



MUBTADI: Jurnal Pendidikan Ibtidaiyah

<http://ejournal.iainmadura.ac.id/index.php/ibtida>

E-ISSN: 2720-8850 P-ISSN: 2715-7067

**STRENGTHENING AND IMPROVING INDONESIAN SPEAKING SKILLS
USING THE SHOW AND TELL METHOD IN CLASS V MI AL FALAH 1
SUMBER GAYAM KADUR PAMEKASAN MADURA**

FATIMATUS ZAHRAH¹ IRWAN SETIA BUDI²,

Institut Agama Islam Negeri Madura¹ Sekolah Tinggi Agama Islam Al Falah Pamekasan²
fatimahazzahrah805@iainmadura.ac.id¹ _irwansetiabudi54@gmail.com²

Abstrak

This study aims to determine the process of improving Indonesian speaking skills from the planning stage, application and evaluation of the show and tell method in improving the Indonesian speaking skills of fifth grade students MI Al Falah 1 Sumber Gayam Kadur Pamekasan Madura. This research uses qualitative research methods with a type of case study, but researchers do not only describe, but researchers analyze in depth and explain so as to get accurate results. The subjects in this study were fifth grade teachers and students MI Al Falah 1 Sumber Gayam Kadur Pamekasan Madura. The technique in collecting data is through observation, interviews, and documentation, then the data analysis technique is carried out with several stages, data condensation, data presentation and data verification, then checking the data is carried out by triangulation data and triangulation techniques. The results of this study can show that the first teacher planning in improving Indonesian speaking skills with the show and tell method is first, the teacher knows the characteristics of the students first then makes a learning process plan, prepares teaching materials, and prepares learning media and determines learning techniques. second in the implementation process in improving Indonesian speaking skills with the show and tell method, through the implementation of the show and tell method, which is strengthened by learning techniques and media to support the success of the learning process. Third, the evaluation of the show and tell method can be seen by means of evaluation, the evaluation carried out by the teacher is carried out by oral tests, the teacher conducts oral tests in the learning process then adjusted to the indicators of speaking skills.

Keywords: Keterampilan Berbicara, Metode Show And Tell, Tematik.

Received:08-06-2024	Accepted:09-08-2024	Published:25-08-2024
©Mubtadi: Jurnal Pendidikan Ibtidaiyah Prodi Pendidikan Guru Madrasah Ibtidaiyah Institut Agama Islam Negeri Madura, Indonesia https://doi.org/10.19105/mubtadi.v6i1.15130		

INTRODUCTION

Indonesian is an important element as a medium of communication for Indonesian people to adapt to various groups, races, ethnicities and cultures (Yeni Febiola 2021). Indonesian language learning is a very important subject matter at the education level, because Indonesian is a subject that teaches students to communicate properly and correctly both orally and in writing, which qualifies students' abilities in developing knowledge, positive attitudes towards Indonesian language and literature, and students' daily language skills. (Dini adini ayunikmah 2020).

Indonesian language learning according to the Badan standar nasional pendidikan (BSNP) is learning that is directed at improving communication skills in good and correct Indonesian language (Ahmad susanto 2019). However, it often happens that Indonesian language learning often has problems or problems, among others; student communication problems, difficulty retelling stories orally, lack of confidence, lack of vocabulary mastery, so that students feel embarrassed and find it difficult to string words into a sentence that will be conveyed or told.

Indonesian language learning in elementary schools is inseparable from language skills, namely: (listening, speaking, reading and writing) However, learning Indonesian at the primary level also found problems. as it was found that probelamatika in learning Indonesian, among others, namely: the concentration of students, lack of mastery of words, students, have not been able to be skilled in reading and not skilled in speaking.

Based on preliminary observations of research at MI Al Falah 1 Sumber Gayam Kadur Pamekasan Madura. Indonesian language problems are encountered in students in the form of difficulty speaking using Indonesian, this can be seen during the learning process in class students have difficulty speaking using Indonesian, when communicating in class, the language often used by students is local language so that researchers conclude that Indonesian speaking skills are still relatively low.

