

CHAPTER I

INTRODUCTION

In this chapter, the researcher present about research context, research focuses, research objective, significance of study, definition of key terms and previous study. The explanation of all are as follow:

A. **Research Context**

The dynamic process of acquiring a language includes many different learning aspects, and speaking fluency is essential for efficient communication. In the context of education, holistic development. Including language development. Speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.¹ Speaking fluency is considered by many language learners to be the benchmark for language proficiency. For these students, fluency is much more than just being able to read, write, or understand spoken language it's the capacity to communicate with others. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in Spoken communication. In the same line, instructors are required to help the

¹ H Douglas Brown, *Language Assessment Principles and Classroom Practice*, (United States of America: Longman, 2004), 140.

students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations.² Therefore Speaking skills are one of important aspect in the educational process. The ability to speak well is a fundamental communication skills and necessary in daily life, both in social context. Also speaking abilities require both self-awareness and practice. Enhancing your speaking abilities can make a big difference in how well you connect with people and communicate, whether you're participating in a meeting, making a presentation, or having a casual conversation.

In the context of education, holistic development including language proficiency is importance, especially in Islamic boarding schools. Proficiency in verbal communication is not only necessary for scholastic achievement but also for meaningful social engagement and positive societal contributions. However, in some cases, students often experience difficulties in developing their speaking skills. Besides, students need speaking skills ability, especially in speaking given the fact it will be important in the future such as preparing a job in one of company, to apply job to be a teacher at school, in other countries for preparing a specific job we need to prepare speaking skills. Speaking English well also help students to access up to date information in field including science, technology and health.³ It follows that speaking English is crucial, particularly in this day and age when nearly every employer requires employees to speak it fluently. Speaking English also makes it easier for us to communicate and adapt to new situations, particularly after they have graduated

² Taher Bahrabu, Rahmatollah Soltani, "How to Teach Speaking Skill?" *Jurnal of Education and Practice*, 3, no. 2 (2012): 27, www.iiste.org.

³ Joanna Baker and Heather Westrup, *Essential Speaking Skills* (London, NewYork: Voluntary Service Overseas, 2003), 05.

Islamic boarding school are place for nurturing the next generation of Islam who will become in realizing the progress of Islam and contribution to the benefit of humanity. Not only providing Islamic boarding school students with religious knowledge, Islamic boarding school must be able to produce alumni who are ready to face the current and dynamic times so that they are not in eliminated in competition in the field.⁴ Islam In the context of the constantly developing dynamics in various fields, Islamic boarding schools need to be ready with an adaptable strategy to fields, Islamic boarding schools need to be ready with an adaptable strategy in order to stay competitive. All of this needs to begin with raising awareness and developing a fresh, constructive, and adaptable viewpoint without sacrificing the foundational ideas that have been established.

In addition to abilities, language is the primary means by which we can stay competitive and stay ahead of the curve even though we attended Islamic boarding schools. Nowadays, a lot of Islamic boarding schools incorporate modern knowledge, like learning foreign languages, while still maintaining the fundamentals of Salaf knowledge. Sheikh Abdurrahman Rabah Islamic Boarding School in one of the new Islamic boarding school in Pamekasan, located in Pademawu area, precisely in Murtajih village, even though it is classified as a new Islamic boarding school and has 166 students consisting of 100 male students and 66 female students. This Islamic boarding school has quite a lot of extracurricular to develop its students in various fields, such as speed reading the yellow book and language. Here, students are required to choose one extracurricular activity each new school year. One of the extracurricular that is of interest is Language extracurricular or commonly called LPBA (Foreign Language

⁴ Jarwo Adi, "Pentingnya Kuasai Bahasa Asing bagi Santri" NU Online Jabar, accessed <https://jabar.nu.or.id/opini/pentingnya-kuasai-bahasa-asing-bagi-santri-z61Gr> at 16 December 2023 at 20.54 WIB

Development Institute) has several languages in it. These include English, Arabic, Korean and Mandarin. Here all languages are divided into two levels, basic level for students whose abilities are still basic and intermediate level for students who are more advanced. For basic level they are usually introduced more to grammar and daily vocabulary. At the intermediate level, students have more speaking practice and advance vocabulary. For English student currently there are 6 students who have reached the intermediate level and there are eight students in the basic class, consisting of students aged 15-17 years. In the Islamic boarding school we know that they have busy activities from morning until afternoon and it happens every day so that they do not have many time to practice especially in practice English and teacher at school cannot supervise their student because they had limited time, besides from that, they also to be terrified of using the wrong pronunciation of English because they lack the confidence to speak it and there is no friends to practice. Meanwhile, Mr. Mamrur Rofiq as a teacher in intermediate level said that “I know that they rarely practice speaking when they are in their respective activities and so even if they can do a little, they will still be stiff and find it difficult to express what they want to way in English and lack confidence in their abilities because they are not used to using English. In their daily activities, so I looking for a way to them can speak English fluently and confidently”⁵

