

SHOW AND TELL IN TEACHING SPEAKING TO YOUNG LEARNERS

A PAPER

Submitted to the English Language Education Study Program, Faculty of Teacher
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the requirements for the *Sarjana Pendidikan* examination

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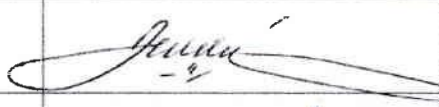

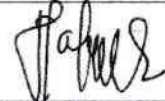
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DECLARATION

I hereby declare that the paper entitled “*Show and Tell in Teaching Speaking to Young Learners*” is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the text. Should there be a claim on the originality of this paper, I would be prepared to take any legal responsibility.

Bogor, July 2022



Indah Restu Permata Sari

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Bogor, July 2023

Indah Restu Permata Sari

PREFACE

Alhamdulillahirobbil'alamin all praises and attitude are dedicated to Allah SWT who always guides and gives the researcher health, strength and patience to complete this paper entitled “***Show and Tell in Teaching Speaking to Young Learners***”.

The paper is written to fulfill one of the requirements for the *Sarjana Pendidikan* examination at the English Language Education Study Program. Faculty of Teacher Training and Educational Science, Pakuan University.

The researcher has tried to do her best in conducting the research although she realizes that the paper is not perfect. Besides, the researcher expects that this paper can be useful for the teachers especially those of young learners and for the other researchers and those who read it in the future. Hence, the researcher accepts any suggestion and criticism for her better study in the future.

Bogor, July 2023

Indah Restu Permata Sari

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Moreover, thanks are also expressed to Dede Priyatna S.Pd as head master who has given the permission to the researcher for conducting the research in Tazkia Global

Islamic School. Special Gratitude is also delivered to Witra Nurmantara S.Pd and the students of Tazkia Global Islamic School especially class IV (Umar bin Khatab), class V (Utsman bin Affan), and Class VI (Abu Bakar Ash-shiddiq) who have helped the researcher in collecting the data this research.

This paper is dedicated to her beloved parents Mulyono and Nety Haryati who always give her prayer, support, motivation, financial support and love to finish this paper. She also would like to express her appreciation to her beloved sisters, Suci Rachmawati S.Ikom and Rosa Aliyah Cantika and others beloved family who has helped and given support to the researcher to finish this paper.

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ABSTRACT

Learning English is not easy for the students especially students of young learners. The students are not familiar with the language, and students face some problem in learning English such as when they want to express their idea in speaking English because of the lack of vocabulary and pronounce some words. Moreover, the teacher should be considered about how to teach the students especially young learners, because young learners have the difference characteristic with adult. *show and tell* is one of the technique that can be use in teaching speaking to young learners. *Show and tell* means a school activity for young children in which a child brings an object into the class and talk. For that reason, this research is aimed to find out how show and tell is used by the teacher in teaching speaking to young learners. This research was conducted in Tazkia Global Islamic School. There was one English teacher and students from a different level which were grade IV, V and VI as the participants. The data were collected from documentation, classroom observation and interview. The result of this research showed that the teacher used several steps and some object in teaching speaking to young learners by using *show and tell*. In addition, there were some steps used by the teacher of young learners to teach speaking. Those steps were easy and simple to use.

Keywords: *Show and Tell*, Speaking, Young Learners

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BAB I

INTRODUCTION

A. Background of the Study

Speaking is one of the most important skills needs to be learned by the students. Through speaking the students learn a lot of aspects, such as vocabulary, grammar, structure and pronunciation. However, most of the students especially young learners, still find it difficulties when the students want to speak English. It takes time for the young learners to learn speaking.

Based on the pre-observation, there are several factors that cause young learners get difficulties in speaking English. Firstly, the students are not familiar with the language. This problem happens due to the unfamiliarity with English. Secondly, the students face some difficulties to express their idea because the lack of vocabulary. Thirdly, the students find some problems to pronounce some words.

In addition, in teaching English to young learners, especially in teaching speaking, the teacher should consider about how they teach their students. In fact, young learners have the difference characteristic with adult. The teacher should find an appropriate technique that can be useful in teaching speaking to young learners.

Nowadays, there are a lots of techniques that can be used by teacher in teaching speaking, especially teacher for young learners. The teacher can

use show and tell, role play, discussion, simulation and so on to facilitate the students to speak. Therefore, based on the problem above, the researcher would like to find an appropriate techniques that can be used by the teacher in teaching speaking to young learners.

B. Reasons for Choosing the Topic

Nowadays, students find difficulty in speaking English. This paper will examine that by using a show and tell technique can facilitate students to speak English. In fact, based on the pre-observation the researcher find out that the students find the difficulties to express their idea in English. According to the statement, the researcher would like to conduct this research based on two reasons.

Based on the previous observation, students face some difficulties in speaking English. One of the problem is the students are not familiar with English. They find the difficulties in delivering their meaning by using English. Moreover, the lack of vocabulary makes them difficult to express their idea.

Second, the researcher would like to find an appropriate technique that can help the students in speaking English. The researcher believed that the *show and tell* technique is one of an appropriate technique that can help the students in speaking English.

In conclusion, the researcher has chosen this topic because of the two reasons above. The first is the problem faced by the students and the second

is the use of show and tell technique that are expected to help the students in speaking English. Therefore, based on the reasons above, this research is conducted and the researcher expect that there will be a progress after conducting this research.

C. Aims of the Research

The aim of the research is to find out how *show and tell* is used by the teacher in teaching speaking to young learners.

D. Research Question

There is a question in this research, which is: how is *show and tell* used in teaching speaking to young learners?

E. Research Focus

In this research, the researcher will focus on how the teacher applies *show and tell* in speaking class.

