

## The Use of the Show and Tell Method On Student Communication Skills Class V SD Private Surya Bakti

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### ARTICLE INFO

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### ABSTRACT

This study aims to : (1) Know Skills communicate student class V of Surya Bakti Private Elementary School before use method learning *Show and tell* . (2) Knowing Skills communicate student class V of Surya Bakti Private Elementary School after use method learning *Show And Tell* . (3) Knowing influence method learning *Show and Tell* to Skills communicate student class V Surya Bakti Private Elementary School. This type of research is quantitative research experiment with the group design *one group pretest-posttest design* . The population of this study were all 28 students of class V at Surya Bakti Private Elementary School. The sampling technique used is saturated sampling where all members of the population are used as samples. Data collection techniques using observation sheets. Based on the research results : (1) Before use method learning *Show And Tell* that student 's average score Still low that is 66.57. (2) After use method learning *Show and Tell* student 's average score increase i.e. 89.07. (3) Based on this research, the results of calculating the hypothesis using the t test ( *Paired Sample T Test* ) at a significant level of 0.05 obtained a sig value. (2-tailed) is  $0.000 \leq 0.05$ , it can be said to be  $H_a$  accepted and  $H_o$  rejected. The results of the data analysis can be concluded that there is a very significant difference between the *pretest* and *posttest* thus there is an effect of using the *Show method and Tell* the communication skills of fifth grade students at Surya Bakti Private Elementary School for the 2022/2023 academic year.

### Introduction

In the world of education exists activity Study teach, study refers to the activities performed somebody in a manner aware or on purpose. Activity learning is also defined as interaction individual with environment. Environment in matter This is other possible objects individual obtain information, experience or knowledge. Learning process is place Where student can develop skills and attitude distribute activity intellectual direction that leads to the learning process (Amin & Dahnia, 2022). Learning is the essence of the whole educational process whole with the teacher as holder role main. Learning is a process that consists from a series that the teacher and and did student on base ongoing reciprocal relationship in situation educative For reach objective certain (Farrohman , 2017). Learning Indonesian is one eye the most important subject in school basic. Objective learning Indonesian is For equip participant educate with ability good and correct Indonesian to be able to Appreciate Indonesian language and literature accordingly with situation, goal language, and level experience student school basic. Abidin (2012:6) suggests that learning Indonesian plays a very important role in build or increase Skills communication and mastery knowledge knowledge. Learning Indonesian is one eye the most important subject in school basic. Objective learning Indonesian is For equip participant educate with ability good and correct Indonesian to be able

to Appreciate Indonesian language and literature accordingly with situation, goal language, and level experience student school basic. (Ministry of National Education 2006: 119), states that learning activities are directed at improving students' ability to communicate in Indonesian properly and correctly, both orally and in writing, as well as fostering appreciation for the work of Indonesian people in order to achieve this goal. One aspect of the skills that must be mastered by students is communication skills. One aspect of the skills that must be mastered by students is communication skills. According to Wahyuni (2015:57), communication skills are the ability of people to achieve goals in their social life, which is highly dependent on the adequacy of their skills. Communication is a way for students to show interest in speaking, establishing relationships and collaborating with others. Objective communicate is For change attitude, opinion, and behavior somebody until social somebody with information provided by the provider information . According to Widjaja (2016:10) that communication have a number of objective among others: (1) so that we convey That can understandable . (2) so idea We can accepted by others. (3) move others to do something. Besides own very important purpose and function for students, in fact Skills communicate including one skills still considered Enough difficult specifically for student Elementary School. Which became factor the cause that is there is error in pronunciation so that raises that communicate That difficult so from That Lots students who hesitate to convey opinion them . Students are doubtful and embarrassed For emit his opinion Because No know How emit opinion they with trust self without Afraid blamed .