Effective communication is especially important in the Islamic Boarding School setting at Syekh Abdurrahman Rabah in Pademawu, Pamekasan, because Islamic studies and the development of moral and ethical values are highly valued. A more engaging learning environment for students may result from incorporating cutting-edge teaching strategies like the Show and Tell method, which encourages a deeper comprehension of the language and its

⁵ Mamrur Rofiq, English teacher, *direct interview* (24 December, 2024)

useful application in daily life. Show and tell activities are, by definition, self monitored. Such an activity not only requires the ability to tell but might also require explanation, depending on the nature of the topic assigned for show and tell⁶. The teacher demonstrates the skill and then tells the learner to imitate the movement involved.⁷ The goal of this exercise is for students to be able to speak to their friends clearly and without hesitation. And people pay attention to what is said. Before students explain in advance, the teacher provides an example to help the class better understand this technique

This method, which provides a means for integrating manipulative activities with communication skills, may be part of a planned program where by students discuss how and why they made a particular project, what was learned, and what special insights grew out of the activity.⁸ Hopefully, by using this method the teacher want students to be able to speak and can transfer their idea by speak correctly and confidently. Suggestion for topic areas can includes such things as hobbies, sports, holidays, family, and work, but the focus should be on specific object or image.⁹ Therefore using Show and Tell method effectively, it is necessary to provide training for teachers and to understand this method and provide clear guide In addition, it is also necessary to provide adequate space and resources for presentations, such as audio-visual equipment and relevant objects or objects to be presented. With the implementation of the "Show and Tell" method in boarding schools, it is expected that students' speaking skills

⁶ Paula Menyuk and Maria Estela Brisk, *Language Development and Education, Children with Varying Language Experience* (United Kingdom : Palgrave Macmillan, 2005), 104.

⁷ Edgar Stones, *Quality Teaching A Sample of Cases*, (London, Routledge, 1992), 134

⁸ Robert D. Bhaerman, Larry Q. Oliver, "Skills for the Changing Workplace: An Electronics Instructor's Guide" (University of Illinois at Urbana_champaign, 1985) page 22

⁹ Scott Thornbury, *How to Teach Speaking*, (England: Longman, 2011), 94.

will improve significantly. This will have a positive impact on their academic achievement, their readiness to face future challenges, as well as comprehensive personality development.

Drawing from the aforementioned explanation, the researcher aims to investigate the efficacy of the show-and-tell method in teaching student's speaking skills. Specifically, the researcher will examine how the method is implemented at Syekh Abdurrahman Islamic Boarding School for students enrolled in intermediate level in order to determine which aspect of the teacher's assessment is more significant in Intermediate level at Syekh Abdurrahman Islamic Boarding School in Pamekasan. Therefore, the researcher is interested in learning more specifics about the procedure used to apply this method at Intermediate Level at Syekh Abdurrahman Rabah Islamic Boarding School in Pademawu, Pamekasan.

B. Research Focus

Focus is things that can be researched (tangible)¹⁰ the characteristics are almost the same as problem in quantitative research, so the problem in research is called focus. The formulation of focus or problem in qualitative research is tentative it means, researcher specify the problem by limiting the subject matter and focus attention on a specific aspect of study. in this research, the researcher focuses are describes as below:

1. How does the teacher implement show and tell method in teaching speaking skill at intermediate level of Syekh Abdurrahman Rabah Islamic Boarding School at Pademawu, Pamekasan?

¹⁰ Akademik, *Pedoman Karya Tulis Ilmiah* (Pamekasan STAIN Pamekasan Press, 2020), 29

2. What are the advantages and disadvantages of show and tell method in teaching speaking skill at intermediate level of Syekh Abdurrahman Rabah Islamic Boarding School at Pademawu, Pamekasan?

C. Research Objective

Research aims to solve problems. Therefore, a purpose of research announces the purpose scope and direction of the paper and what expect in a paper and what the specific focus will be formulated by statement.¹¹ For instance, the following represent objectives for a study:

1. To describe the implementation of show and tell method in teaching speaking skill at intermediate level of Syekh Abdurrahman Rabah Islamic Boarding School at Pademawu, Pamekasan.
2. To describe the advantages and disadvantages show and tell method in teaching speaking skill at intermediate level of Syekh Abdurrahman Rabah Islamic Boarding School at Pademawu, Pamekasan.

D. Significance of The Study

The significance of the study is hopefully provide benefits in theoretically and practically.

1. Theoretically

It would be expected of the research to explain how the show-and-tell method is used to teach speaking skills.