F. Operational Definition

There are some explanations concerned with the definition of the research title to avoid misunderstandings while conducting the research, they are:

1. Speaking is a productive skill that can be directly and empirically observed.
2. Young learners are defined as the children from around 3 years of age to 15.
3. *Show and tell* means a school activity for young children in which a child brings an object into the class and talk.

G. Research Significance

The result of this research is expected to be useful for:

1. Teacher

Based on the result of this research, the teacher can find out the appropriate technique in teaching speaking to young learners.

2. Other researcher

This research is expected to be useful for other researchers who will conduct the same research topic to find out more significant data about *show and tell* technique which can be used by the teacher in teaching speaking to young learners.

CHAPTER II

THEORETICAL FOUNDATION

A. Speaking

1. The Definition of Speaking

Speaking is one of the most important skills that need to be learned by the students. Moreover, by learning speaking we can get a lot of benefits at once because we learn several components in English such as pronunciation, vocabulary, grammar and structure. Brown (2010) indicates that “Speaking is a productive skill that can be directly and empirically observed”. It means that we can see directly how does someone convey the message while they are speaking.

Meanwhile Cameron (2001:40) as cited in Wahyuni et al (2014) states that, “Speaking is the active use of language to express meanings so that other people can make sense of them”. Language can be used as a tool when people would like to convey something with a specific purpose. It means that speaking is important in our life because we speak all the time to do or to get something. We can express our feeling or opinion through speaking.

According to Fulcher (2003:23) as cited in Anita (2016) indicates that,” Speaking is the verbal use of language to communicate with others”. It means that speaking is a tool for communication with others.

Therefore, it is important for us to learn speaking effectively since it is a tool for communication.

Thornbury (2005:1) states that “Speaking is so much part of daily life that we take it for granted”. Speaking is used everyday and everytime to express our opinion and feelings to others. In fact, speaking is one of the most essential skills to express people’s feeling.

Based on the explanations above, it can be concluded that speaking is the most crucial skills that need to be learned by people. People have to find out the best method to learn it. Moreover, by learning Speaking people can express their feeling and opinion to others.

2. Types of Speaking Classroom Activities

According to Brown (2007:327) there are six kinds of speaking classroom activities, they are:

a) Imitative

In this speaking activity, the students focus on learning an oral communication through repetition. The teacher is using drilling to provide the students an opportunity to listen and to repeat some words, phrase, or possibly a sentence that given by the teacher.

b) Intensive

In this category, the students are usually doing the task in pairs or group work which is designed for practicing phonological or grammatical aspects.

c) Responsive

The point of this activity is the students give a respond to the teacher about the question that given by the teacher. The responses can be answering the question or giving an opinion.

d) Transactional

In this activity, the students will focus on conveying or exchanging some specific information to others in order to make a conversation.

e) Interpersonal (dialogue)

This is another form of conversation which is a little bit different with the previous. This activity is carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.

f) Extensive (monologue)

This activity is for the student in intermediate to advanced level. They will be doing the monologue and it can be in a form of oral reports, summaries or short speech.

From the explanation above, it can be concluded that there are some activities that can be used by the teacher in the classroom. The teacher can choose one of the best activities that are suitable with their students' ability. Moreover, by using one of those activities, it can help the students and the teachers to achieve the goal in speaking class.

B. The Characteristic of Young Learners

A students who starts to learn language at the beggining level called young learners. According to Linse (2005:2), young learners are children between the ages of 5 to 12. It is in line with Imaniah and Nargis (2017:21) which defines, today young learners started from the pre-school (three years) to Elementary school (12 years). From those explanation it can be clasify that the term young learners start from the pre-school (3 to 5) and the Elementary school (6-12).

Meanwhile, Pinter (2006) states that limits the age groups of young learners from five to fourteen years old. However, in teaching language to young learners, the teacher should facilitate the students with a various method to stimulate the students to speak. Furthermore, Nunan (2011) states that, a characteristic of young learner are they enjoy fantasy, imagination, and movement. In addition, in teaching young learners, the teacher need many objects, visuals, and pictures to motivate the students to participate in learning process (Imaniah and Nargis, 2017).

According to Harmer (2007:83) the teachers of young learner need to spend time understanding how their students think and operate. Based on those explanation it indicates that the teachers need to find the best way to provide support for the students with a various kinds of learning style which suit them best. It is strengthened by Paul (2000) as cited in Erik et al

(2015) which states that all children deserve the chance to achieve their potential both as learners and as whole people, and become broad-minded members of a truly international society.

C. Teaching Speaking to Young Learner

According to Pinter (2000) as cited in Erik et al (2015) states that teaching speaking to young learners may give some difficulties to the teacher especially in Indonesia, since the young learners also consider speaking as a great challenge since it requires them to speak and think at the same time. In fact, when the teachers teach speaking they also teach another aspect such as grammar, vocabulary and pronunciation. Therefore, teaching speaking is more challenging for the teacher.

Thornbury (2005:5) indicates that, speaking represents a real challenge to most language learners. It is in line with Cameron (2001) states that the major part of teaching and learning to young learners will be oral. Therefore, the teacher should support them especially young learners with the best method which suit with them. In terms of teaching speaking, the teacher has to understand that it is not easy to learn speaking. In fact, English is not students' second language.

From the explanation above, it can be concluded that teaching speaking to young learners should rely on their own characteristic which suit them best. In the other hand, if the teachers can find the appropriate technique, it can be useful for teaching and learning process.

D. Show and Tell

1. The Definition of *Show and Tell*

Show and tell is one of the techniques that can be used by the teacher in teaching speaking to young learners. According to Walter (2008) as cited in Dewi (2019) state that *Show and tell* means a school activity for young children in which a child brings an object into the class and then they speak. The students can bring anything that they like and show it to their friends.

