SKRIPSI

THE EFFECT OF SHOW & TELL TECHNIQUE TO IMPROVE SPEAKING PERFORMANCE OF STUDENTS IN SMA NEGERI 1 PALU

NURFADHILAWATI S. HALACO

Submitted as a Partial Fulfilment of the Requirements for Bachelor Degree
at English Education Study Program
Language and Art Education Department
Teacher Training and Education Faculty
Tadulako University

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SKRIPSI

PENGARUH TEKNIK SHOW & TELL TERHADAP PENINGKATAN KEMAMPUAN BERBICARA SISWA DI SMA NEGERI 1 PALU

NURFADHILAWATI S. HALACO

Diajukan sebagai salah satu syarat untuk memenuhi sebagian
persyaratan memperoleh Gelar Sarjana
pada Program Studi Pendidikan Bahasa Inggris
Jurusan Pendidikan Bahasa dan Seni
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2025

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Yang membuat pernyataan,

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MOTTO

"Always wear your invisible crown"

ABSTRACT

Nurfadhilawati S. Halaco (A12121032) The Effect Of Show & Tell Technique To Improve Speaking Performance Of Students In Sma Negeri 1 Palu. Skripsi, English Education Study Program, Language and Art Department, Teacher Training and Education Faculty, Tadulako University. Under the Supervisor of Konder Manurung and Mashuri.

This study examines the effect of the Show and Tell technique on improving the speaking performance of students at SMA Negeri 1 Palu. Using a quasi-experimental design, the research involved an experimental group taught through Show and Tell and a control group taught with conventional methods, each consisting of 35 students. Conducted over six meetings from July 21 to August 28, 2025, the study collected data through pre-tests and post-tests assessing fluency, comprehension, and accuracy. Since the data were not normally distributed, the Mann–Whitney U test was used to analyze the differences between groups. The findings showed that the experimental group achieved a higher post-test mean score (60) compared to the control group (50.55), with the Mann–Whitney results indicating a significant difference ($p < 0.05$). These results demonstrate that the Show and Tell technique positively influences students' speaking performance by providing meaningful speaking practice and encouraging greater classroom engagement. Based on these findings, it is recommended that English teachers incorporate Show and Tell into speaking lessons to support students' development in fluency, comprehension, and accuracy.

Keywords: Show and Tell, speaking performance, quasi-experimental, English learning, EFL students.

ABSTRACT

Nurfadhilawati S. Halaco (A12121032) The Effect of Show & Tell Technique to Improve Speaking Performance of Students in SMA Negeri 1 Palu. Skripsi, Program Studi Pendidikan Bahasa Inggris, Jurusan Bahasa dan Seni, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Tadulako. Dibimbing oleh Konder Manurung dan Mashuri.

Penelitian ini bertujuan untuk mengetahui pengaruh teknik Show and Tell dalam meningkatkan kemampuan berbicara siswa di SMA Negeri 1 Palu. Dengan menggunakan desain quasi-eksperimental, penelitian ini melibatkan satu kelompok eksperimen yang diberi perlakuan melalui Show and Tell dan satu kelompok kontrol yang diajar dengan metode konvensional, masing-masing berjumlah 35 siswa. Penelitian dilaksanakan selama enam pertemuan, mulai 21 Juli hingga 28 Agustus 2025, dan data dikumpulkan melalui pre-test dan post-test yang mengukur aspek kelancaran, pemahaman, dan ketepatan berbicara. Karena data tidak berdistribusi normal, analisis perbedaan antar kelompok dilakukan menggunakan uji Mann–Whitney U. Hasil penelitian menunjukkan bahwa kelompok eksperimen memperoleh nilai rata-rata post-test lebih tinggi (60) dibandingkan kelompok kontrol (50,55), dan hasil uji Mann–Whitney menunjukkan perbedaan yang signifikan ($p < 0,05$). Temuan ini membuktikan bahwa teknik Show and Tell berpengaruh positif terhadap kemampuan berbicara siswa dengan memberikan kesempatan latihan yang bermakna serta meningkatkan keterlibatan mereka dalam pembelajaran. Berdasarkan hasil ini, disarankan agar guru bahasa Inggris mengintegrasikan Show and Tell dalam pembelajaran berbicara untuk membantu siswa meningkatkan kelancaran, pemahaman, dan ketepatan berbicara mereka.

Kata kunci: Show and Tell, kemampuan berbicara, quasi-eksperimental, pembelajaran bahasa Inggris, siswa EFL.

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CHAPTER I
INTRODUCTION

1.1. Background of Research

Speaking is a crucial skill to acquire as it has become increasingly significant in the modern era and is one of the most frequently utilized skills in daily life. In oral communication, learners must master several aspects such as pronunciation, fluency, grammar, vocabulary, and comprehension to effectively communicate in English. Speaking is not only having a large vocabulary and knowing the grammatical structures, but also mastering all elements of speaking above (Abdullaeva & Avezova, 2020). This research indicates that oral proficiency is significantly dependent on extensive practice and consistent application.

The curriculum emphasizes the development of speaking skills as a core competency for meaningful communication. Students are expected to engage in spoken interactions across various contexts, expressing ideas clearly and effectively using appropriate verbal and non-verbal strategies. They communicate with teachers, peers, and others for different purposes, initiate and sustain conversations, express opinions, discuss interests, and make comparisons. Non-verbal elements such as body language, speech rate, and intonation are also employed to support clarity and comprehension.

Nevertheless, despite the acknowledged significance of this proficiency, a considerable number of students continue to encounter a multitude of obstacles in their pursuit of English fluency. The present study was informed by the teaching assistance activities of the Merdeka Belajar Kampus Merdeka program and it is

based on interviews that the researcher conducted at SMA Negeri 1 Palu. The result of observation and interview revealed several main problems that the researcher found with students in grade X at SMA Negeri 1 Palu. The first problem is a lack of self-confidence, which often comes from worries about making mistakes when speaking. The second problem is students speaking in a way that is difficult to understand, either due to unclear pronunciation or confusing sentence structure, which affects their fluency in communication. Another challenge is the difficulty in using proper grammar and vocabulary, which directly relates to accuracy in language use. Incorrect pronunciation often leads to miscommunication or a lack of clarity in the message being conveyed, hindering comprehension for the listener. According to Nety et al. (2020), students felt anxious and afraid of making mistakes, worrying that their peers would laugh at them or give negative evaluations, which can impact their fluency, accuracy, and comprehension when speaking English.

One of the most significant obstacles in language learning is fostering students' confidence in public speaking. The use of the show and tell technique has proven to be an effective solution to this problem. Cusworth (1995) explains that show and tell allows the children to share an oral Descriptive about a personal experience or favorite belonging from home in front of their friends. Show and tell is an effective teaching technique to improve students' speaking skills. Through this approach, students experience increased fluency with continuous practice and communicative interaction that encourages spontaneous speaking with language accuracy that develops through structured material preparation and

direct correction to help students use sentence structure well. Visual context and step-by-step explanations make it easier to understand the message being conveyed.

Moreover, this technique significantly builds students' confidence by creating a safe space for expression, as it focuses on learners' interests. Then Kuning, (2019) also said that Show and Tell is a learning activity to tell their experiences, whether experiences at home, school, or community environment, all told by children in a simple way to improve their speaking ability, confidence, and socialization. By providing opportunities for students to share their favorite pet or animal or favorite objects in front of the class, this technique creates a safe and supportive environment for students to explore and develop speaking skills. Wiratna & Amelasasih (2023) emphasize that the show and tell technique can make students feel more confident.

1.2. Problem Statement of the Research

Based on the problems mentioned above, the researcher formulated one research question as follows:

1. Can the application of the Show and Tell technique be effective in improving students' ability and self-confidence in learning speaking grade 10 students at SMA Negeri 1 Palu?

1.3. The Objectives of Research

The objective of this study is to investigate the effectiveness of the show-and-tell technique in enhancing students' self-confidence. The research will specifically examine improvements in areas such as public speaking ability, personal

expression, social interaction, and overall self-esteem. By comparing the self-confidence development of students who participate in regular show-and-tell activities with those who do not, this investigation aims to quantify the technique's impact on students' self-assurance and interpersonal skills.

1.4. The Scope of Research

This research focuses on improving the English-Speaking skills of tenth grade students at SMA Negeri 1 Palu using the show and tell technique. Researchers limited their research to several elements of speaking, such as comprehension, fluency, accuracy and self-confidence.

1.5. Significance of Research

The results of this research are expected to be useful information for teachers, students, schools and other researchers. For teachers, it is hoped that this research can help English teachers to improve the speaking performance of students' by using show and tell techniques. For students, it is hoped that it can help students speak and be able to express thoughts to be confident. For other researchers, it is hoped that this research will be useful, becoming a reference and comparison for future research.

1.6. Definition of Key Terms

To avoid misunderstanding about the means of the key terms, researcher identifies the terms as follows:

a. Comprehension

Comprehension is defined as the ability to understand and process discourse in order to identify the meaning of a sentence. It is also referred to as the skill of

comprehension, which is defined as the practice aimed at improving or testing one's understanding of language, whether written or spoken.

b. Fluency

Fluency in speaking, characterized by the ability to speak with the right tempo and rhythm, not too fast or slow, not too many pauses or hesitations when speaking so that the conversation flows smoothly.

c. Accuracy

Accuracy is defined as the ability to utilize language in a precise and appropriate manner. This encompasses the use of correct pronunciation.

d. Self-Confidence

Self Confidence in one's own ability to communicate verbally in English. Characterized by the courage to express opinions, ask questions if you don't understand, and respond to the person you are talking to without hesitation or embarrassment.

e. Speaking skills

Speaking skills are a person's abilities and skills in expressing thoughts, opinion, feelings, and information orally using English.

f. Show and tell

Show and tell is an activity involving a participant presenting an object to a group and providing an explanation of its nature and significance. It is a common practice in educational settings, facilitating students' development of communication skills and the articulation of their ideas to others.