Indonesian language problems encountered in grade 5 Madrasah Ibtidaiyah Al Falah 1 Sumber Gayam Kadur Pamekasan Madura, are very important to get a solution, because the ability of students' Indonesian speaking skills, will determine the extent of knowledge, understanding that students have and how that knowledge lasts long into the future. Based on the results of observations of researchers at MI Al Falah 1 Sumber Gayam Kadur Pamekasan Madura on 27/06/2023 with the 5th grade teacher, Mrs. Maelah S.Pd. efforts to improve Indonesian speaking skills carried out by the teacher, namely the show and tell method.

The Show and Tell method is an activity of showing something to the audience and explaining or describing something (Trilestari et al 2017). The Show And Tell method is showing and telling stories using concrete objects that can help overcome students' difficulties in describing objects around them. The Show and Tell method is utilized for three domains, namely for speaking, role playing and for telling stories, Learning in the realm of developing Indonesian language skills is very important for teachers. the importance of Indonesian speaking skills for elementary school children is a skill that will be the main foundation in preparation for higher education. Based on the above

background, the research entitled "Improving Indonesian Speaking Skills with the Show And Tell Method in Class V Thematic Learning at MI Al Falah 1 Sumber Gayam Kadur Pamekasan Madura" is important to do.

METHOD

This research uses a descriptive qualitative approach with the type of case study. The research was conducted at MI Al Falah 1 Sumber Gayam Kadur Pamekasan Madura. Case study is a model that focuses on exploring a "bounded system" on a special case or on some cases in detail by extracting data in depth.

Data collection techniques using interview techniques, observation and documents. Data analysis in qualitative research is carried out repeatedly and continuously by reducing (reduction) and taking a large number of notes or pictures made to describe information about the context of the problem to be studied. Data analysis can be used through the data analysis model according to Miles and Huberman as follows : 1) Data Collection. Data obtained from observations, interviews and documentation are recorded in the field which consists of two aspects, namely description and reflection. 2) Data Reduction. Data reduction is defined as the process of selecting, simplifying, abstracting and transforming rough data obtained in the field with the aim of classifying, directing, removing unnecessary, organizing data so that final conclusions can be drawn. 3) Presentation of data and drawing conclusions (Huberman and Sani 2018) related to the process of Improving Indonesian Speaking Skills with the Show And Tell Method in Thematic Learning Class V MI Al Falah 1 Sumber Gayam Kadur Pamekasan Madura.

RESEARCH RESULTS AND DISCUSSION

Based on the results of research and discussion, the first is how the teacher's planning in improving students' Indonesian speaking skills with the show and tell method of 5th grade MI Al Falah 1 Sumber Gayam Kadur Pamekasan Madura. Second, how the teacher's implementation in improving students' Indonesian speaking skills with the show and tell method of 5th grade MI Al Falah 1 Sumber Gayam Kadur Pamekasan Madura. Third, how is the implication of show and tell method in improving the Indonesian speaking skills of 5th grade students of MI Al Falah 1 Sumber Gayam Kadur Pamekasan Madura..

A. Teacher planning in improving speaking skills with the show and tell method in thematic learning for 5th grade students of MI Al Falah 1 Sumber Gayam Kadur Pamekasan Madura.

In the planning stage carried out by the teacher in improving the speaking skills of Indonesian language students in class V MI Al Falah 1 Sumber Gayam Kadur Pamekasan Madura. According to Ahmad Rohani, in the science of management, planning is the achievement of certain goals obtained through an activity of compiling a decision in the form of steps to solve a problem or carry out a directed work.