2. Practically

a. For teachers

¹¹ Akademik, *Pedoman Karya Tulis Ilmiah*, (Pamekasan STAIN Pamekasan Press, 2020) 31.

Teaching English involves more than just reading books; there are numerous approaches that can be taken to enhance speaking abilities in particular. Students' interest in learning, particularly in speaking skills, can be excited by this approach.

b. For students

The purpose of this study is to impart spirit and acquire new knowledge using the show-and-tell method.

c. For other researchers

The result of this research is expected to give information and help other researcher who had the same case and give information in doing further research.

d. For the readers

In order to know how to be a good English teacher specially in speaking with English student that use full English.

E. Definition of the Key Terms

In order to clarify the key terms used in this study, researchers define the key terms

1. Speaking skill: one of language skills that important if we want to be master of language, including capability to express idea, opinion and information clearly and well. It is also cover various elements such as pronunciation, vocabulary, grammar, fluency and communication strategist.
2. Show and tell: method to describe a technique of learning in which students tell about an object or themes provided by teacher for explained by students.
3. Method: procedure for approaching something with systematic in order to easier in achieve certain goals or solve a problem.

F. Previous Study

The existence of previous study is intended to provide guidelines and references that will be used as comparative material to get updated research to be carried out to be carried out on some topic.

The first previous study was conducted by Novandy Adhitya and Devi Mivtahuljanah which was the titled “ Students’ Perception Towards Utilizing Show and Tell in Learning Speaking”¹² This study was aimed to find out the students’ problems and perception towards utilizing show and tell in speaking activity. This study was analyzed with qualitative research to collect the data and answer the research questions that guided this research. This research was conducted for second grade students who were previously in first grade even semester who had studied English using show and tell method in one of vocational high school in Cimahi. The instruments of this study were obtained by giving the questionnaire and interviews to students. The data was obtained through Google form and interview transcripts. Based on the questionnaire and interview, it was discovered that some problems exist. They often stammer when speaking or explaining using English, feeling passive in English learning activities, and lack of understanding of English vocabulary. However, the students’ perceptions were positive. It could be seen from the data of students’ perceptions on questionnaire and interview session. From the research, a conclusion can be made, that utilizing show and tell method has generated positive perceptions in the speaking activity for second grade in one of vocational high schools in Cimahi.

¹² Novandy Adhitya, Devi Mivtahuljanah,” Students Perception Towards Utilizing Show and Tell in Learning Speaking”, *The Journal of English Language Teaching, Literature and Applied Linguistics [JELA]* 04, no. 01 (April 2022): 10,

The second previous study was conducted by Novia “Applying show and tell Enhance Students’ speaking skill of describing¹³” This research was conducted with the aim to enhance students’ speaking skill of describing. The subject of this research was VII-7 class of MTsN 1 Kota Tangerang Selatan which consists of 32 students. This research used Classroom Action Research which developed by Kemmis and McTaggart. It consisted of two cycles which there were four phases in each cycle, they are: planning, acting, observing, and reflecting. The research was conducted in two cycles. In each cycle, three meetings were scheduled, and they needed to be done in order. Both quantitative and qualitative methods were used to collect the data. The instruments used were questionnaires, observation sheets, and interviews in order to gather qualitative data. A test was used to gather the quantitative data. Following an analysis and evaluation of the students' development, the data demonstrated an improvement in the students' participation and interaction. This is evident in the way they improve their communication skills by supporting and paying attention to their friends during pair work exercises, and how their enthusiasm for learning to speak increased. The results of the speaking test corroborated the questionnaire and observation sheet results in determining the students' areas of improvement. The writer gave the students a pre-test prior to the classroom action research, and the results indicated that 34.37% of the students, or 11 students, had met the minimum mastery requirements. The number increased to 62.50%, or 20 students, in the first post-test. In the second post-test, the percentage of students who met the minimum mastery criteria increased to 84.37%, or a total of 27 students. To sum up, the Show and Tell Method is a good way to improve students' speaking abilities.

¹³ Novia, “Applying Show and Tell Method to Enhance Students’ Speaking Skill of Describing” (Thesis, UIN Syarif Hidayatullah Jakarta, 2019), 04.

The difference between the two previous studies and this research are: the first is in the research setting of the previous study was at one of vocational high school in Cimahi and at MTsN 1 Kota Tangerang Selatan, however, this research was carried out at Sheikh Abdurrahman Islamic Boarding School in Pademawu, Pamekasan Second, the research method in the previous study are qualitative and mix between qualitative and quantitative research to enhance the participants' English and know the perception the english student, while the researcher in this study employed descriptive qualitative research to examine how teachers applied the show-and-tell method, Thirdly, participants in this study attended classes at the intermediate level, whereas those in the prior study took VII-7 of MTsN 1 Kota Cimahi and XI grade Vocational High School at Tangerang.