Barletta (2008) as cited in Mortlock (2014) indicates that *show and tell* method denotes a practice whereby children are given opportunity to share an oral narrative about an object and experience. It is line with Musfiroh (2011) as cited in Dewi (2019) said that *show and tell* activity describe something to audience.

From the explanation above, we can conclude that *show and tell* is an activity in which the students tell something to the others about their experience or an object that students bring into the classroom. Furthermore, while using this technique, the students can get an opportunity to share their idea by using an object or based on their experience to the others.

2. Procedure of *Show and Tell*

According to Revermann and Musfiroh (2011) as cited in Ningsih (2014), there are several steps in applying *Show and Tell* technique, they are:

- a. At certain times, children are asked to bring favorite objects to be shown and told in front of the class.
- b. The teacher gives the child a chance to perform and notify objects brought from home.
- c. Other children ask questions to children who is performing.

Based on the explanation above, we can know that it is easy to apply *show and tell* technique. The teacher should ask the students to bring an object into the classroom, it can be toys or anything that they like. After the students bring an object, they have to *show and tell* it to the others. In the end, the others students can ask question to the children who are appear.

3. The Benefits of Show and Tell

According to Patsalides (2010) as cited in Yogi (2014) there are several benefits that can we take by using *show and tell* technique, they are:

- a. Students learn to speak and listen.
- b. Students can learn how to be an audience and to introduce themselves.
- c. Students can learn to ask questions according to the theme discussed.
- d. Students can learn to link responses among the students.
- e. Students can learn to anticipate and observe.
- f. Students can practice critical reasoning skill.
- g. Students learn story telling.
- h. Students learn to use descriptive language.

- i. Students learn to Improve self-confidence.

Based on the benefits above, it can be concluded that there are a lots of benefits that can we take by using the *show and tell* technique. As we know, it is hard to make the students to speak, especially in front of other by using English. However, by using this technique the students will enjoy in speaking English. They can bring an object that they really like, which is makes them happy while using the *show and tell* technique.

In addition, the students also learn how to ask and answer the question when they use *show and tell* technique. Besides, they can improve their self-confidence since they have to speak in front of others. Therefore, it is important for the teacher to find an appropriate technique in teaching speaking to young learners.

E. Related Research

The first related research was written by Yogi Endarweni in 2014, entitled “Implementing The *Show and Tell* Technique to Improve the Speaking Skill of Grade VIII students at SMP Pembaharuan Purworejo”. The observation took place in SMP Pembaharuan Purworejo. For this research, she took one class of eight grade students. She used qualitative and quantitative in collecting the data by using three non-test instrument which were, classroom observation, questionnaire and interview. The result of the research showed that *show and tell* was effective to improve the students’ speaking ability for grade VIII students of SMP Pembaharuan Purworejo.

The second is a research about “Applying *Show and Tell* Method to Enhance Students’ Speaking Skill of Describing” written by Novia Ayu Lestari in 2019. The participant of this research was the seventh grade students of MTSN 1 Kota Tangerang in academic year 2019/2020. She used qualitative and quantitative in collecting the data. The finding of this research showed that *show and tell* method is suitable to enhance students’ speaking skill.

The previous research above has been chosen as the related research. Moreover, it has both similarities and differences with the research that will be conducted. However, this research will be conducted in primary school level while the previous research was conducted at Junior high school. Furthermore, those two previous research combined two approach which were qualitative and quantitative in collecting the data.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

In conducting this research, qualitative approach used by the researcher, because the researcher wants to find out how *show and tell* technique is used in teaching speaking to young learners. Creswell (2013 p.232) indicates that, “Qualitative method relies on text and image data, has unique steps in data analysis, and draws on diverse design”. The purpose of this method is to describe the data based on the situation and the information that the researcher will get during the research process.

The researcher takes some steps in collecting the data about *show and tell* in teaching speaking to young learners. The aim of this research is to find out how the teacher applied the *show and tell* in teaching speaking to young learners. Therefore, the researcher used the three non-test instruments which include documentation, observation, and interview. Based on the three non-test instruments, the researcher wants to describe how the *show and tell* technique used by the teacher in the classroom. To clarify the process of the research, the researcher provides the detail of the steps, which is described in figure 3.1

The design is as follows:

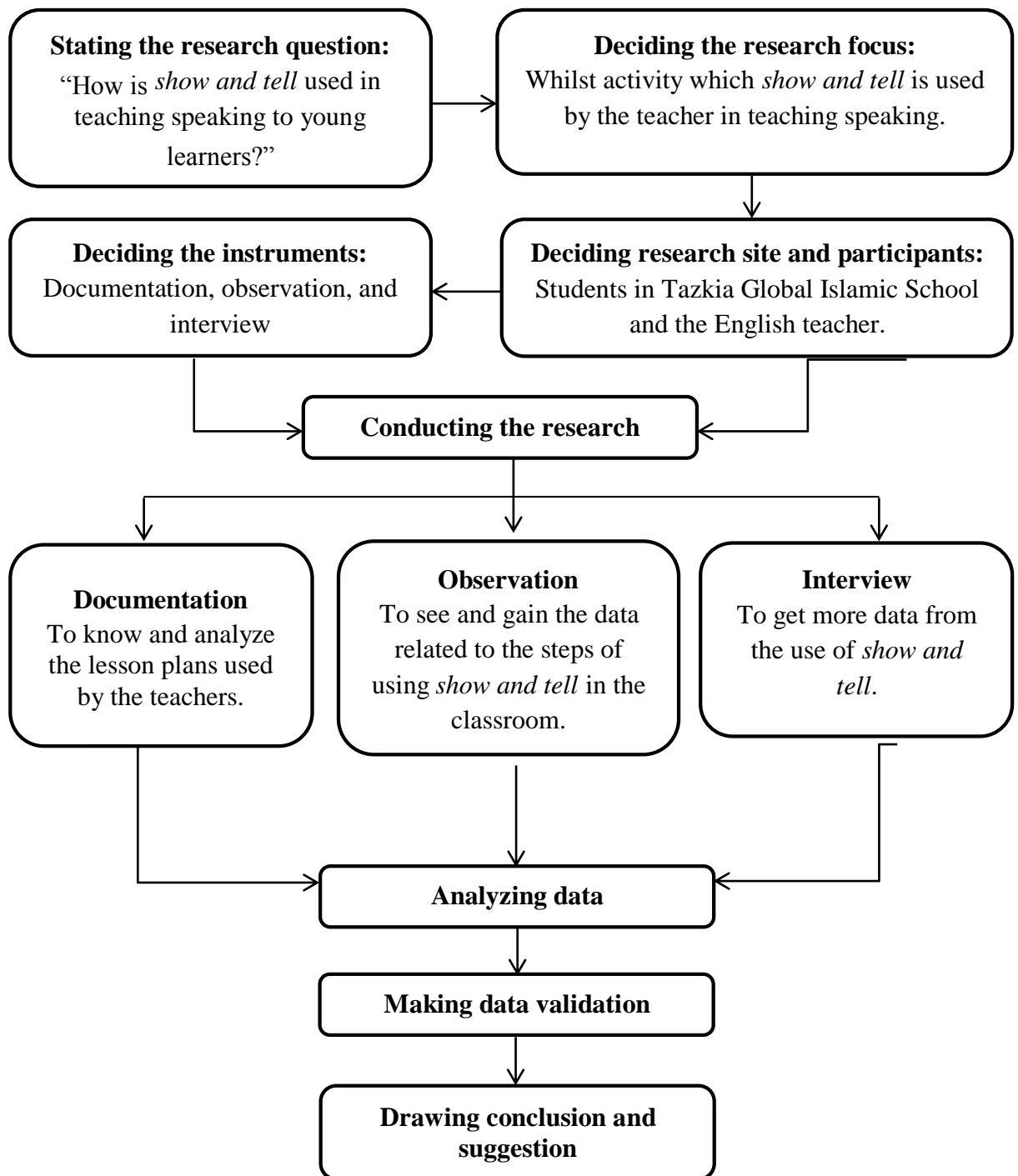


Figure 3.1 Research Design

B. Research site and participant

This research was conducted in Tazkia Global Islamic School which is located on Jl. Ir. H. Juanda No. 78 Sentul City, Bogor. The researcher chooses this school as the research site of this research because the English teacher of this school uses *show and tell* technique in teaching speaking. Moreover, the participants were the fourth grade, the fifth grade, the sixth grade and one English teacher.

C. Research Instruments

There were three non-test instruments used by the researcher which are documentation, observation, and interview. The first instrument is documentation, in this research, the researcher uses lesson plan which is used by the teacher of young learners in applying the *show and tell* technique in teaching speaking.

The second instrument in this research is observation. In this observation the researcher was an observer. As the observer the researcher would like to see directly how the teacher applies the *show and tell* technique in the classroom and how the students' response while the teacher applied the techniques. The researcher conducted classroom observation and cross check the lesson plan with the situation in the classroom and record the activities by using video recorder.

The last instrument is interview. The researcher will ask permission to the English teachers to interview them for getting more valid data. Semi

structured interview used by the researcher. She will use open-ended questions and provided 9 questions to the participants. The questions are about how the teacher use *show and tell* in the classroom. The researcher was interview the teacher after classroom observation and transcribing the result of the interview. After the researcher gain the data, she drew a conclusion and give suggestion related to this research.

D. Data Collection Technique

In this pandemic situation, most of schools in Bogor carry out an online learning process. One of that school is Tazkia Global Islamic School. The data was collected by the researcher through three processes. However, the researcher collected the data through online and offline. In the first process the researcher collected the data from documentation which is lesson plan used by the teacher. She asked the lesson plan through email. After that, the researcher analyzed the lesson plan in order to get more data about the steps how to apply the show and tell.

Moreover, after the researcher finished the first process, she joined the online class by using zoom and do the observation. Before doing the observation, the researcher prepared the observation checklist and the video recorder. The researcher would like to investigate how the teacher applying the *show and tell* in teaching speaking to young learners.

The last, the researcher interviewed the teacher by using WhatsApp to get more data about how the teacher uses the *show and tell* technique in

the classroom. Moreover, the interview that will be used by the researcher will be conducted in Bahasa Indonesia in order to avoid misunderstanding.

E. Data Analysis

After gaining the data from three instruments, the researcher analyzes the data in a form description. First, the researcher described the data from the lesson plan used by the teacher. Second, the researcher rewatched the video that the researcher took during the observation and compare it with the observation checklist.

The last, after the researcher gets the result of the interview, she was transcribe and describes it in the form of a description. In conclusion, the researcher described and reported the data that the researcher get while doing the research.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

This research was conducted at Tazkia Global Islamic School. There were three classes which were from the fourth-grade, the fifth-grade and the sixthgrade students and one English teacher who became the participant in this research. In obtaining the data related to how *show and tell* is used by the teacher in teaching speaking to young learners, the researcher used three nontest instruments, they are documentation, observation, and interview.

1. Data from Documentation

The data from documentation were taken from lesson plan (RPP) made by the English teacher. There were three lesson plans which analyze by the researcher. The lesson plan used to get more data about *show and tell* and the steps how to apply it. The researcher focused on whilst-activity in the lesson plan. Furthermore, documentation checklist was used to facilitate the researcher to check the lesson plan.

a. Lesson plan #1

The lesson plan was used in class IV-Umar bin Khattab on Friday, November 20th 2020. The theme was about identifying kinds of

toys and the topic was about my favorite toys. In this lesson plan, the teacher wrote show and tell as a learning method that he wanted to use. Besides, the teacher also mentioned that he would use some teaching aids such as video and some objects (ball, doll and pictures).

