

CHAPTER I

INTRODUCTION

A. Background of the Study

One of the essential language skills in learning English is speaking. Speaking is the most direct and practical way for students to use English in everyday communication. Speaking allows students to express ideas, share opinions, ask and answer questions, and interact socially in English. Nunan (2003) stated that speaking is the most important skill to develop because it provides a means for students to express themselves in everyday communication. In the school context, developing speaking skills helps students become confident communicators and active participants in classroom discussions and presentations. Thus, speaking is not only a crucial language skill but also key to students' academic and personal growth.

Despite the importance of learning to speak, many Indonesian students still face significant challenges in developing their speaking skills. Students often struggle with inaccurate pronunciation, limited vocabulary, grammatical errors, and a general lack of confidence when asked to speak in front of others. They often experience excessive anxiety, fear of making mistakes, shyness, which discourage them from participating in speaking activities. Brown (2001) states that all of these problems, coupled with limited opportunities for authentic speaking, hinder students' oral language development. Furthermore, traditional teaching methods

that emphasize reading and writing often leave little room for interactive speaking practice, resulting in limited student engagement in real-life communication tasks.

Based on preliminary research conducted by researchers at SMA Negeri 12 Medan, it was found that many tenth grade students face significant challenges in developing their speaking skills. In a brief interview, one of the English teachers confirmed that most students tend to be passive during speaking activities and are often hesitant to speak in front of the class.

The teacher also stated that she had previously used the Show and Tell (S&T) method when teaching narrative texts, but with students at different grade levels. She stated that the method was effective in increasing student engagement and helping them become more expressive. However, the teacher had not yet applied the Show and Tell (S&T) method specifically with tenth grade students. This observation prompted the researcher's interest in examining how the Show and Tell method could be adapted and implemented to teach different topics in tenth grade classrooms, where students may have different learning needs and challenges.

The Show and Tell (S&T) method is a strategy known as interactive and student-centered teaching that can overcome students' difficulties in speaking. This method provides students with authentic and engaging opportunities to speak in front of their peers by allowing them to present personal object, experiences, or ideas, and describe them in their speaking skills but also build confidence, develop vocabulary, and improve their ability to express and convey thoughts clearly. According to Tilaar (2013), the Show and Tell (S&T) method encourages students to communicate simple ideas in a structured manner and builds confidence when

speaking in public. Similarly, Musfiroh (2011) explains that Show and Tell involves the process of showing something meaningful to an audience while explaining or describing it, which can help students improve their expressive abilities and narrative skills. The informal and expressive nature of this method helps reduce students' anxiety by creating a safe and supportive classroom environment where they feel more comfortable taking risks in using the target language. Furthermore, this method encourages active participations, peer interaction, and personal engagement, making learning more meaningful and memorable. By combining cognitive, emotional, and linguistic elements in one activity, the Show and Tell method aligns with the goals of communicate language teaching and is particularly useful in EFL environments where students often lack real-world speaking opportunities.

To obtain a clearer understanding of the difficulties students encounter in speaking and the application of the Show and Tell (S&T) method, the researcher conducted a brief interview with an English teacher at SMA Negeri 12 Medan. The teacher stated that speaking was the most challenging skill for many students, as they often experienced anxiety and a lack of confidence when speaking in front of the class. She further explained that she had previously implemented the Show and Tell method in teaching narrative texts to students at a different grade level, where it was found to be effective in encouraging students to speak with greater confidence and expressiveness. Nevertheless, the method had not yet been specifically applied to tenth-grade students. Despite this, the teacher expressed her belief that the Show and Tell method holds strong potential to enhance students'

speaking abilities at that level. This information reinforced the researcher's interest in investigating the implementation of the method for tenth-grade students and in analyzing the teacher's perceptions of its effectiveness in this particular context.

Scholarly inquiry into the use of the Show and Tell (S&T) method in language learning contexts has established a foundation for the present study. Previous research, as documented in relevant theses and journal articles, has consistently reported positive results regarding the method's potential to improve students' speaking abilities.

