

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the study

English is an international language that is often used by people to communicate throughout the world. According to Richards & Rodger (1986) "many residents in various countries use English as a means of communication in various important international meetings." Apart from that, English is also one of the international languages that is important to master or learn, including in Indonesia. Crystal (2000) states that English is a global language. Because of this, English is quite important to learn so as not to be left behind by other nations who use English as their mother tongue or second language.

The phenomenon in Indonesia is that English is only studied at school but is not used in daily life. This may be because Indonesia does not use English as a second language, but is generally the language to be studied. So English in Indonesia is generally taught as a foreign language. "foreign language learning is not only about developing theory but also the application of theory that has been obtained by students in the language learning process" (Rogova,1975). So this triggers students' difficulties in learning English and greatly influences students' English language achievement.

The aim of learning English in general is so that English can be used fluently as a medium of communication, both orally and in writing and of course you can master the four language skills (listening, reading, writing, speaking). Many factor

make it difficult for students to learn English, one of which is difficulty speaking. This difficulty in speaking is also caused by several other factors, as can be seen from several schools that students tend to get bored easily with the teacher's teaching methods, lack of self-confidence, small vocabulary, pronunciation, limited time in studying or using English. Based on several factors regarding difficulties in speaking English, teachers are required to be able to implement various method in order to attract students' interest in speaking English.

This was proven when I carried out Introduction to the Learning Environment many of the students from class VII, VII to class IX could not speak English well, even though it was only basic. This is proven when they are still afraid to say something in English. Even though not many of them can actually speak English, this is due to several factors that create a lack of self-confidence and fear of making mistakes as well as a lack of application of methods that are truly appropriate according to the steps and applications that students need. and this is supported by previous research by Bangun (2018) that using the show and tell method correctly will increase student participation and increase vocabulary mastery; they are more active, enthusiastic and confident when speaking. Based on evidence from this research and many previous studies that used the same method, we can conclude that the Show and Tell method can significantly improve students' speaking skills as well as the teaching and learning process that uses this method. Therefore, difficulties like this can be overcome if you use the right method, namely the Show and Tell method, where this method can be implemented easily and according to students' needs.

There are many methods that can be used, and can be applied in school one of which is the Show and Tell method. Show and Tell is a method that gives students more freedom to present existing ideas and then build communication verbally which is then demonstrated by the listener with confidence and meaning. Raines & Canady (1990) in Dailey (1997) state that "Show and Tell can provide an opportunity for learners to seek and construct meaningful communication as they make sense of their world and represent their learning through spoken language. More than that, the Show and Tell method is not only able to attract students' interest and be fun in learning to speak English but it is also designed to make learning to speak English easier to accept and practice. Tilaar (2013) Show and Tell method is activity prioritizing the ability to communicate simply. Children are typically allowed to bring something from home, which they will then explain and share with their friends. This is one way that the learning process can be carried out by showing something to the audience and telling about it.

The aim of the Show and Tell method is to involve students directly in speaking practice and dialogue which makes English speaking connections easier. Suyanto (2005) states that the "Show and Tell method is used to reveal a person's abilities, feelings and desires". This makes the Show-and-Tell technique require the speaker to elaborate 1) communicate an experience or describe an object; 2) maintain continuity regarding a topic and, 3) compiling a series of information. To then practice in front of the class and produce students who can speak simply, are easy to understand and are familiar with everyday language.

Based on the researcher observation of the implementation of English language learning carried out by teachers in the classroom for Junior High School students in particular, there are several problems, especially for speaking learning. Students tend not to want to talk due to several factors explained above. The teacher can only accept that the student does not want to talk even though he knows that the student is capable of speaking or explaining some of the questions asked such as "try to describe yourself".

Based on the problem above, the author suggests that teachers who teach English classes in the speaking material section use the Show and Tell Method which is expected to be appropriate to what students need in the learning process which can help, as well as implementation that is in accordance with students' needs and obtains good results. When this method is used and implemented in accordance with existing applications, this method will help improve students' English speaking well. For this reason, researchers are interested in researching this to observe how teachers apply the show and tell method in the classroom well to get maximum results.

## **1.2 The Problem of the Study**

Based on the background of this study described above, the problem of the study formulated as How Show and Tell Method implemented in the English Speaking classes for Junior High School?

### 1.3 The Objective of the Study

Based on the research questions above, the aim this study is to determine how the Show and Tell Method is implementing in English Speaking Class for Junior High School

### 1.4 The Scope of the Study

Researcher must apply scope or limitations in conducting investigations. This is done to provide boundaries for writers to avoid potential major obstacles in the future. In discussing context and problem identification, this research focuses on the application of the Show and Tell method. This method can actually be applied to several classes such as writing, reading, listening, and of course speaking. However, this method is more widely used for speaking classes first grade students in SMP 29 Medan

### 1.5 The Significances of the Study

Theoretically, the researcher anticipates that this research will serve as a resource for those interested in learning more about implementing methods that comply with predetermined steps in speaking classes. Particularly focuses

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1. Teachers, the Show and Tell method that the researcher suggests can be implemented according to existing steps and can be used as material to help students in English speaking classes in junior high school.

2. Students, can benefit from the English Speaking class process using the Show and Tell method which can not only improve their speaking skills but also their sense of confidence in conveying what they want to say
3. Researchers, further researchers can use this research as a reference to fulfill their assignments or research regarding the implementation of the Show and Tell Method considering that there is not too much research discussing the Show and Tell method at this time.