Tell Method* enhanced with group-based learning has proven to be very effective in improving student learning outcomes. The increase in average scores and achievement of KKM by all students shows that this method has succeeded in increasing engagement, understanding, and quality of learning in the classroom. This success confirms that interactive and collaborative learning approaches can be an effective strategy for achieving better academic outcomes.

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