Simply put, planning is a thought that is done before implementation. Planning is a way to achieve learning objectives, in MI Al Falah 1 Sumber Gayam Kadur

Pamekasan Madura, which has learning objectives in accordance with the vision and mission of the school. So it is hoped that the objectives of this learning can be achieved properly and effectively and efficiently. In the activity of improving students' Indonesian speaking skills with the show and tell method, there are several plans that have been prepared by educators to synchronize each learning theme are:

1. Learning Materials

In this stage of preparing learning materials, namely educators prepare in the form of teacher books and K13 class V thematic student books with themes (objects around us), subtheme 3 (Humans and Objects in their Environment) and prepare educator notebooks. This is in accordance with the objectives of the curriculum at MI al falah 1 Gayam source Kadur Pamekasan Madura by preparing partially open materials before learning activities are carried out, and preparing masters with notebooks and preparing what media will be used, especially print media to assess and evaluate student learning outcomes to what extent students increase their speaking skills using Indonesian.

This is in accordance with Andi Prastowo in his book *Creative Guide to Creating Innovative Teaching Materials* which states that teaching materials are all materials (both information, tools, and text) that are systematically arranged into a comprehensive competency that is mastered by students and used in the learning process to plan and evaluate the implementation of learning. The aim is to assist teachers in teaching and learning activities.

Therefore, in MI al falah 1 Sumber Gayam Kadur Pamekasan Madura that the teaching materials used by teachers are in accordance with the Thematic Curriculum (K13) which has been revised by the Ministry of Education and Culture. The planning is the main ingredient for the implementation of learning adapted to the school curriculum which is contained in the form of lesson plans as a reference for teachers to guide the process of teaching and learning activities.

2. Show and tell as a learning method

In the teacher planning process, the teacher has prepared the methods that will be carried out in the learning process, the show and tell method is taken as the right method in developing students' Indonesian speaking skills. then the teacher adjusts the show and tell method to the material and learning objectives. this is in accordance with the opinion of Musfiroh, that Show and Tell is a person's activity in explaining something either from the work or project made. Meanwhile, according to Rohaiti, Show and Tell is a learning activity by showing objects and expressing opinions, expressing feelings, desires, and experiences related to the objects shown.(Haya hayatun 2017)

3. Media

In preparing this media, the teacher prepares everything that is used in learning to facilitate the learning process. This media is a variety of types of

components in the student environment that can provide a stimulus for learning. In line with Anderson's opinion that the media is a tool used by educators as an intermediary to further enhance the effectiveness and efficiency in achieving learning goals (Syaiful Rasyid et al 2019)

4. Technique

In the process of improving Indonesian speaking skills, the technique that the teacher will use is the teacher's choice technique that gives freedom in speaking using Indonesian. Telling, explaining, returning to his supervision, this technique is in accordance with the results of direct observations carried out by researchers in the classroom, then formed with groups. The technique of practicing free speaking in Indonesian is done by giving students the widest possible opportunity to speak freely..

In this case, the teacher functions as a facilitator only. Students are given the freedom to express feelings, ideas, and thoughts in communicating in class. However, this freedom is still within the limits of the teacher's supervision as a facilitator. The use of this technique is very effective when the teacher takes the initiative to improve students' Indonesian speaking skills. analyzing images and suggesting from the results of observations that can already draw conclusions from the media observed, with this technique students can not only improve speaking skills but also develop in the affective, cognitive and psychomotor domains.

Technique used in Indonesian speaking skills with the show and tell method is in the form of analyst and communication techniques, by giving freedom in speaking but still supervising the place / space for students as much as possible.

B. Implementation of show and tell method in improving Indonesian speaking skills in thematic learning for 5th grade students of MI Al Falah 1 Sumber Gayam Kadur Pamekasan Madura

In the implementation of the show and tell method, children must be actively involved in the teaching and learning process because there is a close relationship that must be raised. In the learning process using the show and tell method accompanied by varied interactions in each meeting. In the process of using the show and tell method, children or students are more focused during learning activities, because the child's attention is centered on the student when the show and tell method is carried out. In addition, the use of the show and tell method is able to provide new and valuable experiences to children, children's curiosity and attention can be facilitated, so that students can be actively involved. Pelaksanaan Metode *show and tell*.

1. Implementation of show and tell method

The Show and Tell method is a play activity that is carried out by showing an object to the opponent then describing, explaining telling the object to express opinions, express feelings, desires and experiences. Meanwhile, Rohaiti states that

Show and Tell is a learning activity by showing objects and expressing opinions, expressing feelings, desires, and experiences related to the objects shown.