The steps in using *show and tell* that the teacher wrote on the lesson plan were first he stimulated the students by showed a picture about kinds of toys and the students have to guess the picture. Second, the teacher played a video about *show and tell* and he asked some questions related on the video. Next, the teacher showed some expressions that can be used in *show and tell*. Moreover, the students were asked to write those expressions on their notebook. In addition, all of the students were practice to do the *show and tell* by using their favorite toys or objects. The last step was the teacher asked the rest of the students to ask questions to the students who was performed.

b. Lesson Plan #2

The lesson plan was used in class VI-Abu Bakar Ash-Shiddiq on Wednesday, October 13th 2021. The second lesson plan was different from the first one. The theme was about tourism and the topic was about where to go around the world. *Show and tell* was written as a learning method in the lesson plan. Besides, the teacher also wrote some teaching aids such as pictures and video.

The steps in using *show and tell* that the teacher wrote on the lesson plan were first he stimulated the students with tongue twister. Then, the teacher showed the students some pictures and asked the students

to guess it. After that, the teacher showed the students a video about tourism and asked the students some questions related to the video. In the next steps, the teacher wrote some expression that can be used in *show and tell* and asked the students to write the expression on their notebook.

Furthermore, the teacher asked the students to choose one picture and asked the students to do the *show and tell* by using the picture which they have chosen. Next, the teacher asked the rest of the students to ask some questions to the students who was performed.

Lastly, the teacher asked the students to do the exercise about tourism.

c. Lesson Plan #3

The lesson plan was used in class V- Utsman bin Affan on Tuesday, December 14th 2021. The theme of that day was about places and the topic was about public places. In this lesson plan, the teacher wrote *show and tell* as a learning method that he wanted to use. Besides, the teacher also mentioned that he would use some teaching aids such as audio and objects (pictures).

The steps in using *show and tell* that the teacher wrote on the lesson plan were first he stimulated the students by drawing something on the whiteboard and the students have to guess the picture. Then, the teacher asked the students to read a text and asked the students some questions based on the text. After that, the teacher showed the students some pictures about public places and asked the students to guess it. Besides, the teacher wrote some expression that can be used in *show*

and tell and asked the students to write on their notebook. In the next step, the teacher asked the students to choose their favorite public places and asked them to do the *show and tell* by using the picture which they have chosen. Next, the teacher asked the rest of the students to ask some questions to the students who was performed. Lastly, the teacher asked the students to do the exercise about public places.

2. Data from Observation

a. Classroom Observation #1

The classroom observation was done on Friday, November 20th 2020 in IV- Umar bin Khattab with 11 students by using zoom. It started at 09.40 until 10.30. The theme was about identifying kinds of toys and the topic was about my favorite toys. The teacher brought the object which had been written in the lesson plan. He brought a ball.

In whilst activity, the first thing that the teacher did was showing the students some pictures about toys and they had to guess it. The second, the teacher was showing a video related to the theme and asked them to observe it. After watching the video, the teacher asked the students some questions related to the video. The third, the teacher introduced them some expressions that can be used in show and tell. After that, the teacher showed them his favorite object which was a ball and gave them the example. Next, the teacher showed some pictures about toys and asked the students to practice by using the expressions.

The last, the teacher asked the students to *show and tell* about their favorite objects.

The teacher asked the students to show their favorite object that they brought. Furthermore, the teacher asked the first students to show and tell their favorite object by using some expressions they have learned.

Next, the teacher asked the rest of the students to ask some questions to the students who have appeared.

In using *show and tell*, the teacher did exactly as written in lesson plan. First, the teacher showed a video related to *show and tell* and asked the students some questions about *show and tell*. Second, the teacher showed his favorite object and gave example of *show and tell* to the students. Third, the teacher gave more example and some expression in *show and tell* such as “This is my”, “It’s blue”, “I got it from/at”, “Any questions?”. In this part the teacher used drilling technique such as listen, repeat, memorize and practice.

After the students were familiar with the expression, the teacher asked the students to practice. The teacher showed some toys and asked the students to practice by using it. In the last step, the teacher asked the students to *show and tell* by using their favorite object and used some expressions that they have learned.

b. Classroom observation #2

The second observation was done on Wednesday, October 13th 2021 in VI- Abu Bakar Ash-Shiddiq with 21 students. It started at 10.00 – 11.00. The theme was about tourism and the topic was about where to

go around the world. In the beginning of activities, the teacher gave the students some warming up such as tongue twister. Furthermore, the teacher asked the student to guess some pictures related to the topic.

Then, the teacher asked the students some questions such as “How do you usually spend your school holiday?”, “Do you usually going somewhere seeing a great building?”, “Where is your favorite place?”.

In using *show and tell* technique, the teacher brought some pictures such as Great Wall, Eiffel Tower, Borobudur temple and asked the students to come forward to do the *show and tell* by using their favorite picture.

After that, the rest of the students were asked to ask some questions such as “why did you choose that picture?” “have you ever been there?”.

Afterward, the teacher asked the students to listen and repeat some expression that have been used before.

c. Classroom observation #3

The third observation was done on Tuesday, December 14th 2021 in V-Utsman bin Affan with 10 students. The theme of that day was about places and the topic was about public places. In the first activity the teacher asked the students to read a text about public places then asked the students some questions based on the text. Afterward, the teacher asked the students about public places that the students know.

In the whilst activity, the teacher showed some pictures as stated in the lesson plan. The teacher gave the students a picture about public places such as hospital, bank, mosque, school, cinema and asked the students to guess the picture. However, different from the lesson plan, the teacher

should play the audio but the speaker did not work. Furthermore, the teacher moved to the next activity which was show and tell, the teacher asked the students to choose their favorite public places and asked the students to come forward. The students did the *show and tell* by using the picture given by the teacher. Next, the teacher asked the rest of the students to ask some questions. Lastly, the teacher asked the students to do the exercise about public places.