Based on observation on February 15 2022 in class V of Surya Bakti Private Elementary School there is problem that is Still There is student Still trouble and doubt put their creative ideas up front class, still Afraid start where do students come from ? will convey his opinion in correct and incorrect communication believe self For communicate up front class, so student argue Skills communicating is very difficult, because student demanded For submit an idea or existing ideas on his mind. Besides that, the teacher also has not find interesting methods, models, and strategies For make student more brave argue in Skills communicate. Based on problems that have exposed above, necessary For do change in activity Study teach especially on skills communicate. One of them use method learning. so writer interested For do A study in class V SD Surya Bakti Private about level success influence method learning *show and tell* in increase Skills communicate, fine from facet enhancement ability participant educate For brave come on stage communicate convey opinion they in following the learning process . *Show and tell* is lots of games use ability child in speak oral especially ability communicate verbal , there is steps in do show and tell activities, namely according to Destiny Musfiroh (2011: 35-36) explains steps implementation of show and tell is as following : (1) Children form circle floor. (2) each group consists from 7-10 children. (3) unlock activity with greetings. (4 ) guide one child For lead prayer together. (5) say hello child One one by one with mention his name. (6) give good words as well as awaken interest child. (7) explain the procedures for *show and tell* . If teacher is needed to give an example method do *show and tell*. this done for 5 minutes. (8) member my chance to child For show thing to be used For *show and tell*. Meanwhile, according to Arviani, I. & Fajriyah, K. (2018 ; 4 ) that “ Method *show and tell* is a learning method that makes students active in a way that is easy to follow, comfortable, and fun. method *show and Tell* is a learning that uses an object such as photos/pictures, objects, etc. From some of these meanings, the writer can conclude that the *show method and Tell* is a way in the learning process that aims to train students' communication skills through several student activities, namely, showing, explaining, and describing something. With use method learning *show and tell* This expected exists change and get overcome problem happened that is related Skills communicate students , too practice student For brave appear in front class order students capable For convey the ideas and ideas that are spoken in form oral.

## Research Methodology

The method used is a quantitative experimental research method with a one -group *pretest-posttest design group* . The population of this study were all 28 students of class V at Surya Bakti Private Elementary School. The sampling technique used is saturated sampling where all members of the population are used as samples. Data collection techniques using observation sheets. Hypothesis test study This using the t test ( *Paired Sample T test* ). According to Zakiy Muhammad (2021:128) *Paired Sample T Test* is the test of the difference between the means of the two samples in pairs . It says in pairs Because group tested sample \_ is same individual \_ However own different treatment . \_ Test it used For know significant influence variable free (X) against variable bound (Y). testing This done with SPSS program help version 20 *for windows* with provision as following :

- 1) If the sig. (2-tailed)  $\leq 0.05$  then  $H_0$  rejected and  $H_a$  accepted.
- 2) If the sig. (2-tailed)  $\leq 0.05$  then  $H_0$  accepted and  $H_a$  rejected.

## Results and Discussion

Obtained data in study This taken from results mark observation initial ( *pretest* ) and observation final ( *posttest* ) participants observed students in classroom learning. Initial step in study This is researcher observe participant educate use sheet observation ( *pretest* ) in the learning process without use method learning. After get

score results from observation early, then researcher carry out the learning process Again with use method learning *Show And Tell* so that get score results from observation end. With he did observation use sheet observation researcher will know until as far as capability Skills communicate student class V Surya Bakti Private Elementary School . Before study This done , researcher has do a validation test to every indicator in instrument research to be used For researching ability Skills communicate. Then done testing to sheet observation in the form of validity test and hypothesis test. Before the observation sheet is tested , this observation sheet is validated by an expert (lecturer) to validate it. Validation is carried out to obtain information, criticism, and suggestions so that the observation sheet developed by the researcher becomes a quality research instrument and is suitable for use. The calculation of the feasibility percentage of the observation sheet is as follows:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{40}{45} \times 100\%$$

$$P = 0.88 \times 100\%$$

$$P = 88\%$$

Based on results calculation percentage feasibility , 9 points statement in the instrument \_ sheet observation obtained 88% and stated that sheet observation in study This categorized as very feasible and without need revised a. ability Skills communicate before apply method *Show And Tell*.

#### Descriptive Statistics

	N	Minimum	Maximum	Means		std . Deviation	Variances
	Statistics	Statistics	Statistics	Statistics	std Error	Statistics	Statistics
Pretest Valid N (listwise )	28 28	54	76	66,57	1,121	5,934	35,217

Note: The ideal maximum score is 100

**Table.1 Pretest Score Results**

Based on the table 1 it is known that the results of the students' communication skill scores by applying the lecture learning method obtained the highest score of 76 and the lowest score of 54, while the average value was 66.57.

b. Ability to communicate skills after using the *Show method and tell*

#### Descriptive Statistics

	N	Minimum	Maximum	Means		std . Deviation	Variances
	Statistics	Statistics	Statistics	Statistics	std . Error	Statistics	Statistics
Posttest Valid N (listwise )	28 28	78	98	89.07	,968	5,120	26,217

Note: the ideal maximum score is 100

**Table 2 posttest value results**

Based on table 2 it is known that the results of the value of students' communication skills by applying the *show learning method and tell* obtained the highest score of 98 and the lowest score of 78, while the average value was 89.07. Hypothesis test in study using the t test ( *Paired Sample T Test* ) which total sample as many as 28 students through observation form *pretest* and *posttest*. As for the base taking the t test decision is as following :

- 1) If the sig . (2-tailed) < 0.05 then variable free influential significant to variable bound .
- 2) If the sig . (2-tailed) > 0.05 then variable free No influential significant to variable bound .

