CHAPTER I
INTRODUCTION

A. Background of Study

Developing speaking abilities is the most crucial component of learning a foreign language for most people, and success is evaluated by the ability to hold a conversation in that language.[1]

According to the curriculum K-13, learning English necessitates the development of four skills: listening, speaking, reading, and writing. A student must possess the skill of communication. Students must communicate effectively through spoken language, as their inability to do so may prevent them from expressing their ideas in even the most basic conversational forms. In addition, Burn and Joyce state that one of the primary objectives of most language programs is the development of spoken language skills and that most programs aim to integrate spoken and written language.[2]

Speaking seems intuitively the most important skill: people who know the language are referred to as 'speakers' of that language, as if speaking included all other kind of knowing, and many if not most foreign language learners are primarily interested in learning to speak.[3] This study intends to discuss one of the skills, which is speaking. Speaking skill is an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. This curriculum focuses on knowledge, skill and attitude. Students are trained to expressing and getting knowledge with themselves.[4]

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[1] Jeremy. Harmer, *The Practice of English Language Teaching*, 4 th ed.ne. (New york: Longman, 2007). p.22.

[2] Jack C Richards, *Teaching Listening and Speaking: From Theory to Practice*, Cambridge. (Cambridge, 2008).p. 19

[3] Penny Ur, *A Course in Language Teaching Practice and Theory*, ed. Marion William, UK, University. (Cambridge, 2015). p. 120

[4] Talia Isaacs, *Assesing Speaking*, In D. Tsag. (Berlin: University of Bristol, 2016). p. 131-16

Confidence is an important aspect of personality in everyday life. Self-confidence really helps students in developing personality, especially in speaking. Therefore, it is necessary to have confidence in speaking so that students can develop optimally. Someone who is confident can complete task the task well, feel valuable, have courage, be able to improve their performance and feel satisfied with what they get. This self-confidence makes them feel capable of achieving various goals in his life. A positive attitude towards his abilities means an attitude shown by trying to develop these abilities to the fullest. One of them is that students can speak in front of the class what the teacher said and dare to explore it. Students generally have the ability to explore what they have by using thoughts that are acceptable to common sense in accordance with reality. Likewise, when he had to be chosen by the teacher to speak in front of the class, he was able to be brave and had the confidence he had. High self-confidence makes a person always believe in everything the actions he performs, feel free to do something as he wishes and take it responsibility for his actions. But for some students, low self-esteem leads to depression, suicide and a number of other social adjustments. Low self student self-confidence is generally caused by students' assessment of everything they have, both physically and psychologically. These factor make students feel nervous when speaking in front of many people. Therefore, self-confidence must be nurtured from childhood .[5]

Show and Tell is one of methods that the researcher chose to help the students enchance their speaking skill. According to Sri Lestari, show and tell is an activity of showing something to the audience and telling them about it. [6] This activity will involve students to communicate with others, they will share their ideas and describe something with the help of pictures, things, photo, word or video. The students will be doing this activity individually project, in pairs, and group work.

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[5] Maggie Jo and St John, "English Language Education Study Program," *IEEE transactions on professional communication,* 44, no. September (2018): p. 207–211.

[6] Sri Lestari, "Using the Show and Tell Method to Improve Children Skills," *International* Vol. 1, no (2007): p. 133.

The researcher believes that this method is effective for students and teachers. By using this method it can give teacher chances to teach their students. And for the students it can also help them to improve their communication skill, give students opportunities to develop their language skill, and also increase students' motivation in learning speaking.

Based on the background research of the study above, the researcher know the problem that is lack students' desire to speak English, lack of interest and enthusiasm for student learning, students have found difficulties in speaking, the students' lack of confidence in speaking English, the teaching methods that the teacher uses not appropriate for activities to practice speaking. The researcher chose the title, namely the effectiveness of Show and tell method to increase students' confidence in speaking skill because the researcher wanted to examine more deeply about the title as one of the effective and fun strategies in increasing students' confidence in speaking skill.

B. Limitation of The Study

Because researcher have several limitations, such as time, reserves, workforce, and information, this research focuses on how the effectiveness of the show-and-tell method to increase students' confidence in speaking skills and how to apply the show-and-tell method to increase students' confidence in speaking.

C. Statements of Problem

This study seeks to define two questions that will guide the researcher and serve as the main focus of the study. These questions can be put forward as follows:

1. Can the show and tell method be effective in increasing students' self-confidence in speaking skill?
2. To what extent show-and-tell method increase students' confidence in Speaking?

D. Objective of the Study

Researcher determine research objectives based on the research question, namely:

1. To find out whether the show and tell method can effectively increase students' confidence in speaking skill.

2. To find out whether the show-and-tell method can increase students' confidence in speaking skill

E. Significances of Study

The researcher hopes this study will provide students and teachers with valuable information about the show-and-tell method. This study is significant for the followingreasons:

show-and-tell can be used as a method of teaching speaking for teachers. It is hoped that it will help teachers find alternative methods of teaching speaking and inspire them to improve their teaching using this method to make students more interested and improve their speaking skills.

Students will have more knowledge about speaking and will be able to contribute to and find solutions for improving their speaking skills in learning English. Students may find it helpful to learn to speak, and the show-and-tell method will help them improve their speaking abilities.

The results of this study are expected to provide researchers with information and aid other interested researchers in studying the same case and providing information for conducting additional research.

F. Research Organization

This study is divided into five chapters containing several points describing the chapter

Chapter 1 is Introducation. This chapter has some contens: these are Background of Study, Identification of the Problem, Limitation of the Study, Statement of the Problem, Objectives of the Research, Significance of the Study, and Organization of Writing.

Chapter II is Theoritical Frameworks. This chapter consist of theorist from some experts we have conducted the research such as: Definition of Self-Confidence, Definition of Show and Tell method, Definition of Speaking, Previous Study and Hypothesis.

Chapter III is Research Methodology. This chapter consist of the methodology that writer going to use in conducting the is research. There are: Research Method, Place, Population and Sample, The research Instrument, The Technique Data Collection, The Technique Data Analysis.

Chapter IV is Finding and discussion. It contains Description of Data, Data Analysis, and Discussion.

Chapter V is Conclusion and Suggestion It consist Conclusions for Suggestions