CHAPTER II
RELATED STUDIES, LITERATURE REVIEW & THEORETICAL FRAMEWORK

2.1. Related Studies

There are many previous studies related to the topic. First, the research was conducted by Alvionita, Munir and Faradiba (2022) entitled "Improving Students' Speaking Ability Using Show and Tell Technique". This study aims to improve students' speaking ability at SMAN 12 Makassar by using Show and Tell Technique. A pre-experimental method with one group pretest-posttest design was used. Class XI MIPA 3, consisting of 36 students, was selected as the sample through cluster random sampling. Data collection used interviews as speaking tests to assess students' accuracy, fluency, and comprehension before and after treatment. The results showed that the Show and Tell Technique effectively improved students' speaking ability, with the post-test score (mean: 50.62) significantly higher than the pre-test score (mean: 27.01). Thus, the technique proved to be effective in improving students' accuracy, fluency, and comprehension in speaking.

Second, the research was conducted by Fitriani (2020) entitled "Show and Tell Technique in Teaching Speaking Skill at SMAN 2 Palopo". This research focused on using Show and Tell techniques to develop students' speaking skills at Eleventh class of SMA Negeri 2 Palopo. The researcher used a pre-experimental method. Based on the analysis of the data it can be concluded that the teaching skills of speaking using Show and Tell technique is effective at Eleventh grade of SMA Negeri 2 Palopo. It can be proven that the scores of students in the post-survey are higher than in the pre-survey.

Third, the research was conducted by Zahrah & Budi (2024) entitled "Strengthening and Improving Indonesian Speaking Skills Using the Show and Tell Technique in Class V MI AL FALAH 1 Sumber Gayam Kadur Pamekasan Madura". The objective of this study is to determine the process of improving Indonesian speaking skills through the planning, implementation, and evaluation stages of the Show and Tell Technique for fifth grade students at MI Al Falah 1 Sumber Gayam Kadur, Pamekasan, Madura. This research uses a qualitative case study approach, the researchers not only describe but also analyze and explain in depth to get accurate results. The subjects of this study were fifth grade teachers and students. Data were collected through observation, interviews, and documentation, then analyzed with the stages of data condensation, presentation, and verification. The accuracy of the data was ensured through triangulation. The results of this study show that in the planning stage, teachers first assess student characteristics, make lesson plans, prepare materials, and choose media and techniques. At the implementation stage, the Show and Tell Technique supported by learning techniques and media effectively improves speaking skills. Evaluation is done through oral tests that are adjusted to the speaking skill indicators.

The three previous studies share the same main focus: using the Show and Tell technique to improve students' speaking skills. All studies showed that this technique was effective in improving fluency, accuracy, and comprehension. However, they also have some differences. Two studies (by Alvionita et al. and Fitriani) were conducted at the senior high school level, while one study (by Zahrah & Budi) was done at the elementary level (MI). The research methods were also

different—Alvionita et al. and Fitriani used a pre-experimental design with pretests and posttests, while Zahrah & Budi used a qualitative case study approach. The tools used for collecting data also varied, from tests and interviews to observations and documentation.

After examining the findings of several studies, the researcher outlines that this investigation will employ the Show and Tell technique as a pedagogical strategy to enhance students' communicative competence, with an emphasis on general speaking abilities. This study will employ a quasi-experimental research design. Accordingly, two classes will be compared: the experimental and control classes. Data will be collected via pre-test and post-test, and the statistical analysis will be conducted using SPSS. The objective of this study is to assess the efficacy of the Show and Tell technique in improving students' speaking abilities, taking into account various dimensions such as accuracy, fluency, and comprehension in communication.

2.2. Literature Review

2.2.1. The Definition of Speaking

Speaking skill is the ability to express thoughts, feelings and information orally using English. According to Ilham, Bafadal and Muslimin (2020), speaking is a crucial part of second language learning and teaching. The ability to speak in a second or foreign language is often considered the most challenging of the four language skills. When attempting to speak, learners must organize their thoughts and encode those ideas in the vocabulary and syntactic structures of the target

language. In light of the aforementioned, the researcher concludes that speaking is the ability to produce language and share one's ideas.

2.2.2. The Importance of Speaking Skills

Speaking is a crucial component of the English language learning process, along with listening, reading, and writing. Speaking is one of the most valuable skills that students must master to express their ideas, thoughts, and opinions to others through verbal communication. Speaking skills are essential for students to be able to express their ideas (Sayin, 2015). Nevertheless, it is widely acknowledged that acquiring proficiency in the English language is a lengthy process. This is one of four fundamental skills that are inherently complex and require frequent practice to enhance one's speaking abilities.

2.2.3. Component of Speaking

In improving oral communication skills, it is important to consider the various elements that contribute to effective speaking skills. The four main components - comprehension, fluency, accuracy, and self-confidence - interact and play a key role in shaping good speaking skills.

Comprehension is the foundation of effective communication, as without clear understanding, individuals cannot follow or participate in conversations properly. Fluency reflects the ability to speak smoothly and without much pausing, which is essential for the message to be conveyed clearly. Accuracy ensures that the language used conforms to the correct grammar rules and vocabulary, so that the message conveyed is not only understood but also accurate. Confidence, is an

element that allows individuals to speak with courage and conviction, thus improving the overall quality of communication.

According to Brown (2007), comprehension, fluency, accuracy, and self-confidence are intertwined elements that contribute significantly to the effectiveness of spoken communication. These four components work together to improve an individual's ability to communicate effectively, ensuring that spoken language is not only clear and grammatically correct but also delivered with confidence and ease.

a. Comprehension

Comprehension in speaking is the cognitive ability that enables a person to understand, interpret, and respond to information in the context of oral communication. This component includes the ability to grasp the meaning of words, understand sentence structure, interpret context, and recognize the communication purpose of the speaker. In relation to speaking, comprehension has a very important role because it is the basis for creating effective two-way communication. Çiftlikli & Demirel (2022) state that the most crucial element in effective communication is the ability to comprehend not only the content of the message, but also why it is said. When someone has good comprehension, they are not only able to capture the message being conveyed, but can also provide appropriate and relevant responses according to the context of the conversation. The relationship between comprehension and speaking is very close and complementary, where comprehension acts as a “bridge” that connects the input (information received) with the output (response given) in the communication process. Without adequate

comprehension, a person may be able to speak fluently but be unable to participate in meaningful communication because they cannot understand or respond appropriately to what is being said. Speaking is one of the biggest challenges as it requires comprehensive comprehension skills (Chrismaretta 2024). Therefore, comprehension is not only important for understanding what is heard, but also crucial in establishing and maintaining effective, meaningful and interactive communication.

b. Fluency

Fluency in speaking is defined as the ability to express language naturally, without hesitation or stammering. Fluency refers to the ability to speak smoothly and at a pace similar to native speakers, with minimal pauses, hesitations, self-corrections, or use of filler words (Cendra & Sulindra, 2022). People need fluency in speaking so that the message they want to convey can be conveyed clearly without encountering obstacles in communicating due to language differences. Harris (1974) states that fluency refers to the ease and speed of the flow of the speech. Someone who has high fluency can convey ideas and information effectively without much pause, so that the conversation goes well. The importance of fluency lies in the ability to support effective communication, increase speaker confidence, and facilitate better social interaction.

c. Accuracy

Accuracy in speech is essential for effective communication, as it involves conveying information clearly and correctly so that the message can be properly understood. Accuracy deals with many linguistic-related factors, such as good

pronunciation, diction, and grammar of the target language (Cendra & Sulindra, 2022). This entails clarity in expression, where appropriate language is used to avoid misunderstandings, as well as correct grammar and vocabulary to enhance credibility and understanding. In addition, accurate pronunciation also plays an important role, helping listeners understand the spoken words with ease. It is also important to maintain context relevance, ensuring that what is said is appropriate to the topic and the listener, thus avoiding ambiguity. According to Brown (2007), speaking accuracy is the ability to use grammatically and lexically correct language in a communication context. Furthermore, Harmer (2001) emphasizes the importance of practice and consistent feedback to help individuals improve their speaking ability. By engaging in active listening and responding appropriately, one can improve the accuracy of their communication.

d. Self-confidence

Self-confidence in speaking is important because it can affect a speaker's fluency in speaking (Baktillah et al., (2024). This self-confidence encourages individuals to express ideas and opinions without fear or anxiety. Confidence in speaking skills plays a significant role in students' fluency, activeness, and courage to communicate orally, and encourages students to be more open and enthusiastic when speaking. According to Alrabai (2018) in Exploring the Relationship between Motivation, Self-efficacy, and Speaking Anxiety in Learning English as a Foreign Language, self-confidence is an individual's belief in his or her own ability to complete a speaking assignment. A high degree of self-confidence can facilitate the reduction of anxiety and feelings of nervousness that may arise in the context of

speaking a foreign language. Meanwhile, Tuan & Mai (2015) in Factors Affecting Students' Speaking Performance define self-confidence in speaking as an individual's positive evaluation of their ability to communicate verbally in the target language. A sense of self-assurance facilitates more active and fruitful engagement when speaking.

2.2.4. Show and Tell Technique

2.2.4.1. Definition of Show and Tell

Show and Tell Technique is a technique used in teaching and learning processes, which involves students sharing their knowledge and experiences through a presentation. According to Adhitya & Mivtahuljanah (2022), Show and Tell is a good learning technique to start speaking about something students know and are interested in and allowing confidence to develop in a safe and familiar environment. Furthermore, the students will have the opportunity to present their experiences to their peers.

Show and Tell technique not only cultivates effective communication skills but also stimulates critical thinking and creativity among students. The Show and Tell technique can be applied to students in all age groups (Lestari, 2020). Moreover, the Show and Tell technique facilitates the development of effective communication skills within the classroom setting, as students gain an appreciation for the value of each other's contributions and insights. By enabling individuals to disseminate their distinctive perspectives and experiences, this approach not only augments their communication competencies but also cultivates self-assurance and an inclusive learning atmosphere. The benefits Show and Tell technique are best,

stated by Kuning (2019), that the show and tell technique has been shown to enhance students' abilities to communicate orally by providing them with the opportunity to explain and discuss concepts through the use of visual aids. Visual aids are able to contextualize the learning and therefore motivate them to learn. This is inline with Manurung and Mashuri (2017) that highlights the use of contextual material to method EFL learners to improve speaking skill. Furthermore, this approach facilitates active learning engagement in the classroom, fosters a positive learning context for students, and enhances students' self-confidence.