3. Data from Interview

An interview was the last step in collecting the data of this research. The interview was conducted on Monday, April, 12th 2021. The participant of the interview was the English teacher that had been observed. The interview was used in purpose to get more data about the use of *show and tell* in teaching speaking to young learners. There were nine questions which were given to the teacher and the interview was done by call. The result of the data will be interpreted as follows.

a. The use of *show and tell*

The first question was about whether or not *show and tell* need to be used in teaching speaking. The teacher answered the first question by confirming that *show and tell* need to be used in teaching speaking especially in teaching speaking to young learners.

It is shown in excerpt #1.

“Menurut saya sih sangat diperlukan ya miss kalau show and tell, apalagi di kelas -kelas kita kan kurikulum nya tidak mengeksplor lebih jauh ya speaking nya kadang kadang mereka hanya untuk writing atau reading jadi kalau ada show and tell prosesnya bagus”.

[in my opinion, it is very necessary miss, if you show it and tell it, especially in our classes, the curriculum does not explore further, yes sometimes they are just writing or reading, so if there is show and tell the process it is good]

The second question was about the reason of choosing show and tell in teaching speaking. The teacher answered that *show and tell* was simple and easy because the students can use their favorite thing. Moreover, the students can describe their favorite things because they were familiar with the objects.

Excerpt #2

-anak

“ya show and tell itu kan menunjukan kesukaan yang anak suka ya jadi itu lebih mudah bagi mereka gitu untuk mengekspresikan misalkan ekspresi kesukaan kaya “I like” gitu, lebih mudah untuk mendeskripsikan karena hal -hal tersebut yang mereka sudah familiar sudah tau, jadi show and tell itu platform yang mudah simple dan dekat dengan mereka gitu jadi mereka saya rasa lebih mudah kalau menggunakan apa show and tell dari pada

kalau mereka harus story telling atau speech gitu ya”.

[yes, show and tell shows a favorite that children like, so it's easier

for them to express, for example, a favorite expression like “I like”.

It's easier t It's easier to describe because those things are familiar

for them. So show and tell is an easy platform that is simple and

close to them, so I think it's easier for them to use show and tell

than if they have to storytelling or speech].

The third question was about to gain the information whether there was an obstacle or not that the teacher faced in using *show and tell* technique. The teacher answered that technically, there were not obstacle. However, there were some students who feel shame or they did not usually speak to express their ideas. It was not easy to make them came forward and it took times.

Excerpt #3

“ah kendala ya secara teknis sih ga ada ya agak sebenarnya sih mudah yam mau online atau offline tapi kendala yang saya alami sih saat ini karena kalau di kelas itu ada anak yang sangat pemalu gitu atau tidak biasa berbicara mengekspresikan ide -idenya gitu itu agak susah ya di apa di dorong gitu untuk tampil ke depan nah itu perlu waktu”.

[ah, technically there are no obstacles, it's actually quite easy

whether online or offline, but the problem that I am experiencing
right now is because in that class there are children who are very

shy or don't usually talk to express their ideas, it's a bit difficult to push the
students to come forward, it will take time].

b. Procedure of *show and tell*

The fourth question was about how the teacher use or apply *show and tell* as the technique in teaching speaking. The teacher answered that he applies *show and tell* in the last two meetings if the curriculum and the materials were completed. In that meeting he explore their speaking by using *show and tell*. Therefore, first he showed how to do the technique or he played a video from the youtube. Then, the students learn step by step until they can do it by themselves.

Excerpt #4

“Aplikasinya kalau saya aplikasinya begini miss karena kita kan

kurikulumnya padat ya dikelas a jadi saya memberikan show and tell ketika semua kurikulum atau materi tuh sudah terlaksana gitu atau tercukupi nah ada satu atau dua pertemuan yang saya sisakan

untuk mereka mengeksplore speaking nah memakai show and tell

gitu biasanya saya menunjukan dulu kepada mereka caranya bagaimana atau saya berikan video di youtube gitu mereka belajar

itu dan mulai mencopy mengikuti lama-lama mereka bisa sendiri”.

[The application, if I apply it like this, miss because we have a solid curriculum in class, so I give a show and tell when all the-

- curriculum or material has been implemented or fulfilled, so there are one or two meetings that I leave for them to explore speaking

by using show and tell. I usually show them how to do it or I give a video on

YouTube so they learn it and start copying and after a

while they can do it themselves].

The fifth question was about kinds of objects that the teacher used. The teacher answered that he asked the students to use their favorite things such as their pet, their favorite toys or for the girls they used their favorite doll.

Excerpt #5

“untuk show and tell? kalau show and tell biasanya saya minta mereka hal -hal yang mereka sukai terlebih dahulu ya kalau saya menunjukan misalnya hal yang dekat dengan mereka misalnya pet nya atau mainan kesukaan atau kalau perempuan ya boneka kesayangannya jadi mereka ada bahan yang bisa untuk diceritakan atau dideskripsikan jadi mereka tidak canggung dan sudah biasa gitu dengan barang itu, jadi lebih mudah. ”

[For show and tell ? For show and tell, I usually asked the students

for the things they like first, yes, if I show them the example such as

things they are close to like their pet or favorite toy, and favorite doll

for the girls. Then, they have materials that can be told or describe,

so they are not awkward and familiar with those things, so it easier.]

The sixth question was about why the teacher used those kinds of objects. The teacher answered that those things or objects were closed with the students which made them easier to find the words or vocabulary.