On the process of applying the show and tell method in the classroom the teacher has a flow from the beginning of the implementation of the show and tell method to the end of learning. the process of applying the show and tell method is that first the teacher prepares several kinds of printed media in the form of pictures without writing related to the learning material as a support for the application of the show and tell method in improving speaking skills to be given to students.

Then the next step that the teacher takes is that the teacher before the students do the teacher gives an example first to the students, then the teacher gives an example to the students and it is expected that the students really listen well to all the instructions given by the teacher so that all students can understand. the application of the show and tell method is given at the age of 6-12 years or elementary / MI children where at this age they can already speak well, structured and understandable, convey information using language precisely and correctly (safri merdison2016). Then in this core activity the teacher first explains the show and tell method and learning objectives. Then the teacher conveys a reference to make it easier for students to tell stories.

After the teacher gives an example, the teacher conducts a group technique in which the technique carried out is that grouped students are divided into 6 groups, each group of 3 students each. After making the group the next stage is learning media based on pictures related to the material given to each student, the media is used as a support for the success of the process of improving speaking skills with the show and tell method.

Then after being given to each group, the next stage students are given time to understand, analyze and discuss among friends to know the meaning of the pictures they each get. Then after completing the discussion, each student must come forward and show and tell the pictures they bring to other friends. The teacher strongly emphasizes students in explaining or telling always speaking Indonesian with this process, it will be seen the success of improving Indonesian speaking skills.

The use of the show and tell method which is reinforced by learning media makes children more enthusiastic about actively participating in the learning process and also encourages students to be enthusiastic about speaking using Indonesian. The use of this show and tell method which is reinforced by learning media when the teacher does the thing that the teacher focuses on, namely how students are able to speak using Indonesian, this aims to get students used to speaking Indonesian with the intention of preparing them for higher education.

In applying the show and tell method, there are several features that can be owned by students, one of which is:

- a. Involving students always play an active role in learning activities
 - b. Provide freedom of thought, analyze the meaning contained in the media they get from the teacher
 - c. Provide opportunities for students to be more confident so that they are accustomed to performing and being able to bring up their ideas and ideas.
 - d. Helps develop children's speaking skills and is able to develop listening skills, this intends to foster the thinking patterns of fifth grade children MI al falah 1 gayam kadur pamekasan madura.
2. The role of the teacher as a learning resource, guide, manager, motivator and evaluator

Understanding the role of the teacher in the learning process of the teacher is very, the role of the teacher is very urgent among : The role of the teacher in every lesson is very important to achieve learning objectives so as to facilitate student learning activities in class 5 MI Al Falah 1 Sumber Gayam Kadur Pamekasan Madura.

The role of the teacher as a learning resource is closely related to the teacher's ability to master existing subjects. So that when students ask something, the teacher can quickly and responsively answer student questions with language that is easier to understand. (Dea Kiki Destiyana 2020).

The teacher as a mentor, the role of the teacher as a mentor is a student's expectation, each student certainly has its own uniqueness. This uniqueness can be seen from the existence of every difference. This means that no two individuals are the same. Although physically each individual may look similar, they do not necessarily have the same talents, interests, abilities, and others. There are many things a teacher must do to be a good leader. First, the teacher must know the children they are working with. This understanding is very important because it determines the type of skills and guidance that will be given to them. Second, the teacher must be clear and good at planning, including planning the goals and skills to be achieved and planning learning activities

Teachers as managers where teachers have an important role as managers, because teachers determine the quality and quantity of the learning process at MI Al Falah 1 Sumber Gayam Kadur pamekasan madura. Teachers must create learning materials that are in accordance with the circumstances and conditions of the school. Teachers explain learning at each advanced level, starting from the stages of learning, including value creation, goal setting, procedure setting, assessment review, and post-assessment. The first goal is to make it easier for students to understand any learning designed by the teacher, and the second goal is to make it easier for teachers to teach their students.