2.2.4.2. Advantages and Disadvantages of the Show and Tell Technique

The use of the Show and Tell technique offers several advantages, as outlined by Fitriani (2020). These include:

a. The technique is quite simple, making it easy to implement with children.
b. The objective is to facilitate the process of storytelling for children by providing a concrete object as a reference point.
c. It is essential to facilitate children's active involvement in the learning process by prioritizing participatory approaches.

However, there are several disadvantages associated with the utilization of the Show and Tell technique. According to Husna (2022), these disadvantages include:

a. The implementation of the show and tell model necessitates the active oversight of an educator, who will provide guidance and assistance to students experiencing challenges in articulating the object presented.

b. It is imperative to allocate additional time for the learning process, utilizing the show and tell model, given its sequential implementation by students, which inevitably leads to extended periods. This ensures that all students have ample opportunity to engage in and master the show and tell technique.

Based on the explanation above it can be concluded that the preceding discussion indicates that the implementation of the show and tell technique can utilize media that is straightforward to employ and facilitates the narration of the stories with concrete objects. For example, images can be employed as a medium for presentation, as they allow students to convey a multitude of concepts in a visual format. Moreover, the acquisition of images is a relatively straightforward process for students. However, the disadvantages include the necessity for consistent teacher supervision if students experience difficulty in describing an object, the requirement for material preparation that cannot be conducted on short notice due to the need for students to receive instruction regarding the object to be described, and the limitation of time available for the application of this technique, its success is contingent upon meticulous preparation and supervision.

2.2.4.3. Procedures of Show and Tell Technique

The use of the "show and tell" technique as a pedagogical strategy for enhancing students' communication abilities in a classroom setting is a noteworthy approach that can effectively foster students' self-assurance. In this technique, students will be expected to work in pairs or small groups, and are required to present an object to their classmates. Following the presentation, other students are

permitted to inquire further through a question-and-answer session. According to Damairi & Suyadi (2022), the direct Technique, which employs the use of visual aids and prompts for inquiry and response, was employed as a teaching strategy to facilitate the acquisition of speaking skills and enhance student engagement and creativity. Therefore, it can be concluded that peer feedback activities constitute an effective strategy to enhance learning when utilized in conjunction with the show and tell technique.

This approach encourages the use of diverse languages and facilitates the development of social skills in students. Becker & Roos (2016) mention that the creation of a supportive learning environment can facilitate more engaging and enjoyable processes of developing speaking skills among young language learners. By fostering a supportive learning context, educators can utilize this approach to make the process of developing speaking skills more engaging and enjoyable, while also creating opportunities for students to learn from one another.

The main steps of the Show and Tell technique according to (Dananjaya, 2017) as follows:

1. Preparation In this step, the teacher asks the students to bring their favorite object from home and find information about it.
2. Implementation, In this part, students get the opportunity to demonstrate the object, then show the object and explain to classmates in turn. Afterwards, other students are given the opportunity to ask questions to the student who demonstrated the object.

3. Evaluation, the teacher pays attention to students' enthusiasm in the learning process of speaking by using show and tell activities.

In other steps or procedures by Rahman, Widya, & Yugianti (2019) as follows:

1. The teacher displays to the students some concrete objects, pictures of objects or pictures of events.
2. Students describe concrete things and pictures of an object, or explain events in pictures given by the teacher.
3. Students are divided into several groups.
4. Students and groups discuss appropriate sentences to describe concrete object or narrate pictures of objects or narrate pictures of events.
5. Students and groups explain concrete objects and pictures of objects or tell pictures of events.

Another procedure Basri, Halijah, & Hadijah (2018) tells the application in Show and Tell technique can be described as follows:

1. Student Preparation

   Students bring an object to class: The object will be used as the subject of their presentation
2. Initial Exploration

   The teacher asks students to describe their objects: The teacher provides relevant follow-up questions: Students engage in discussion about the object
3. Presentation Phase

Students come forward to present their objects: They share their analysis and observations: present what they have learned about their objects.

In applying the show and tell technique, this research is guided by the theory that elucidates the steps involved. The initial stage is preparation, followed by implementation and then evaluation. The show and tell technique is employed by disseminating information about students' most cherished objects or experiences. During the learning process, students are afforded the chance to engage actively through speaking allowing them the freedom to convey their thoughts and ideas. Students will be more inclined to engage in verbal communication in the presence of others, thereby fostering an environment conducive to the growth of their self-assurance.

2.3. **Theoretical Framework**

In this study, emphasis is given on speaking skills. The researcher presents a series of expert theories regarding the significance of speaking as an integral component of communication. The initial point of discussion is that speaking is the capacity to articulate ideas, emotions, and information through spoken English. According to Harris (1974). There are 5 components of speaking: pronunciation, fluency, accuracy, vocabulary, Comprehension. Speaking is defined as the diverse elements that comprise the ability to articulate spoken language, particularly within the context of language acquisition. Speech consists of numerous components that work in conjunction with one another to produce effective communication skills.

In the English language learning of tenth-grade students of SMA Negeri 1 Palu, the researcher, will apply the show and tell technique in the experimental class

to find out how the show and tell technique can affect students' Speaking skills. By looking at the fact that students still have difficulty in a lack of self-confidence, difficulty using proper grammar and vocabulary and unclear pronunciation. Based on this problem, the researcher wants to test the show and tell Technique to overcome the problem. Show and tell is a technique used in teaching and learning processes, which involves students sharing their knowledge and experiences through a presentation. The researcher will use the procedure of show and tell by (Dananjaya, 2017) the first step is Preparation. In this step, the teacher asks the students to bring their favorite object from home and find information about it. The second step is Implementation. In this step, students get the opportunity to demonstrate the object, then show the object and explain it to classmates in turn. Afterward, other students are allowed to ask questions to the student who demonstrated the object. The last step is Evaluation. The teacher pays attention to students' enthusiasm in the learning process of speaking by using show and tell activities. It is expected that this technique will make a significant contribution to the development of students' language skills, especially in speaking skills and their self-confidence.

2.4. **Hypothesis**

The hypothesis refers to the formulation of the problem mentioned earlier. Based on several theories from the literature review and related studies previously described, the hypotheses proposed in this study are as follows:

1. ($\mathbf{H_O}$): Show and Tell technique does not significantly improve the English-speaking skills of tenth-grade students at SMA Negeri 1 Palu in terms of comprehension, fluency, accuracy, and self-confidence.

2. ($\mathbf{H_a}$): The Show and Tell technique significantly improves the English-speaking skills of tenth-grade students at SMA Negeri 1 Palu in terms of comprehension, fluency, accuracy, and self-confidence.

CHAPTER III
RESEARCH DESIGN

3.1 Research Design

In this research, the researcher will employ the quantitative research method. The research will be conducted in a quasi-experimental research design. According to Barella, Fergina, Mustami, Rahman, and Alajaili (2024), quantitative research methods focus on the collection and analysis of numerical data to gain a more in-depth understanding of the research topic. As stated by Andrade (2021), a quasi-experimental (QE) study is a research design that compares outcomes between intervention groups. In such studies, participants are not randomized to their respective interventions for reasons related to ethics or feasibility. In this research study, a control group and an experimental group were utilized. The experimental group will administer treatment, while the control group will not. Both groups underwent a pre-test and a post-test. The pre-test will be administered before treatment, and the post-test will be administered after treatment. The design of the research will use by Sugiyono (2017), as follows:

Group	Pre - test	Treatment	Post- test
Experimental	O_1	X	O_2
Control	O_3		0_4

where:
O1 = Pre-test for the experimental group
O2 = Post-test for the experimental group
O3 = Pre-test for the control group
O4 = Post-test for the control group
X = Show and tell

3.2 Population and Sample

3.2.1 Population

The population is the primary component of the research. Willie (2022) stated that the research population is defined as the specific target group that the study aims to investigate. The population of this study is 10th-grade students in SMA Negeri 1 Palu.

Table 3.1: The Population of 10th Grade Students

No	Class	Number of Students
1	X E 01	33 Students
2	X E 02	36 Students
3	X E 03	36 Students
4	X E 04	36 Students
5	X E 05	36 Students
6	X E 06	36 Students
7	X E 07	35 Students
8	X E 08	36 Students
9	X E 09	34 Students
10	X E 10	35 Students
11	X E 11	34 Students
12	X E 12	35 Students
13	X E 13	38 Students
	Total	**460 Students**

3.2.2 Sample

In this research, the researcher will employ non-probability sampling, specifically cluster random sampling, to select the sample. According to Cousineau (2016), Cluster randomized sampling entails the selection of groups rather than individuals from a population, a factor that affects statistical analysis and sample size requirements. In this research, The researcher chose 2 different classes of ten grade students at SMA Negeri 1 Palu as the sample; there are Class X E 05 as the experimental group and Class X E 06 as the control group for some reasons. Preliminary research conducted before the implementation of the Merdeka Belajar Kampus Merdeka program at SMA Negeri 1 Palu revealed that the students exhibited persistent challenges in the domains of speaking, including pronunciation, and fluency. Additionally, the students demonstrated a deficiency in self-confidence, which hindered their engagement and participation in the program.

3.3 Research Instrument

A research instrument is defined as a tool employed in the collection of empirical data. These instruments may take various forms, including but not limited to questionnaires, interviews, observations, tests, or documents. Research instruments, including questionnaires, interviews, and tests, are indispensable tools for collecting high-quality data in research (Sharma, 2022). Each instrument utilizes distinct methodologies and possesses specific objectives; nevertheless, all are designed to achieve precise and relevant information. The researcher will use two instruments in conducting this research which are a test and a questionnaire. First is the test as the instrument in conducting this research. This instrument took the

form of an oral test. The researcher employed a test of speaking proficiency, which is designed to evaluate students' speaking ability. According to Harris (1974), the test is composed of six components, namely grammar, vocabulary, pronunciation, fluency, comprehension, and self-confidence, each of which is scored on a scale of one to five. Secondly, the questionnaire is an instrument to assess students' self-confidence. A questionnaire is a critical research instrument employed to collect data on various subjects, particularly social (Bolarinwa, 2015).