The first study by Bangun (2018), titled "Improving Students' Speaking Ability through Show and Tell Technique at SMPN 2 Rantau Selatan", used a qualitative Classroom Action Research method. The results showed that the Show and Tell method helped students become more active in class, reduced their anxiety, and increased their confidence in speaking. The study was based on Barletta's theory (2008, as cited in Mortlock, 2014), which describes Show and Tell as an activity where students share personal stories or objects in front of the class with the teacher's support. Thornbury (2005) stated that speaking in front of others, like in Show and Tell, gives learners real-life practice for longer speaking turns, which is good preparation for actual communication. While the English teacher at SMA Negeri 12 Medan has begun using interactive methods like Show and Tell, research on this method at the senior high school level is still very limited.

The second study by Diyanti (2023), titled "The Effectiveness of Show and Tell Strategy in Teaching English Speaking Skills at the VIII Grade of SMP N 1 Kartasura", used a quantitative experimental design. Students took pre-tests and

post-tests to measure improvement. The Show and Tell steps in this study followed the model from Rahman et al. (2019), which included: the teacher showing concrete objects or pictures; students describing them; students working in groups to create descriptive sentences; and finally, groups presenting their results.

From the two previous studies, it can be seen that the Show and Tell method has been successfully applied in both junior high school and early childhood education. These studies drew on different theoretical perspectives, including Barletta and Thornbury, who emphasize the role of oral narrative and real-life preparation for speaking. In contrast, the present research is grounded in Musfiroh's (2011) framework, which focuses on developing expressive language skills by integrating the elements of showing and telling. This approach underlines the value of explanation, interaction, and personal expression as means to build students' confidence and improve their ability to communicate ideas effectively. While earlier research has largely centered on younger learners, there is still a lack of studies that explore the use of the Show and Tell method at the senior high school level. For this reason, the current study aims to fill this gap by examining its implementation in a tenth-grade classroom.

In summary, although the Show and Tell (S&T) method has been applied in a range of educational contexts, its use with tenth-grade students, especially when involving different types of learning material, has not been extensively examined. This presents a valuable opportunity to explore how the method can be implemented in a new setting, with learners who may demonstrate distinct characteristics and challenges. Accordingly, this research focuses on investigating

the teacher's implementation of the Show and Tell method in teaching speaking to tenth-grade students at SMA Negeri 12 Medan. Furthermore, it seeks to capture the teacher's perspective on her own practice in applying the method.

B. The Problem of the Study

The problem of this study on the use of Show and Tell (S&T) method in teaching speaking for tenth grade at SMA Negeri 12 Medan as follows:

1. How does the teacher implement the Show and Tell (S&T) method in teaching speaking to tenth grade students at SMA Negeri 12 Medan?
2. What is the teacher's view of her own implementation of the Show and Tell (S&T) method?

C. The Objectives of the Study

The objectives of this study on the use of Show and Tell (S&T) method in teaching speaking for tenth grade at SMA Negeri 12 Medan as follows:

1. To analyze how the teacher use the Show and Tell (S&T) method in teaching speaking to tenth grade students at SMA Negeri 12 Medan.
2. To describe the teacher's view on her implementation of the Show and Tell (S&T) method in the classroom.

D. The Scope of the Study

This study observes one English teacher at SMA Negeri 12 Medan who teaches English to tenth-grade students. The research specifically focuses on the teacher's use of the Show and Tell (S&T) method in teaching speaking skills through the descriptive text material. The study is limited to analyzing the teacher's

classroom practices and instructional strategies in applying this method within the context of teaching descriptive text.

E. The Significances of the Study

In this research, the expected contribution is directed toward several related parties, both theoretically and practically.

1. Theoretical Significance

This study is expected to enhance the understanding of how the Show and Tell method can be effectively implemented in teaching speaking, particularly at the senior high school level. The findings are anticipated to enrich the theoretical perspective on interactive and student-centered approaches in language learning, especially in the development of speaking skills.

2. Practical Significances

a. For Teachers

The results of this study are intended to provide useful insights into effective strategies for applying the Show and Tell method in speaking instruction. By highlighting successful classroom practices, the study can serve as a reference for teachers in improving their teaching methods, thereby making speaking activities more engaging and interactive.

b. For Students

This study is also expected to benefit students by showing how the Show and Tell method can support the improvement of their speaking abilities. The method encourages learners to express their ideas more confidently and

creatively in English, which in turn can foster active participation and better communication in classroom interactions.

c. For Researchers

Finally, this study contributes to the existing body of research on teaching speaking in EFL contexts. It provides a foundation for future studies on student-centered methods such as Show and Tell and offers opportunities to investigate its effectiveness across different educational levels and cultural backgrounds.