Teacher as Motivator Teacher motivates students Motivation aims to encourage students to do, determine the direction of action towards the goal to be achieved and select actions that are in accordance with the goal. According to Suparlan, the role of the teacher as a motivator is related to the role of the teacher as an educator and supervisor, in increasing high enthusiasm for students, it is necessary to have high enthusiasm both within themselves (intrinsic) and from outside (extrinsic), which initially comes from the teacher himself (Amiruddin 2022). Good motivation can be given for example by giving applause, constructive criticism, suggestions, praise called rewards. By motivating, students will be more enthusiastic, excited again to take part in the learning process.

Teacher as a facilitator, according to Wina Sanjaya, the teacher is a mediator, his job is to provide services to students to facilitate learning in the learning process. Because I am a teacher at MI Al Falah 1 Sumber Gayam Kadur

Pamekasan Madura, providing convenience, especially for grade 5 students where teachers provide worksheets to help students stay active in everyday life, interact with the surrounding community, will also help improve their communication skills

Teacher as evaluator The function of the teacher is to collect data or information about the success of the learning carried out. Your role as a reviewer is twofold. First, it determines the success of the students in achieving the set objectives or absorbing the curriculum material. Second, we must ensure that the teacher successfully completes all assigned tasks.

All of the above roles are roles that a teacher must have. So, teachers are not just delivering material but covering all aspects of student needs.

C. Evaluation of the show and tell method in improving Indonesian speaking skills in thematic learning for 5th grade students of MI Al Falah 1 Sumber Gayam Kadur Pamekasan Madura.

1. Evaluation and implication for teachers

Evaluation or Assessment is a way to improve teaching and learning activities carried out by teachers, and is a structured and systematic activity that serves to measure students' ability to understand the material provided by the teacher.

At the assessment stage, learning is usually carried out after all the materials have been delivered to students. in the process of evaluating learning in the classroom, researchers will discuss several points, namely: From the results of observations made by researchers through the making of lesson plans made by 5th grade teachers MI Al Falah 1 Sumber Gayam Kadur Pamekasan Madura, it can be concluded that the evaluation stage carried out by teachers in improving speaking skills teachers more often use evaluation in the form of oral tests directly to measure the achievement of material and learning objectives that have been studied and the extent of the success of improving students' Indonesian speaking skills.

Then the teacher also does a quiz which is Every few weeks, the teacher also gives project assignments to students. Usually the teacher uses a speaking test in the quiz to measure students' knowledge of what just happened. Showing and explaining is done by involving children directly in the learning process and using learning media as a supporter of the successful implementation of the show and tell method which makes learning activities more meaningful.

In addition, in the development of language, children can be taught to do activities according to simple instructions and commands given by the teacher and retell stories told by the teacher. Society is more satisfied with further education, a fun learning process, playing while learning are the right words and actions to convey the contents of the learning. The use of learning media is widely promoted at the elementary level of education. Because this is considered capable of helping teachers to convey their learning.

When associated with other aspects of development, the show and tell method can not only develop and train cognitive development but also affect other aspects of development. Namely, such as aspects of development, emotional, social, physical motor, and language. In the aspect of emotional and social development, children are taught to control feelings such as showing self-confidence, queuing to wait for their turn, and being patient. With this, the impact on teachers, teachers are more creative and innovative in the learning process.

2. Evaluation and implication for students

To find out the implications or impacts of implementing the show and tell method on students, an evaluation must be carried out first. Based on an interview with Mrs. Maelah S.Pd.I about the obstacles experienced by teachers in using the show and tell method on students in grade 5, including:

obstacles in utilizing the show and tell method in learning from various factors, "1. The factor that often occurs is that here the use of regional languages is still very strong so that it cannot be separated even though the class emphasizes that they must speak Indonesian, then and some students lack confidence and there are some students who are too active so that they are difficult to direct and condition properly". (interview with Mrs. Mailah 2023)

Teachers try to find solutions to various obstacles in implementing good show and tell learning, namely with simple and easy-to-find teaching materials and tools. Teachers also look for solutions to increase students' self-confidence, so that they can increase students' curiosity by forming good communication with students, and teachers can provide opportunities for students to explain their learning outcomes. Another interview is about how teachers' efforts in evaluation after using the show and tell method "Teachers' efforts in the evaluation process from the application of the show and tell method are: 1) teachers give questions to students, then students answer directly using Indonesian 2) students are asked to retell the learning that has been delivered, 3)

students are given the opportunity to return to learning, and 4) Students are given the opportunity to ask questions again.