Table 3. 2: Proficiency in speaking Assessment

Aspect	Score	Description
Accuracy	1	Serious pronunciation as well as 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course
	2	Pronunciation is seriously influenced by the mother tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors
	3	Pronunciation is still moderately influenced by mother tongue with only a few serious phonological errors. a few grammatical and lexical errors but only one or two major errors causing confusion.
	4	Pronunciation is still moderately influenced by mother tongue but no serious phonological errors. a few grammatical and lexical errors but only one or two major errors causing confusion.
	5	Pronunciation is only very slightly influenced by the mother tongue. Two or more than three minor grammatical and lexical errors.

Fluency	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
	2	Usually hesitant; often forced into silence by language limitations.
	3	Speed and fluency are rather than strongly affected by language problems
	4	Speech seems to be slightly affected by language problems.
	5	Speech as fluent and effortless as that of native speaker.
Comprehension	1	Cannot be said to understand even conversational English.
	2	Has great difficulty following what is said. Can comprehend only 'social conversation" spoken slowly and with frequent repetition..
	3	Understand most of what is said at slower-than-normal speed with repetition.
	4	Understand nearly everything at normal speed, although occasional repetition may be necessary.
	5	Appears to understand everything without difficulty.

Adapted from Baso Jabu, (2008).

3.4 **Technique of Collecting Data**

Data collection techniques are methods employed by researchers to gather research data from subjects and research samples. According to Mazhar (2021), data collection has been identified as an essential component of research methodologies, encompassing a range of primary methods such as observation, interviews, and questionnaires, along with the utilization of secondary sources

including published and unpublished materials. Moreover, the researcher will use three techniques in collecting data: pre-test, post-test, and questionnaire.

3.4.1 Pre-test

Pre-testing represents the initial phase in the data collection process, to evaluate the students' knowledge and identify strategies to facilitate learning. During the preliminary meeting, the researcher administers a pretest that assesses students' comprehension of procedural instructions. The purpose of this pretest is to assess students' fundamental knowledge before the implementation of treatment.

3.4.2 Post-test

In the final meeting, students will take a posttest, which will serve as the final data collection technique in the study. The objective of the posttest is to provide an interpretation of the student's speaking ability in the Post-Treatment period. The posttest will prioritize the validation of the impact on students' speaking ability, with a particular emphasis on aspects such as pronunciation, fluency, and self-confidence.

3.4.3 Questionnaire

Questionnaires were employed as one of the data collection techniques, in which participants responded to a series of structured questions prepared by the researcher. Each item provided predetermined response options, and participants were asked to select the answer that best represented their condition. The purpose of this questionnaire was to obtain accurate and reliable information about students' speaking abilities and levels of self-confidence. To ensure that the instrument was theoretically grounded, the questionnaire was developed based on indicators of self-

confidence proposed by Lauster (2003), which encompass aspects such as self-confidence, self-competence, self-acceptance, and self-concept. Each student received and completed the questionnaire individually according to these established indicators.

3.5 Treatment

A treatment is a technique used to test the effect of an intervention on study subjects so that they can understand whether the intervention is effective or not. After analyzing the pretest and before conducting the posttest, students in the experimental class will have an intervention with the aim of finding out the effect of the show and tell Technique on students' speaking skills, especially in the parts of comprehension, fluency, and self-confidence.

Table 3. 3: Teaching Outline

Meeting	Topic	Teacher	Students
1st	Pre-test	Giving the pre-test	Taking the pre-test
2nd	*My Favorite Toy / Object*	a. Greeting students. b. Invite students to pray and check the attendance list. c. Introduce the topic and explain the material about descriptive text. d. Illustrates the	a. Answering the greetings. b. Pray and answer the attendance. c. Students pay attention to the material. d. Students

		proper Technique for describing a favorite toy or object. e. Divide the students into several groups f. Assign each group a topic to explain a favorite toy or object. g. Teacher assign the students to bring pictures or props. h. Evaluate the students' presentation. i. Concludes the lesson, motivates students and closes the meeting.	listen to the teachers' explanations. e. Collaborate in groups f. Each group explained about their favorite Toy/Object they chose. g. Each group brings their media picture and describes it. h. Get some feedback and learn from the corrections. i. Closing the meeting.
3rd	*"A Pet or Animal I Like "*	a. Greeting students. b. Invite students to pray and check the	a. Answering the greetings. b. Pray and answer the attendance.

		attendance list. c. Introduce the topic and explain the material about Descriptive text. d. Illustrates the proper Technique for describing a pet or animal. e. Divide the students into several groups. f. Assign each group a topic to explain pet or animal. g. Teacher assign the students to bring pictures or props. h. Evaluate the students' presentation. i. Concludes the lesson, motivates students and closes the meeting.	c. Students pay attention to the material. d. Students listen to the teachers' explanations. e. Collaborate in groups. f. Each group explained about the pet or animal that they chose. g. Each group brings their media picture and describes it. h. Get some feedback and learn from the corrections. i. Closing the meeting.
4th	*My Favorite Food or Drink*	a. Greeting students. b. Invite	a. Answering the greetings. b. Pray and

		students to pray and check the attendance list.	answer the attendance.
		c. Introduce the topic and explain the material about Descriptive text.	c. Students pay attention to the material.
		d. Illustrates the proper Technique for describing favorite food or drink.	d. Students listen to the teachers' explanations.
		e. Divide the students into several groups.	e. Collaborate in groups.
		f. Assign each group a topic to explain their favorite food or drink.	f. Each group explained about the favorite food or drink they chose.
		g. Teacher assign the students to bring pictures or props.	g. Each group brings food or drink pictures and describes them.
		h. Evaluate the students' presentation.	h. Get some feedback and learn from the corrections.
		i. Concludes the lesson, motivates students and closes the meeting.	i. Closing the meeting.

5th	*Favorite Place*	a. Greeting students. b. Invite students to pray and check the attendance list. c. Introduce the topic and explain the material about Descriptive text. d. Illustrates the proper Technique for describing a favorite place. e. Divide the students into several groups. f. Assign each group a topic to explain a favorite place. g. Teacher assign the students to bring pictures or props. h. Evaluate the students'	a. Answering the greetings. b. Pray and answer the attendance. c. Students pay attention to the material. d. Students listen to the teachers' explanations. e. Collaborate in groups f. Each group explained a favorite place that they chose. g. Each group brings pictures of their favorite place and describes them. h. Get some

		presentation. i. Concludes the lesson, motivates students and closes the meeting.	feedback and learn from the corrections. i. Closing the meeting.
6th	*A Traditional Costume or Outfit*	a. Greeting students. b. Invite students to pray and check the attendance list. c. Introduce the topic and explain the material about Descriptive text. d. Illustrates the proper Technique for describing a traditional costume or outfit. e. Divide the students into several groups. f. Assign each group a topic to explain traditional	a. Answering the greetings. b. Pray and answer the attendance. c. Students pay attention to the material. d. Students listen to the teachers' explanations. e. Collaborate in groups f. Each group explained about the traditional

		costume or outfit. g. Teacher assign the students to bring pictures or props. h. Evaluate the students' presentation. i. Concludes the lesson, motivates students and closes the meeting.	costume or outfit. g. Each group brings traditional costume or outfit pictures and describes it. h. Get some feedback and learn from the corrections. i. Closing the meeting.
7th	*Traditional House*	a. Greeting students. b. Invite students to pray and check the attendance list. c. Introduce the topic and explain the material about Descriptive text. d. Illustrates the proper Technique for describing a traditional house.	a. Answering the greetings. b. Pray and answer the attendance. c. Students pay attention to the material. d. Students listen to the teachers' explanations.

		e. Divide the students into several groups. f. Assign each group a topic to explain traditional house. g. Teacher assign the students to bring pictures or props. h. Evaluate the students' presentation. i. Concludes the lesson, motivates students and closes the meeting.	e. Collaborate in groups f. Each group explained about the traditional house. g. Each group brings traditional house pictures and describes it. h. Get some feedback and learn from the corrections. i. Closing the meeting.
8th	Post-test	Giving the post-test	Taking the post-test

3.6 **Technique of Analyzing Data**

To evaluate the impact of the show and tell technique on the speaking proficiency of tenth grade students at SMA Negeri 1 Palu, the researcher employed SPSS to analyze the data by comparing the pre-test and post-test scores of the treatment and control groups. The utilization of SPSS in data analysis offers

numerous advantages, including the capacity for expedited and precise data processing. The software offers a suite of statistical analyses, including t-tests or Mann-whiteney, which facilitate hypothesis testing while ensuring the reliability and consistency of the results. These features facilitate the comparison of pre-test and post-test data, as well as the efficient compilation of research reports.

3.7 Hypothesis Testing

Hypothesis testing determines whether to accept or reject a hypothesis. This study aims to determine if peer assessment improves students' English vocabulary proficiency. The hypothesis is accepted if t-count > t-table, indicating a significant effect. If the t-count value is less than the t-table value, the hypothesis is rejected. The treatment has the potential to be applied in teaching and learning English vocabulary.

3.8 Research Schedule

No	Activity	January				February				March				April				May				June			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Proposal making																								
2	Seminar Proposal																								
3	Revision																								
4	Collecting Data																								
5	Analyzing Data																								
6	Finding Seminar																								
7	Article Making																								
8	Publishing Article																								
9	Thesis Examination																								

CHAPTER IV

4.1 Research Findings

In this section, the researcher describes the results and analysis of the study conducted from July 21 to August 28, 2025. The data were gathered through a series of teaching sessions involving two classes — an experimental group and a control group, each consisting of 35 students. Both groups participated in pre-tests and post-tests designed to measure their English-speaking performance before and after the treatment period. The speaking test was administered twice: the pre-test, to understand the students' initial speaking ability, and the post-test, to observe how much progress they made after six meetings of learning. Through these steps, the researcher aimed to gain a clearer picture of how the different teaching approaches affected the students' speaking development over time.