Following This is results from hypothesis testing or t test:

#### PairedSamplesTest

	Paired Differences					Q	df	Sig . (2-tailed)
	Mean s	std Deviation	std ErrorMean	95% Confidence Interval of the Difference				
				Lower	Upper			
Communication Skills – Experimental Class	76,321	12.158	1.625	73,065	79,577	46,975	55	,000

**Table 3 Hypothesis Test Results**

For see results testing hypothesis , can seen in table 2. in table This that, the value of sig. (2-tailed) is  $0.000 < 0.05$  then can said  $H_a$  accepted and  $H_o$  rejected. With thereby that there is influence method *Show and Tell* learning to Skills communicate student . Research results conclude that class experiment with method learning *Show and Tell* show enhancement more Good to Skills communicate compared No use method learning *Show and Tell* . Research results This it turns out in line with theory used by researchers in study This that is theory cognitive and constructivism proposed by Jeans Piaget. Piaget argued that in study, student must active in interact as well as develop knowledge themselves, and the teacher does not transfer knowledge to in head students, but knowledge obtained through a dialogue marked by atmosphere characterized learning two sided experience. With exists variation method learning designed by the teacher in the learning process student capable use his brain in a manner effective and efficient so that No marked by a facet cognitive mere , but by involvement emotions and abilities creative. FindingsThis strengthened with study Cicih Suarsih ( 2018 ) entitled efforts to improve students' communication skills by applying the *show method and tell* on learning Indonesian language and literature Research results show that enhancement Skills communicate students who use method *Show and Tell* more tall than enhancement Skills communicate students who use method lecture. Enhancement disposition students taught by the method *Show and Tell* more Good compared to with students who get learning conventional. this result found sic Suarsih (2018) results study show that enhancement Skills communicate students who get learning method *Show and Tell* more tall than enhancement Skills communicate students who get learning normal.

According to Maya Hayatun Nupus and Desak Putu Parmiti (2017:298 ) *Show and Tell* has many advantages ,namely : First *Show and Tell* is able to make students successful in communication skills or *oral language skill*, and very effective for introducing *public-speaking skills* because it relates to the ability to ask questions and speak in complete grammar ( *speaking in complete sentences , asking questions* ).

Second, *Show and Tell* is able to develop social skills in various aspects, especially *listening attentively* , and *speaking in turn*. Third, *Show and Tell* encourages children to do *problem solving* . When speaking, children are required to pay close attention to every detail of the object that is shown in front of the child's public. Children as speakers required to arrange information relatively well because it is in accordance with the object shown. Fourth, *Show and Tell* gives children the opportunity to *get hands-on* with various objects, which is important for practicing elaboration and inventory skills. In addition, hands-on activities are also related to literacy material through initial letter association activities ( *associating beginning letters* ) and sounds with *real objects* ( *sounds with real objects* ). Based on the opinion above , the writer can conclude that the benefits and objectives of the *show method and tell* is to improve students' skills in communicating, besides that it can train students to feel social towards simple things in their daily life.

#### Conclusion

Based on the results of the research and discussion of the data, the following conclusions are obtained: 1) Based on the calculation of the data obtained from the results of the observation sheet, it is known that communication skills before applying the *showandtell learning method* obtained an average score of students who are still relatively low. 2) Based on the calculation of the data obtained from the results of the observation sheet, it is known that the students' communication skills after applying the *showandtell learning method* obtained the average value of students who experienced an increase. 3) On the results of the analysis of hypothesis testing using *Paired Sample T Test* shows that there is a significant influence in the application of the *showandtell learning*

*method* to the communication skills of fifth grade students at Surya Bakti Private Elementary School for the 2022/2023 Academic Year. Suggestions that can be concluded based on this research is learning with the show method and tell are: 1) For schools it is expected to pay more attention to facilities and infrastructure that can be used to encourage the application of the show and tell learning *method*. So that the application of these learning methods can be maximized and improve the quality of learning. 2) Teachers are expected to prepare new innovations in the application of the show and tell learning *method*. So that the application of learning methods is more interesting and better and in order to achieve an increase in students, especially in students' communication skills. 3) Students are expected to play an active role in the learning process, increase their interest in communicating in expressing ideas in improving the quality of learning, always doing assignments given by the teacher, and increasing learning effort so that they can obtain optimal learning results. 4) For other researchers it is expected to apply other subjects so that it can be seen whether the learning method *shows and Tell* can be successful if it is applied to subjects other than Indonesian, and can develop theories related to the *show learning method and tell*.

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