CONCLUSION

Based on the results of the collection and analysis of research data entitled "Strategy for strengthening and improving Indonesian language speaking skills with the show and tell method for class V MI Al Falah 1 Sumber Gayam Kadur Pamekasan Madura. The following conclusions are drawn:

1. Good learning planning in the use of learning methods, which is the show and tell method, is able to improve the Indonesian language speaking skills of class V MI Al Falah 1 Sumber Gayam Kadur Pamekasan Madura students
2. Implementation of the learning process in class V, the show and tell method is relevant to use why is that, because in the learning process with the show and tell method it really helps students to be enthusiastic about following learning in class, the show and tell method is one of the learning methods applied in elementary schools which aims to help students develop speaking skills, especially class V MI Al Falah 1 Sumber Gayam Kadur Pamekasan Madura students.
3. Implications or impacts of the show and tell method, this process goes through the evaluation stage, the evaluation process in improving speaking skills, the role of teachers is very important and has a great influence on students. In this evaluation process, the teacher first gives an example, then students are given the trust to show and explain freely using the correct Indonesian language from the picture media they have obtained. With this stage, the teacher knows that the show and tell method is very effective in improving students' Indonesian language speaking skills. That way, students will get used to and enjoy using Indonesian.

REFERENCES

- Ahmad susanto. *Teori belajar dan pembelajaran di sekolah dasar*, (jakarta : kencana, 2019).
- Amiruddin Abdullah. *peran guru sebagai motivator dan pengaruhnya terhadap hasil belajar*, *Jurnal Al-Fikrah*, Vol. 11, No. 1 (2022).
- Data wawancara dengan guru kelas V MI Al falah 1 sumber gayam kadur pamekasan madura, tanggal 23 November 2023.
- Dea kiki yestiana dan nabila zahwa, *Peran Guru Dalam Pembelajaran Pada Siswa Sekolah Dasar*, *FONDATIA Jurnal pendidikan dasar*, Vol. 4, No. 1, (2020).
- Dini adini ayun nikmah, *Analisi Keterampilan Berbicara Pada Pembelajaran Bahasa Indonesia Siswa Kelas Iv SD Negeri Buluh 2*, *Prosidional pendidikan*, Vol.1 No.1 (2020)
- Moh. Syaiful rasyid, halimatus sa'diyah dan nanda setiana, *Ragam media pembelajaran*, (Batu: literasi nusantara abadi, 2019)
- Safri mardison, *Perkembangan Bahasa anak usia sekolah Dasar/ Madrasah*, *Jurnal Tarbiyah Al-Wahdad*, Vol. VI. (2016),
- Tri lestari dkk, *Penggunaan Metode Show and Tell untuk meningkatkan keterampilan Berkomunikasi anak usia dini*, *Jurnal Paud Agapedia*, Vo. 1. No. 1. (2017).
- Maya Hayatun Nupus & Desak Putu Parmiti, “*Peningkatan Keterampilan Berbicara Melalui Penerapan Metode Show and Tell Siswa SD Negeri Banjar Jawa*”, *Jurnal Ilmiah Sekolah Dasar*, Vol. 1, (2017)
- Sani Abdullah, Ridwan, dkk. 2018. *Penelitian Pendidikan*. Medan: Tira Smart
- Yenni febiola febrianti, *Penggunaan bahasa gaul terhadap eksistensi bahasa indonesia pada masyarakat*, *Jurnal pendidikan*. Vol. 2 No.1 (2021)