4.1.1 The result of pre-test

Before applying the treatment, the researcher conducted a pre-test for both research groups — the experimental and the control group. This test aimed to measure the students' initial speaking ability before receiving any treatment. The test results were analyzed to determine the mean score, minimum score, maximum score, and standard deviation, which were all calculated using SPSS 24. The results are presented in the following table :

Table 4.1: Descriptives Statistics of Pre-test Result

No	Class	Mean	Minimum	Maximum	Std. Deviation
1	Experimental	42.47	26.66	66.66	10.896
2	Control	42.59	26.66	73.33	11.361

The researcher conducted a pre-test on 35 students in the experimental group and 35 students in the control group. The pre-test aimed to assess the students' initial speaking ability before receiving any treatment. As shown in the table above, the experimental group obtained a mean score of 42.47, with the highest score of 66.66 and the lowest score of 26.66, while the standard deviation was 10.896. Meanwhile, the control group achieved a mean score of 42.59, with the highest score of 73.33 and the lowest score of 26.66, and a standard deviation of 11.361.

These results indicate that both groups had nearly the same level of speaking ability before the treatment, with only a slight difference in their average scores. The relatively similar standard deviations also suggest that the students in both groups had comparable levels of score variation, meaning that the initial conditions between the two groups were balanced before implementing the Show and Tell strategy.

4.1.2 The result of post-test

After the treatment period came to an end, the researcher conducted a post-test for both the experimental and control groups to see how much the students had progressed. Just like in the pre-test, this stage aimed to capture students' speaking performance after several weeks of learning. The results were then carefully analyzed using SPSS 24 to identify the mean, minimum, maximum, and standard deviation scores for each group. A summary of the post-test findings is shown in the following table :

Table 4.2 Descriptives Statistics of Post-test Result

No	Class	Mean	Minimum	Maximum	Std. Deviation
1	Experimental	60	46.66	86.66	11.221
2	Control	50.55	33.33	73.33	9.984

Based on the post-test results, both groups demonstrated noticeable improvement after the treatment. The experimental group, which was taught using the Show and Tell technique, obtained a mean score of 60, with scores ranging from 46.66to 86.66 and a standard deviation of 11.221. Meanwhile, the control group, which was taught using conventional methods, achieved a mean score of 50.55, with the lowest score being 33.33, the highest 73.33, and a standard deviation of 9.984. Overall, students in the experimental group showed greater progress and higher achievement levels compared to those in the control group, indicating that the Show and Tell technique had a more encouraging effect on students' speaking performance.

4.1.3 Inferential Analysis

4.1.3.1 Normality Test

To ensure data validity before conducting hypothesis testing, researchers first conducted normality tests on the pre-test and post-test scores of the experimental and control groups. Normality tests aim to determine whether the data distribution follows a normal distribution pattern so that it can be analyzed using parametric tests (Das & Imon, 2016). The normality test was performed using the Shapiro-Wilk method because the sample size in each group was less than 50. According to Ukponmwan and Bright (2017), Shapiro-Wilk has good power and is

more sensitive than other normality tests in detecting distribution deviations in small samples. The decision criterion is that if the significance value (Sig.) is greater than 0.05, the data is considered to be normally distributed, whereas if the Sig. value is less than 0.05, the data is considered to be not normally distributed. The complete normality test results are shown in Table 4.3

Table 4.3 : Normality test

No	Class	df	Sig.	Normality	
				Yes	No
1	Pre-test Control	36	.018	✓	
2	Post-test Control	36	.000		✓
3	Pre-test Eksperiment	36	.013	✓	
4	Post-test Eksperiment	36	.009		✓

Based on the results of the normality test using Shapiro-Wilk, the significance value for all groups, both in the pre-test and post-test, was less than 0.05 (see Table 3). In detail, the control group's pre-test had a Sig. value of 0.018, the control group's post-test had a Sig. value of 0.000, the experimental group's pre-test had a Sig. value of 0.013, and the experimental group's post-test had a Sig. value of 0.009. This indicates that the data is not normally distributed. Thus, further data analysis cannot use parametric tests but must be done with appropriate non-parametric tests. According to The Statistics Tutor's Quick Guide (2022), the Mann-Whitney U test is designed to compare two independent groups when the data does not meet parametric assumptions, while the Wilcoxon signed-rank test is used for paired data. Since the groups in this study are independent and the normality test

data shows deviations from normality, the researcher chose the Mann-Whitney U test as the comparison test for the post-test data.

4.2 Testing Hypothesis

The data in this study were found to be not normally distributed. Therefore, the analysis could not employ parametric tests and instead required the use of suitable non-parametric methods. As stated in The Statistics Tutor's Quick Guide (2022), the Mann–Whitney U test is appropriate for comparing two independent groups when the assumption of normality is not met. Since the groups in this study were independent and the normality test results indicated deviations from a normal distribution, the researcher selected the Mann–Whitney U test to analyze and compare the post-test data between the experimental and control groups. In interpreting the Mann–Whitney U test results, the level of significance (sig. value) serves as the basis for determining whether the treatment had a meaningful effect. If the significance value (Asymp. Sig. 2-tailed) is less than 0.05 ($p < 0.05$), it indicates that there is a significant difference between the two groups, meaning that the Show and Tell technique had an effect on students' speaking performance. Conversely, if the significance value is greater than 0.05 ($p > 0.05$), it suggests that there is no significant difference between the groups, and therefore, the treatment did not produce a statistically meaningful impact.

Table 4.4: Mann-Whitney U test

No	Class	Sig.	Assymp. Sig. (2-tailed)

1	Post Test Experimental and Control Class	Sig < .005	.001

The results of the analysis using the Mann-Whitney U test show that there is a significant difference between the experimental group and the control group in the post-test scores for speaking ability. The Asymp. Sig. (2-tailed) value = 0.001, which is smaller than the significance threshold of 0.05. Thus, the null hypothesis (H_0), which states that there is no difference in speaking ability between the two groups, is rejected, and the alternative hypothesis (H_1) is accepted. This shows that the application of the Show and Tell Technique has a significant effect on improving students' speaking ability compared to the control group.

4.3 The result of questionnaire

To complement the findings from the speaking tests, the researcher also administered a self-confidence questionnaire to both the experimental and control groups. This questionnaire aimed to explore students' affective responses and their confidence in using English after participating in the learning process. The instrument consisted of 24 statements based on the indicators of self-confidence proposed by Lauster (2003), covering four main dimensions: self-belief, self-evaluation, emotional control, and social confidence. Each item was rated using a four-point Likert scale, ranging from 1 (strongly disagree) to 4 (strongly agree). The students' responses were then totaled and categorized into four levels—low, moderate, high, and very high—according to the scoring guidelines suggested by Sugiyono (2019) and Azwar (2015). This analysis provides a more comprehensive

understanding of how the Show and Tell technique influenced not only students' linguistic performance but also their emotional readiness to communicate in English. The detailed results of students' self-confidence levels are presented and discussed further in the following table.

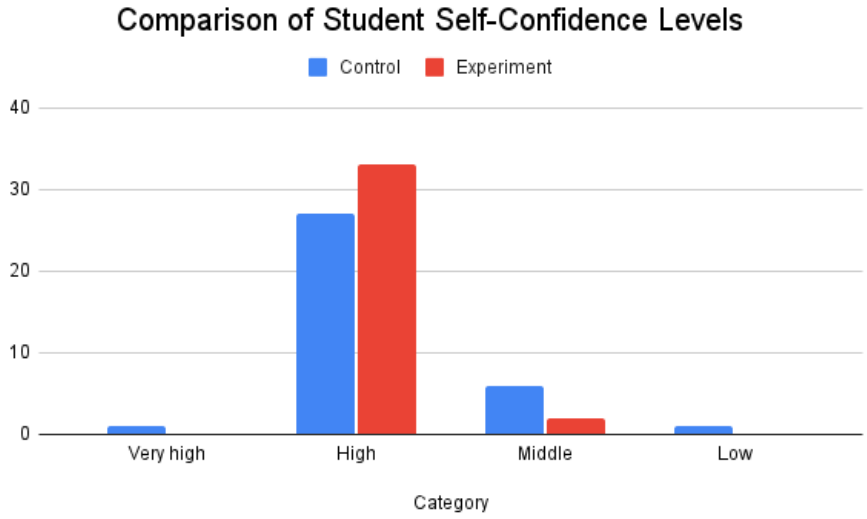

Figure 4.1 Comparison of Student Self-Confidence Levels

The questionnaire analysis results show a striking difference in self-confidence levels between the experimental group and the control group. In the Control Group, it was observed that most students had potential in terms of self-confidence, but the majority were still at an intermediate level. Based on the questionnaire results, 51.4% of students categorized themselves as High Enough, 22.9% were at the High level, and around 20% were still at the Middle level. This distribution shows that, without special treatment, students' confidence levels tend to remain stable at an intermediate level.

In contrast, in the Experimental Group—which received the Show and Tell technique—there was a significant shift to a higher level of self-confidence. The

questionnaire results show that 91.7% of students were in the High category, while only 2.8% were in the High Enough category and 5.6% in the Middle category. There were no students in the Very High or Moderately Low categories. These findings indicate that the Show and Tell treatment has the potential to collectively increase students' self-confidence, resulting in a higher and more consistent distribution of scores compared to the control group.

4.4 Discussion

This study shows that the English speaking ability of students in the experimental group improved significantly more than that of the control group after the treatment was administered. The post-test results show an average difference of about ten points higher in the experimental group, with a relatively comparable level of score variation between the two groups. These findings indicate that the treatment applied had a more consistent positive impact on the development of students' speaking skills. This is further reinforced by the Mann-Whitney test results, which produced an Asymp. Sig. value of 0.001, indicating a significant difference between the two groups. In addition, the confidence questionnaire also showed a supporting pattern: the majority of students in the experimental group were in the High category, while in the control group, confidence levels varied more, ranging from Low enough to High.