Excerpt #6

“ya seperti yang saya katakan tadi ah karena hal-hal barang-

barang itu sudah dekat dengan mereka jadi mereka lebih mudah mencari kata-kata atau vocabulary yang gampang gitu, misalkan

seperti setelah I like this gitu nah mereka bisa untuk mendeskripsikan warnanya kan mereka sudah tau tuh warnanya apa misalnya atau belinya dimana mau dikasih informasi beli

barangnya dimana atau kapan mereka bermain dengan barang kesayangan mereka gitu, jadi seperti itu jadi karena mereka-

-dekat dengan barang itu jadi mereka lebih mudah eh mencari

bahan pembicaraan gitu di dalam show and tell”.

[Yes, as I said earlier, because those things are already close to them, so it is easier for them to find words or vocabulary that are

easy, for example after “I like this” they can describe the color right? They know the color, for example, or where to buy it, they want to give an information about where to buy the item or when they play

with their favorite item, so because of that they are close to the item, it is easier for them to find something to talk about in the show and tell].

c. The benefits of *show and tell*

The seventh question was about how can *show and tell* can be an effective technique and facilitate the students in learning speaking. The teacher answered that he did not use *show and tell* just once and the repetition was the key.

Excerpt #7

“ya dalam show and tell itu saya tidak hanya satu kali ya miss ya jadi pengulangan nah itu sebenarnya kuncinya di situ, jadi kita

mengulang show and tell itu berkali-kali hingga mereka terbiasa

dengan ekspresi-ekspresi yang digunakan untuk mendeskripsikan atau menyatakan kesukaan I like itu mereka udah tau, I don't like I

like atau kalau eh setelah show and tell itu kan ada eh sesi dimana mereka akan bertanya dan menjawab ya, disanalah mereka

belajar eh untuk bertanya belajar untuk menjawab ,seperti itu

seperti emm yang seperti itu menurut saya melatih mereka

berdiskusi atau presentasi Tanya jawab ya dalam menggunakan

Bahasa inggris nah ini sangat eh membantu sekali dalam skill speakingnya gitu untuk mereka nanti kedepannya”.

[Yes, in the *show and tell*, I did not only do it once miss, repetition

is actually the key, so we repeat the *show and tell* over and over again until they get used to the expressions that used to describe or

express their favorite such as “I like”. They already know that, “I

don’t like” “I like”. After they do *show and tell* there is a session

where they will ask questions and answer. -

That’s where they learn to ask, learn to answer. In my opinion it

trains them to discuss or present a question and answer question in

English. Well this is very helpful in their speaking skill for them in

the future].

The eighth question was about the students’ response about the *show and tell* technique. The teacher answered that most of the students were liked to do *show and tell*. Even though some of the students were

shy and reluctant to talk, but they were excited when they talked about their favorite things.

Excerpt #8

“ya beragam ya eh tapi kalau dikelas saya sendiri sebagian besar

anak-anaknya mereka sangat suka ya untuk tampil sebenarnya walaupun mereka eh jarang gitu ya jarang tampil didepan kelas

berbicara nah ketika mereka saya ajak show and tell gitu

menceritakan barang-barang yang mereka suka jadi anak itu kadang-kadang kalau dikelas mereka suka eh berbicara -

mengenai hal-hal yang mereka sukai ya nah itulah kuncinya disitu

begitu dia show and tell mereka excited gitu untuk menceritakan

hal-hal yang mereka sukai dengan menggunakan Bahasa inggris

begitu miss, tapi ada ya ada beberapa memang yang sangat pemalu ya kita tidak bisa pungkiri ada beberapa anak yang pemalu dan

reluctan atau enggan berbicara nah tapi bukan berarti mereka stuck disitu nanti lama-lama begitu mereka melihat teman-temannya

tampil atau eh sudah terbiasa menggunakan show and tell mereka

pasti setahun dua tahun itu mereka terbiasa juga gitu dan mulai mencoba maju kedepan”.

[Yes, it varies but, in my own class, most of the students are really like to perform, even though they rarely appear in front of the class. The students

are really excited when I ask them to show and tell and tell me the things

that they like. So that's the key there when they do show and tell, they are

excited to talk about the things they like using English Miss. But yes, some

are very shy, we cannot deny that some students are shy and reluctant to

talk, but that does not mean they will be stuck there for a long time when

they see their friends performing, they are used to show and tell, they must have gotten used to it in a year or two and started trying to move forward.]

The last question was about benefit and positive impact of the *show and tell* technique. The teacher answered that there were some benefits in using *show and tell* such as, it helped their confidence, added vocabulary, and practice asking and answering questions.

Excerpt #9

"oke manfaatnya pertama eh membantu kepercayaan diri ya miss

ya itu nomor satu ya karena kalau entahlah mungkin menurut saya budaya kita itu tidak memeberikan anak kesempatan untuk

berekspresi mengungkapkan ide didepan jadi mungkin mereka agak malu nah disini nomor satu itu kepercayaan diri mereka berani

tampil ya karena show and tell yang pertama itu sangat basic ya

mungkin mereka hanya bisa satu atau dua kalimat ya it's okay ya saat pertemuan misalnya I like this warnanya ini udah segitu aja

*dulu ya, dah tu di tambahin ditambah ditambah ekspresinya nah
dengan demikian sendirinya nanti mereka akan mendapatkan*

*ekspresi ekspresi kalimat kalimat yang bisa mereka pakai nantinya jadi selain percaya
diri dan menambah vocabularies gitu dan*

berlatih eh bertanya jawab ya di akhir.”

[Okay, the first benefit is it helps their confidence Miss, that is

number one, right. Because in my opinion our culture does not give the students the
opportunity to express their ideas in front of them.

Maybe they are a bit shy, now number one here is their confidence,
they dare to appear, because show and tell. The first one is very

basic, maybe they can only make one or two sentences, yes, it is okay during the
meeting, for example, “I like this” “This color is” like that for the first time, it’s been
added and added to the

expression, so automatically they will get other expression that they

can use later. In addition to being confidence and adding vocabulary,
they practice asking and answering at the end.]