In addition, the results of this study revealed that treatment using the Show and Tell technique significantly improved students' speaking skills compared to the control group. This improvement was not only evident in terms of fluency, comprehension, and accuracy, but also in students' confidence levels. These

findings are in line with the principles of Communicative Language Teaching (CLT), which emphasizes active student involvement in language interaction as an effective way to develop communicative competence (Qizi, 2021; Tian, 2025). In addition, the increase in confidence found also supports the Affective Filter Hypothesis Krashen in Yaoqing (2022), which explains that low anxiety and increased confidence can facilitate language input processing.

This study also confirms the results of Oktaviani et al. (2024), which show that active participation-based learning strategies can increase student motivation and speaking performance. Furthermore, these results enrich the findings of Nety et al. (2020), which highlight that anxiety and fear of making mistakes are often major obstacles to speaking. With increased confidence in the experimental group, these obstacles can be reduced, so that students are more courageous in speaking.

A new contribution from this study is evidence that the Show and Tell technique is not only relevant for improving linguistic skills, but can also function as an effective strategy that fosters student confidence. This confirms that successful speaking learning needs to be viewed from a combination of cognitive, linguistic, and psychological aspects.

Based on the findings of this study, there are a number of important implications that can be applied in real-world contexts. In practical terms, English teachers can use similar approaches to improve students' speaking skills and confidence. In terms of policy, these results can be taken into consideration by schools or decision makers to support the implementation of interactive learning

strategies such as Show and Tell, so that students have more opportunities to perform, practice, and receive constructive feedback.

Although the results of this study are quite promising, there are several limitations that should be noted so that the conclusions remain balanced and realistic. First, the relatively small sample size means that generalizations of the results must be made with caution. Second, the questionnaire data was only analyzed descriptively without more complex follow-up tests. Third, this study only focused on three aspects of speaking (fluency, comprehension, accuracy), so other aspects such as pronunciation and vocabulary range were not accommodated. In addition, the limited duration of the treatment did not allow us to determine the extent to which the impact could be sustained in the long term. The instruments used were also limited to tests and questionnaires, without involving triangulation methods such as interviews or in-depth observations that could provide a richer picture. The results of this study may also be influenced by the school context and the way teachers implement the strategy, so that its application in different settings has the potential to produce different findings.

The results of this study can be a starting point, but further research is needed so that the learning strategies used can be applied more widely and effectively. For this reason, future research should involve a larger sample size so that the results are more representative, while also using a more diverse range of analytical instruments to measure students' confidence levels in greater depth. In addition, other speaking skills such as pronunciation and vocabulary are also important to add in order to provide a more comprehensive picture of speaking

ability. Longitudinal studies and comparisons with other interactive learning strategies can also be conducted to examine the consistency and effectiveness of the treatment in various learning contexts.

CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

This study was conducted to determine whether the Show and Tell technique could improve students' speaking performance and their level of self-confidence in an EFL context. Based on the findings collected from July 21 to August 28, 2025, the results clearly show that applying Show and Tell in the classroom brings meaningful improvements, especially for students in the experimental group.

In terms of speaking performance, students who received the Show and Tell treatment demonstrated greater progress compared to those in the control group. The experimental group's post-test mean score increased from 42.47 to 60, while the control group only increased from 42.59 to 50.55. Although both groups experienced improvement, the experimental group showed a much more substantial gain, suggesting that Show and Tell effectively supports students in developing fluency, comprehension, and accuracy.

The questionnaire results further reinforce these findings. While both groups contained students in the "High" confidence category, the experimental group showed a more dominant and consistent clustering of high-confidence responses. This indicates that Show and Tell not only enhances linguistic aspects but also nurtures emotional readiness, allowing students to speak more comfortably, take risks, and express ideas with less hesitation.

Overall, these findings imply that Show and Tell is an effective technique for integrating language development with effective support. It creates a learning atmosphere where students feel encouraged to participate, make mistakes, and

grow—something essential in speaking-centered learning. The results demonstrate that Show and Tell can serve as a practical strategy for teachers who aim to build both competence and confidence in their students.

5.2 Suggestion

Based on the results of this study, several suggestions can be offered for teachers, students, and future researchers. Teachers are encouraged to integrate Show and Tell as a consistent part of classroom activities, as it has shown strong potential in enhancing both speaking performance and emotional readiness. Students are advised to actively engage in similar speaking opportunities to build fluency, reduce anxiety, and strengthen communication confidence. For future researchers, it is recommended to expand the scope of investigation by involving larger samples, extending the duration of treatment, or exploring additional aspects of speaking proficiency. Further studies might also compare Show and Tell with other interactive approaches to gain a deeper understanding of its effectiveness across various learning contexts.

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APPENDICES

Time: 2 minutes (max 5 minutes)

Task activity (Pre-test)

Choose one of these topics (place, animal, or food). Then, prepare a 3-5 minute oral presentation related to the chosen topic. Your presentation should include:

1. Identification: What is the object?
2. Description: What does it look like? (color, size, shape, material, use)

Task activity (Post-test for experimental)

Choose one of these topics (traditional houses/traditional customs/favorite toys). Then, prepare a 3-5 minute oral presentation about your experience related to the chosen topic. Use supporting media like photos, objects, or drawings to help tell your story. Your presentation should include:

1. Identification: What is the object?
2. Description: What does it look like? (color, size, shape, material, use)

I. INFORMASI UMUM PERANGKAT AJAR	
A. IDENTITAS MODUL	
Nama Penyusun	Nurfadhilawati S.Halaco
Satuan Pendidikan	SMAN 1 PALU
Tahun Penyusunan	2024-2025
Jenjang Sekolah	SMA
Mata Pelajaran	Bahasa Inggris
Kelas/Semester	10 (Sepuluh) / 1(satu)
Fase/Elemen	E / Berbicara, Menyimak
Alokasi Waktu	2 x 45 Menit (2 JP)
Tema	Descriptive text.
Jumlah Peserta didik	
B. Kompetensi Awal	
1. Peserta didik memahami tata bahasa dasar dan memiliki kosakata untuk mendeskripsikan objek, tempat, atau pengalaman.	
2. Peserta didik mampu mendengarkan instruksi dan presentasi dengan baik.	
3. Peserta didik mampu berbicara dalam bahasa Inggris meskipun pengucapan mungkin belum sempurna.	
C. Profil Pancasila	
1. Kreatif, yang ditunjukkan melalui menghubungkan makna-makna, membangun atau merekonstruksikan imaji-imaji visual dengan baik, menyesuaikan atau mengadaptasikan imaji dengan pikiran imajinatif untuk menciptakan karya baru dalam tulisan, lukisan, dan pementasan.	
2. Mandiri, ditunjukkan dengan self regulator untuk bisa fokus terhadap apa yang disimak.	
3. Bernalar kritis, peserta didik dapat memberikan pendapatnya mengenai materi puisi rakyat	
4. Kreatif, dengan menghubungkan makna-makna yang membangun dan dengan merekonstruksikan imaji visual yang membangun.	

D. SARANA DAN PRASARANA

1. Alat : Papan tulis, Komputer / Laptop, Gawai, Proyektor, Terminal / Cok Sambung, Alat Tulis, Buku Bacaan, dan Kuota Internet, Speaker

2. Sumber Belajar : Buku Pegangan Guru, Buku Pegangan Siswa, Internet dan Youtube

E. TARGET PESERTA DIDIK

Peserta didik reguler / tipikal : umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar

F. MODEL PEMBELAJARAN

Model pembelajaran : Pembelajaran berbasis proyek
Metode : Show and tell

II. KOMPONEN INTI

A. CAPAIAN PEMBELAJARAN

Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/ pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.

Elemen Menyimak – Berbicara

- Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

Elemen Membaca - Memirsa

- Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

Elemen Menulis – Mempresentasikan

- Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

B. TUJUAN PEMBELAJARAN

Memproduksi teks naratif lisan dan teks naratif tulis multimoda tentang fractured stories sesuai dengan konteks dan tujuan yang hendak dicapai.

C. PEMAHAMAN BERMAKNA

Descriptive is a text that tells a story which aims to entertain the audience. It has elements such as plot, characters, and point of view. It consists of orientation, complication, and resolution. It often uses past tense.

D. PERTANYAAN PEMANTIK

1. What is your favorite toy ?
2. Is it a guitar or a bike ?

E. KEGIATAN PEMBELAJARAN

PERTEMUAN 1

Kegiatan pendahuluan (10 Menit)

- The teacher enters the class and opens the class by greeting the students using English to make an English environment in the first meeting.
- The teacher uses a sentence to greet students, like "Good morning, students"
- Make sure that the students also give respond by answering "Good morning, miss/ma'am"
- The teacher tells the instructional objectives that the students have to achieve.

Kegiatan Inti (70 menit)

Preparation:

- The teacher opens the class and describes to students about their favorite place.
- The students pay attention to the explanation from the teacher.
- The students have an opportunity to ask questions to the teacher about the material that they don't understand.
- The teacher divides the students into several groups, consisting of 5-6 students in each group.
- The teacher asks the students to join their respective groups.

Implementation:

- The teacher asks the students to show the picture or props that has been assigned to them that related to the topic
- The teacher gives an example of how to show and tell by showing and telling a picture about a favorite place that is brought by the teacher.
- The teacher asks the students to share the information related to the picture that students have brought one by one in front of the class.

Kegiatan Penutup (10 Menit)

Evaluation:

- Students and teachers reflect on the learning activities that have been carried out.
- The teacher gives feedback.
- The teacher closes the learning activity by saying “Alhamdulillahi robbil alamin”.
- Prayers and closing greetings.

PERTEMUAN 2

Kegiatan pendahuluan (10 Menit)

- The teacher enters the class and opens the class by greeting the students using English to make an English environment in the first meeting.
- The teacher uses a sentence to greet students, like "Good morning, students"
- Make sure that the students also give respond by answering "Good morning, miss/ma'am"
- The teacher tells the instructional objectives that the students have to achieve.

Kegiatan Inti (70 menit)

Preparation:

- The teacher opens the class and describes to students about a pet or animal I like.
- The students pay attention to the explanation from the teacher.
- The students have opportunity to ask question to the teacher about the material that they don't understand
- The teacher divides the students into several groups, consisting of 5-6 students in each group.
- The teacher asks the students to join their respective groups.

Implementation:

- The teacher asks the students to show the picture that has been assigned to them that related to the topic
- The teacher gives an example of how to show and tell by showing and telling pictures about a pet or animal I like that are brought by the teacher.
- The teacher asks the students to share their favorite pet or animal or information related to the picture that students have brought one by one in front of the class.

Kegiatan Penutup (10 Menit)

Evaluation:

- Students and teachers reflect on the learning activities that have been carried out.
- The teacher gives feedback.
- The teacher closes the learning activity by saying “Alhamdulillahi robbil alamin”.
- Prayers and closing greetings.

PERTEMUAN 3

Kegiatan pendahuluan (10 Menit)

- The teacher enters the class and opens the class by greeting the students using English to make an English environment in the first meeting.
- The teacher uses a sentence to greet students, like "Good morning, students"
- Make sure that the students also give respond by answering "Good morning, miss/ma'am"
- The teacher tells the instructional objectives that the students have to achieve.

Kegiatan Inti (70 menit)

Preparation:

- The teacher opens the class and describes to students about favorite food or drink.
- The students pay attention to the explanation from the teacher.
- The students have an opportunity to ask questions to the teacher about the material that they don't understand.
- The teacher divides the students into several groups, consisting of 5-6 students in each group.
- The teacher asks the students to join their respective groups.

Implementation:

- The teacher asks the students to show the picture that has been assigned to them that is related to the topic.
- The teacher gives an example of how to show and tell by showing and telling pictures about favorite food or drink (fables) that are brought by the teacher.
- The teacher asks the students to share experiences or information related to the picture that students have brought one by one in front of the class.

Kegiatan Penutup (10 Menit)

Evaluation:

- Students and teachers reflect on the learning activities that have been carried out.
- The teacher gives feedback.
- The teacher closes the learning activity by saying “Alhamdulillahi robbil alamin”.
- Prayers and closing greetings.

PERTEMUAN 4

Kegiatan pendahuluan (10 Menit)

- The teacher enters the class and opens the class by greeting the students using English to make an English environment in the first meeting.
- The teacher uses a sentence to greet students, like "Good morning, students"
- Make sure that the students also give respond by answering "Good morning, miss/ma'am"
- The teacher tells the instructional objectives that the students have to achieve.

Kegiatan Inti (70 menit)

Preparation:

- The teacher opens the class and describe to students about traditional house
- The students pay attention to the explanation from the teacher.

- The students have an opportunity to ask questions to the teacher about the material that they don't understand.
- The teacher divides the students into several groups, consisting of 5-6 students in each group.
- The teacher asks the students to join their respective groups.

Implementation:

- The teacher asks the students to show the picture that has been assigned to them that related to the topic
- The teacher gives an example of how to show and tell by showing and telling pictures about traditional house that are brought by the teacher.
- The teacher asks the students to share experiences or information related to the picture that students have brought one by one in front of the class.

Kegiatan Penutup (10 Menit)

Evaluation:

- Students and teachers reflect on the learning activities that have been carried out.
- The teacher gives feedback.
- The teacher closes the learning activity by saying “Alhamdulillahi robbil alamin”.
- Prayers and closing greetings.

PERTEMUAN 5

Kegiatan pendahuluan (10 Menit)

- The teacher enters the class and opens the class by greeting the students using English to make an English environment in the first meeting.
- The teacher uses a sentence to greet students, like "Good morning, students"
- Make sure that the students also give respond by answering "Good morning, miss/ma'am"
- The teacher tells the instructional objectives that the students have to achieve.

Kegiatan Inti (70 menit)

preparation:

- The teacher opens the class and describes to students about traditional costume or outfit.
- The students pay attention to the explanation from the teacher.
- The students have an opportunity to ask questions to the teacher about the material that they don't understand.
- The teacher divides the students into several groups, consisting of 5-6 students in each group.
- The teacher asks the students to join their respective groups.

Implementation:

- The teacher asks the students to show the picture that has been assigned to them that related to the topic
- The teacher gives an example of how to show and tell by showing and telling pictures about traditional costumes or outfits that are brought by the teacher.
- The teacher asks the students to share experiences or information related to the picture that students have brought one by one in front of the class.

Kegiatan Penutup (10 Menit)

Evaluation:

- Students and teachers reflect on the learning activities that have been carried out.
- The teacher gives feedback.
- The teacher closes the learning activity by saying “Alhamdulillahi robbi alamin”.
- Prayers and closing greetings.

PERTEMUAN 6

Kegiatan pendahuluan (10 Menit)

- The teacher enters the class and opens the class by greeting the students using English to make an English environment in the first meeting.
- The teacher uses a sentence to greet students, like "Good morning, students"
- Make sure that the students also give respond by answering "Good morning, miss/ma'am"
- The teacher tells the instructional objectives that the students have to achieve.

Kegiatan Inti (70 menit)

Preparation:

- The teacher opens the class and describes to students about favorite toys
- The students pay attention to the explanation from the teacher.
- The students have an opportunity to ask questions to the teacher about the material that they don't understand.
- The teacher divides the students into several groups, consisting of 5-6 students in each group.
- The teacher asks the students to join their respective groups.

Implementation:

- The teacher asks the students to show the picture that has been assigned to them that related to the topic
- The teacher gives an example of how to show and tell by showing and telling pictures about favorite toys that are brought by the teacher.
- The teacher asks the students to share experiences or information related to the picture that students have brought one by one in front of the class.

Kegiatan Penutup (10 Menit)

Evaluation:

- Students and teachers reflect on the learning activities that have been carried out.
- The teacher gives feedback.
- The teacher closes the learning activity by saying “Alhamdulillahi robbl alamin”.
- Prayers and closing greetings.

Questionnaire

INSTRUKSI PENGISIAN KUESIONER SELF-CONFIDENCE

A. INFORMASI UMUM

Nama :

Kelas :

Tanggal :

B. PETUNJUK PENGISIAN

1. Bacalah setiap pernyataan dengan teliti dan cermat
2. Berikan penilaian pada setiap pernyataan dengan memberikan tanda (√) pada kolom yang sesuai
3. Skala
    - Sangat Setuju (SS)
    - Setuju (S)
    - Tidak Setuju (TS)
    - Sangat Tidak Setuju (STS)
4. Isilah semua pernyataan tanpa ada yang terlewat
5. Tidak ada jawaban benar atau salah
6. Jawablah sesuai dengan kondisi Anda yang sebenarnya
7. Hasil kuesioner ini bersifat rahasia dan hanya digunakan untuk keperluan penelitian

C. CONTOH PENGISIAN

No	Pernyataan	SS	S	TS	STS
1.	saya percaya diri berbicara bahasa inggris di depan kelas				

E. WAKTU PENGERJAAN

1. Waktu yang disediakan: 20 menit
2. Periksa kembali jawaban Anda sebelum mengumpulkan

F. INFORMASI TAMBAHAN

1. Jika ada pernyataan yang kurang jelas, silahkan bertanya kepada guru
2. Pastikan identitas Anda terisi lengkap
3. Kumpulkan kuesioner kepada guru setelah selesai mengisi

List of questionnaire

No	Pernyataan	SS	S	TS	STS
1.	Saya percaya diri berbicara bahasa Inggris di depan kelas.				
2.	Saya tidak takut membuat kesalahan grammar saat berbicara.				
3.	Saya yakin dengan pronunciation/pengucapan saya dalam berbahasa inggris.				
4.	Saya percaya diri tampil di depan banyak orang.				
5.	Saya yakin dengan kemampuan public speaking saya.				
6.	Saya tidak ragu mengekspresikan ide dalam bahasa Inggris.				
7.	Saya mampu menggunakan kosakata baru dalam presentasi.				
8.	Saya dapat mengontrol kecepatan berbicara dengan baik.				

9.	Saya bisa mempertahankan kelancaran berbicara.				
10.	Saya dapat mengatur volume suara sesuai kebutuhan.				
11.	Saya tidak gugup saat harus berbicara spontan.				
12.	Saya bisa mengontrol kegugupan saat presentasi.				
13.	Saya mampu mengendalikan ekspresi wajah saat tampil.				
14.	Saya dapat mengatur posisi berdiri dengan baik.				
15.	Saya mampu mengatasi situasi tidak terduga saat presentasi.				
16.	Saya nyaman menggunakan bahasa Inggris dalam diskusi.				
17.	Saya aktif berpartisipasi dalam diskusi kelompok.				
18.	Saya percaya diri menjawab pertanyaan dari teman.				
19.	Saya berani memulai percakapan dalam bahasa Inggris.				
20.	Saya berani bertanya pada guru dalam bahasa Inggris.				
21.	Saya bisa menyadari bagian dari kemampuan berbicara saya yang masih perlu ditingkatkan, seperti pengucapan, tata bahasa, atau kelancaran.				
22.	Saya merasa bangga dengan usaha saya dalam belajar dan berlatih berbicara bahasa Inggris.				
23.	Saya yakin bisa terus berkembang.				