B. Data Analysis

After collecting the data from three instruments which are observation,
documentation and interview, the researcher found the result based on those
instruments. Each data was analyzed and concluded with the following
explanations;

Based on the data found, it was shown that the teacher used several steps to apply the *show and tell* technique in the classroom. First, the teacher showed a video about *show and tell* and asked the students to observe the video. Second, the teacher asked the students some questions related to the video. Third, the teacher showed a picture and asked the students to guess it. Fourth, the teacher introduces some expressions that can be used in show and tell and asked the students to listen, repeat, memorize, and practice. Fifth, the teacher asked the students to do the *show and tell* by using their favorite object. The last, the teacher asked the rest of the students to ask some questions to the students who is performing. It is supported by the data from the lesson plan, he wrote the same steps in applying show and tell, which can be seen in whilst activity or main stage.

Furthermore, those steps used by the teacher are also supported by Revermann and Musfiroh (2011) as cited in Ningsih (2014) there are several steps in applying show and tell technique. Besides, in applying show and tell the teacher drilled the students to speak by using the expression given. It is supported by the teacher from the interview, he said that, he repeats the *show and tell* over and over again until the students got used to the expressions that can be used to describe or express something. Then, after the students do *show and tell* there is a session where they will ask questions and answer. That is where they learned to ask, learned to answer. In the teacher's opinion it trains them to discuss or present a question and answer question in English, it is very helpful in their speaking skill for them in the future.

At the beginning, the teacher used video and some pictures to introduce and stimulate the students to the topic. It is supported by the theory about the characteristic of young learners from Imaniah and Nargis (2017) who state that the teacher need many objects, visual, and pictures to motivate the students to participate in learning process.

Moreover, the result from classroom observation shows that the teacher applies the *show and tell* technique by using any kind of objects such as pictures, toys, and things around the students. In line with the result, Walter (2008) as cited in Dewi (2019) stated that *show and tell* means a school activity for young children in which a child brings an object into the class and then they speak. The teacher also gives the students some expressions that can be used in *show and tell*. Furthermore, in the end of the *show and tell*, the other students can ask question to the children who are appear. According to Patsalides (2010) as cited in Yogi (2014) stated that by using *show and tell* the students can improve their confidence and learn to use descriptive language. It is supported by the result of the interview, the teacher said that by using the *show and tell* technique it helps their confidence. Besides, the students will get other expression that can be used to describe something.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research investigates how *show and tell* is used in teaching speaking to young learners. Based on the data from documentation, observation and interview, it is found that there are several steps used by the teacher in teaching speaking to young learners by using *show and tell*. Those steps include the teacher showed a video about *show and tell* and asked the students to observe the video, the teacher asked the students some questions related to the video, the teacher showed a picture and asked the students to guess it, the teacher introduces some expressions that can be used in show and tell and asked the students to listen, repeat, memorize, and practice, the teacher asked the students to do the *show and tell* by using their favorite object, and the last the teacher asked the rest of the students to ask some questions to the students who is performing.

Besides, in this technique, the teacher introduces the *show and tell* to the students by giving them stimulation such as video and the example of *show and tell* itself. Then, the teacher also drills the students by using the expression that can be used in the *show and tell* technique. In addition, the show and tell technique is really simple and easy to use. It is supported by the data from the interview. Moreover, it is also found that the students can use any kind of objects such as pictures, toys, and things around the students.

B. Suggestion

After completing the research and drawing the conclusion from the whole data, several suggestions are offered for the English teachers of young learners and other researcher who are interested in technique to teach speaking to young learners, especially *show and tell*. For the English teacher of young learners, it is hoped that this research can give a useful information technique in teaching speaking by using *show and tell*. Using several steps and any kind of object in *show and tell* can be an alternative and interesting way to teach young learners speaking.

For the other researcher, further research related to *show and tell* which can facilitate students' speaking enrichment is important to be conducted since *show and tell* can be used as an effective and interesting technique in teaching and learning speaking to young learners.

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APPENDICES

SURAT KEPUTUSAN PENGANGKATAN PEMBIMBING SKRIPSI

	<p>UNIVERSITAS PAKUAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN <i>Bermutu dan Berkepribadian</i> Jalan Pakuan Kotak Pos 452, E-mail: fkip@umpak.ac.id, Telepon (0251) 8375608 Bogor</p>
<p>SURAT KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN NOMOR: 33/SK/D/FKIP/VI/2022</p>	
<p>TENTANG PENGANGKATAN PEMBIMBING SKRIPSI FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN</p>	
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Mengingat	: 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional. 2. Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan. 3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan. 4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi. 5. Keputusan Rektor Universitas Pakuan Nomor 150/KEP/REK/XI/2021, tentang Pemberhentian dan Pengangkatan Antar Waktu Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan Masa Bakti 2021-2025.
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17 November 2020

Perihal : Izin Penelitian

Yth. Kepala SD Tazkia Global Islamic School
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Indah Restu Permata Sari
NPM : 031115028
Program Studi : PENDIDIKAN BAHASA INGGRIS
Semester : Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 20 November 2020 - 21 Januari 2021 mengenai: SHOW AND TELL IN TEACHING SPEAKING TO YOUNG LEARNERS

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan
Wakil Dekan
Bidang Akademik,
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NPM : 031115028
Program Studi : Pendidikan Bahasa Inggris
Semester : Akhir

Nama tersebut di atas **benar telah melakukan penelitian** di SD Tazkia Global Islamic School pada tanggal 20 November 2021 s.d 21 Januari 2022.

Demikian surat keterangan ini kami buat kepada yang bersangkutan agar dapat digunakan sebagaimana mestinya.

Bogor, 30 Juni 2022

Kepala Sekolah

Dede Priatna, S.Pd
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