24.	Saya mampu mengevaluasi penampilan sendiri.				

Panduan Penilaian:

- Total skor: 91-100
- 91 - 100: Very high
- 78 - 90: High
- 65 - 77: High enough
- 52 - 64: Middle
- 39 - 51: Low enough
- 26 - 38: Low
- 14 - 25: Very low

DOCUMENTATION

KEMENTERIAN PENDIDIKAN TINGGI,
SAINS, DAN TEKNOLOGI
UNIVERSITAS TADULAKO
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Soekarno – Hatta Km.9, Palu, Sulawesi Tengah, Kode Pos 94119, Telp : (0451) 429743
E-mail ; fkip@untad.ac.id, Laman : fkip.untad.ac.id

KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS TADULAKO
Nomor : 22459/UN28.1/KM/2025

Tentang

PERPANJANGAN PENGANGKATAN DOSEN PEMBIMBING DAN
PENETAPAN JUDUL SKRIPSI/KARYA TULIS ILMIAH

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang :

a. bahwa berdasarkan Surat Koordinator Prodi Pend. Bahasa Inggris No:1810/UN28.1.5/PS-BSI/2025 tanggal 7 November 2025 Perihal : Usul Perpanjangan Pengangkatan Dosen Pembimbing Skripsi/Karya Tulis Ilmiah Mahasiswa, maka usul tersebut disetujui;
b. bahwa berhubung belum dapat menyelesaikan penulisan/penyusunan skripsi/karya tulis ilmiah, mahasiswa atas nama :
   Nama : Nurfadhilawati S. Halaco
   NIM : A 121 21 032
   Prodi : Pend. Bahasa Inggris
c. bahwa demi lancarannya serta terarahnya penulisan/penyusunan skripsi/karya tulis ilmiah mahasiswa, dipandang perlu mengangkat kembali sdr/I **Prof. Konder Manurung, DEA.,Ph.D** dan **Mashuri, S.Pd., M.A** sebagai dosen pembimbing**;**
d. bahwa berdasarkan pertimbangan huruf a, b, dan huruf c di atas, perlu ditetapkan dengan Keputusan Dekan Fakultas Keguruan Dan Ilmu Pendidikan Universitas Tadulako sebagai pelaksanaannya;

Mengingat :

1. Undang-undang RI, Nomor 17 Tahun 2003, Tentang Keuangan Negara;
2. Undang-undang RI, Nomor 20 Tahun 2003, Tentang Sistem Pendidikan Nasional;
3. Undang-undang RI, Nomor 12 Tahun 2012, Pendidikan Tinggi;
4. Undang-undang RI Nomor 5 Tahun 2014, Tentang Aparatur Sipil Negara;
5. Peraturan Pemerintah Nomor 4 Tahun 2014 , Tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Menteri Riset, Teknologi dan Pendidikan Tinggi RI, Nomor 8 Tahun 2015 Tentang Statuta Universitas Tadulako;
7. Peraturan Menteri Pendidikan, Kebudayan, Riset dan Teknologi, Nomor 41 Tahun 2023, Tentang Organisasi dan Tata Kerja Universitas Tadulako;
8. Peraturan Menteri Pendidikan, Kebudayan, Riset dan Teknologi, Nomor 53 Tahun 2023, Tentang Penjaminan Mutu Pendidikan Tinggi;
9. Keputusan Presiden RI, Nomor 36 Tahun 1981, Tentang Pendirian Universitas Tadulako;
10. Keputusan Menteri Keuangan RI, Nomor 97/KMk.05/2012, Tentang Penetapan Universitas Tadulako pada Kementerian Pendidikan dan Kebudayaan sebagai Instansi Pemerintah yang menerapkan Pengelolaan Keuangan Badan Layanan Umum;
11. Keputusan Menteri Keuangan Nomor: 193/PMK.05/2016, tentang penetapan Remunerasi bagi Pejabat Pengelola, Dewan Pengawas dan Pegawai Badan Layanan Umum Universitas Tadulako pada Kementerian Riset dan Pendidikan Tinggi;

Komite Akreditasi Nasional
Lembaga Sertifikasi Sistem Mutu
LSSM-002-IDN
Certificate No.: QSC 01687

12. Keputusan Menteri Pendidikan, Kebudayaan, Riset dan Teknologi 14377/M/06/2023, tentang Pemberhentian dan Pengangkatan Rektor Universitas Tadulako Periode 2023-2027;
13. Keputusan Rektor Universitas Tadulako Nomor 2686/UN28/KP/2024 tanggal 27 Mei 2024 tentang Pemberhentian dan Pengangkatan Dosen yang mendapat Tugas Tambahan Sebagai Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Tadulako masa jabatan tahun 2024-2027.

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS TADULAKO TENTANG PERPANJANGAN PENGANGKATAN DOSEN PEMBIMBING DAN PENETAPAN JUDUL SKRIPSI/KARYA TULIS ILMIAH MAHASISWA

KESATU : Memperpanjang Surat Keputusan Dekan FKIP Universitas Tadulako Nomor:3142/UN28.1/KM/2025 tanggal 7 Maret 2025 tentang Pengangkatan Dosen Pembimbing dan Penetapan Judul Skripsi/Karya Tulis Ilmiah Mahasiswa.

KEDUA : Mengangkat kembali sdr/i : **Prof. Konder Manurung, DEA.,Ph.D** dan **Mashuri, S.Pd., M.A**

KETIGA : Menetapkan kembali judul Skripsi/Karya Tulis Ilmiah dengan judul "**The Effect of Show and Tell Technique to Improve Speaking Performance of Students in SMA Negeri 1 Palu"**

KEEMPAT : Yang namanya tersebut pada dictum KEDUA pada keputusan ini untuk segera melanjutkan pembimbingan penulisan/penyusunan skripsi/karya tulis ilmiah kepada mahasiswa atas nama :

Nama : Nurfadhilawati S. Halaco
NIM : A 121 21 032
Program Studi : Pend. Bahasa Inggris

KELIMA : Jika mahasiswa belum juga dapat menyelesaikan skripsi/karya tulis ilmiah tersebut sampai berakhirnya Surat Keputusan ini, maka segera mengganti dosen pembimbing dan/atau merubah judul skripsi/karya tulis ilmiah.

KEENAM : Konsekuensi biaya yang diperlukan atas diterbitkannya keputusan ini dibebankan pada Dana DIPA Universitas Tadulako yang dialokasikan pada Fakultas Keguruan dan Ilmu Pendidikan Universita Tadulako melalui sistem perhitungan pembayaran remunerasi.

KETUJUH : Keputusan ini mulai berlaku sejak tanggal ditetapkan dan berlaku selama 6 (enam) bulan, dengan ketentuan apabila terdapat kekeliruan dalam keputusan ini akan diperbaiki sebagaimana mestinya.

Ditetapkan di : Palu
Pada tanggal : 7 November 2025
D e k a n,

Dr. Jamaludin, M.Si
NIP. 19661213 199103 1 004

Tembusan :
1. Rektor Universitas Tadulako (sebagai laporan)
2. Kepala BAKP Universitas Tadulako
3. Ketua Jurusan dalan Lingkungan FKIP Universitas Tadulako
4. Koordinator Progran Studi Pend. Bahasa Inggris
5. Masing-masing yang bersangkutan untuk dilaksanakan

Komite Akreditasi Nasional
Lembaga Sertifikasi Sistem Mutu
LSSM-002-IDN
Certificate No.: QSC 01687

KEMENTERIAN PENDIDIKAN TINGGI,
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E-mail : fkip@untad.ac.id, Laman : fkip.untad.ac.id

Nomor : 7035/UN28.1/KM/2025 Palu, 8 Mei 2025
Hal : **Izin Penelitian/Observasi**

Yth. Kepala Sekolah SMA Negeri 1 Palu
di
Kota Palu

Dengan hormat kami mohon kesediaan Bapak/Ibu kiranya dapat memberikan kesempatan kepada mahasiswa tersebut di bawah ini:

Nama	:	Nurfadhilawati S. Halaco
No. Stambuk	:	A 121 21 032
Jurusan	:	Pend. Bahasa dan Seni
Program Studi	:	Pend. Bahasa Inggris

Melaksanakan Observasi dan Penelitian untuk memperoleh data dalam rangka penyelesaian Skripsi dengan Judul : **The Effect of Show and tell technique to improve speaking Performance of students in SMA Negeri 1 Palu**

Demikian kami sampaikan, atas bantuan dan kerjasama yang baik diucapkan terima kasih.

a.n. Dekan,
Wakil Dekan Bidang Akademik

Dr. Sahrul Saehana, M.Si
NIP 19810917 200501 1 002

Tembusan:
Dekan FKIP Universitas Tadulako (sebagai laporan)

PEMERINTAH PROVINSI SULAWESI TENGAH
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SURAT KETERANGAN

Nomor : 400.3.8.1/505/SMAN 1 PALU/IX/2025

Yang bertanda tangan di bawah ini

Nama	:	Dahlan Moh. Saleh, S.Pd, M.Si
Jabatan	:	Kepala SMA Negeri 1 Palu

Dengan ini menerangkan bahwa

Nama	:	Nurfadhilawati S. Halaco
Stambuk	:	A12121032
Jurusan/Prodi	:	Fakultas Keguruan dan Ilmu Pendidikan / Pendidikan Bahasa dan Seni

Benar yang bersangkutan telah Melaksanakan Penelitian Skripsi dengan judul "*The Effect of Show & Tell Techniuqe to Improve Speaking Performance of Students In* SMA Negeri 1 Palu", Yang dilaksanakan pada tanggal 21 Juli s.d 28 Agustus 2025

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

26 September 2025
Kepala,

Dahlan Moh. Saleh, S.Pd, M.Si
Pembina Utama Muda
NIP 197006141995121003

CELTIC: A Journal of Culture, English Language Teaching, Literature, and Linguistics

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Letter of Acceptance

Dear Author (s),

On the behalf of the editorial board of CELTIC: A Journal of Culture, English Language Teaching, Literature, and Linguistics, we are delighted to announce that the manuscript entitled:

Fostering Students' Speaking Performance through the Show and Tell Technique

Written by:
Nurfadhilawati S. Halaco, Konder Manurung, Mashuri, Abd. Kamaruddin

has been **ACCEPTED** and approved by our Editorial Board. Your manuscript has met our standard of review process, and it has been decided to be published in the CELTIC: A Journal of Culture, English Language Teaching, Linguistics, and Literature in the forthcoming edition Vol. 12 No. 2 (2025): December 2025. Congratulations on your publication, and thank you for contributing to our journal.

Malang, 4 November 2025
Editor in Chief

Dr. Santi Prastiyowati, M.Pd