

**THE INFLUENCE OF PAPUAN FOLKLORE TO IMPROVE SPEAKING  
AND SELF CONFIDENCE WITH SHOW AND TELL METHOD IN SMK  
MODELLINK SORONG**

**THESIS**



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**THE INFLUENCE OF PAPUAN FOLKLORE TO IMPROVE SPEAKING  
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MODELLINK SORONG**

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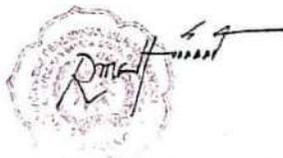
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Sorong, Desember, 1<sup>th</sup> 2025



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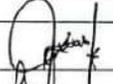
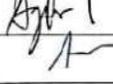
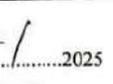
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## **MOTTO AND DEDICATION**

*We are too focused on complaining about the height of the mountain we are climbing that we forget how far we have gone.*

*Marlonmarisan*

*My only protection comes from the Lord, the Maker of heaven and earth.*

*Psalm 121:2*

*What is impossible for humans is possible for God.*

*Luke 18:28*

*We are not great, but we are trained.*

*Motto TNI*

## **DEDICATION**

I proudly dedicate this thesis especially for:

Myself to stay stronger and power always because there my Lord and Universt

My strongest father, Mr. Gerard Ford Nikson Marisan (Almarhum) My preety  
women my mother, Mrs Orpa Felis

Mr My beloved sisters, brother, my besti Paod Squad and others besti.

Myself The last, my Almamater Unimuda Sorong

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## ABSTRACT

Janet Marlon Yoseph Marisan/148820321005,2025. **The Influence of Papuan Folklore to Improve Speaking and Self Confidence With Show and Tell method In SMK Modellink Sorong 2025/2026** Thesis, English Education Department, Faculty of Language, Social and Sport, University of Education Muhammadiyah Sorong. Desember 2026.

The purpose of this study was to determine whether Papuan folklore had an influence in improving speaking skills and self-confidence through the show and tell method at SMK Modellink Sorong. Relevant to the objective of the research applied pre-experimental quantitative research design. The research design is one group pretest-posttest. The sample of this research was eight grade which consisted of 20 students in one class X TKJ. In the collecting the data, this research used speaking test consisting of 20 items, oral test and questionnaires to getting tream treamt with show and tell method through papua folklore and confidence student choice and 10 item matching. In analyzing the data, the researcher used SPSS 31 Program to calculate research the data. The result finding of the research showed that the result of the t-test is P value  $(0.001) < (0.05)$ . It means that  $H_0$  was rejected and  $H_a$  was accepted. The alternative hypothesis ( $H_a$ ) was there an the influence of papua folklore to improve speaking and self confidence with show and tell method between pretest and posttest. In addition, it can be seen from the pretest was (49.15) increase on posttest (68.70) it can be increase in the mean score indicate a positive change in students speaking skill after using the show and tell method based on Papuan folklore. However, this research has several limitations: it involved only one class without a comparison group, focused solely on noun vocabulary, and observed students only during classroom activities without examining their learning outside class.

**Keywords:** Speaking, Self Confidence, Papua folklore, show and tell metho

## CHAPTER I

### INTRODUCTION

#### 1.1 Background

Speaking is a communication skill that produces sounds from the voice and uses the mouth organs. Saying something, expressing something that is thought in the mind, then expressed through the mouth in the form of sound Rahmawati in Rizky and Suharmoko, (2019). Nanawi said define speaking in general as the skill of conveying one's ideas and thoughts to others using spoken language Junaidi et al., (2024)

Limited speaking skills (unskilled) will disrupt the continuity of the communication process between the sender of the message and the listener (the person receiving the information) Margareta, (2020). Not only speaking skills are important for facilitating communication but also self-confidence in communicating which is the spearhead or basic core in communicating. Thus, students who have self-confidence are sure of their abilities, set goals for themselves, and strive to achieve them without worrying about the results Kanza in Akbari dan Sahibzada, (2020)

Saidah, (2024). Self-confidence is also important for students who dare to take risks and participate in learning activities. It can be concluded that students who dare to communicate effectively and clearly when they learn have good self-confidence. Conversely, students who have low self-confidence will be unsure of their abilities

and feel unable to do everything well, namely communicating or conveying their ideas and thoughts

According to Dincer and Yesilyurt (2017), speaking skills are considered one of the difficult skills among the other four skills (writing, speaking, listening, and reading). According to Tuan and Mai (2015), the first problem is obstacles. Students often feel insecure when they try to express something in a foreign language. They are afraid of making mistakes in speaking, getting bad comments, or feeling embarrassed and afraid when people look at them while speaking.

Meanwhile, according to Melendez et al (2018) emphasized that students with low English skills have their own characteristics such as feeling anxious when speaking, sweating, being silent every time the teacher asks them to speak, or even starting to cry because they are at a loss for words. From the explanation above, it is emphasized by Megawati's opinion Rahmansyah (2020) Many factors cause students to have difficulty communicating in English, one of which is a lack of mastery of English vocabulary.

From the results of observations at SMK Modelling Sorong, researchers are interested in researching speaking skills and self-confidence through Papuan culture, namely Papuan folklore with the show and tell method to increase self-confidence and cultural awareness. with the title of the study the influence of Papuan folklore to

improve speaking skills and self-confidence using the show and tell method at SMK Modelling Sorong.

Because the problems faced by students, namely the lack of vocabulary, are the main factor and the basis for students' difficulties in speaking English, also embarrassed when asked to come forward in front of the class. Or say words, students are afraid of making mistakes and of course lack of motivation to learn English. Because students feel that English is a foreign language, and also not their culture, students also often complain because the way, reading, speaking and writing in English is different.

In line with said Dwiyanti, in Lapiana et al., (2022) Culture is a National Identity. Regional culture, apart from being a national identity, is also a learning medium that should not be missed by education personnel in utilizing natural resources for the welfare of the nation's children.

So by using the show and tell method. Students can speak English and be confident with a simple and easy method. Musfiroh said show or show something to the audience and tell explains or describes something Hasnah et al., (2022). Students are free to tell stories about the folklore of the bird of paradise. Students summarize the story without leaving out the meaning in the story. Students do not have to memorize but are able to tell their own version accompanied by the teacher.

## **1.2 Problem formulation**

1. Does the influence of Papua folklore to improve speaking and self confidence with show and tell method in SMK Modellink Sorong

## **1.3 Objectives of the Research**

1. Objectives In improving English speaking skills, it is also to improve students' self-confidence through media Papuan folklore with show and tell method in class X TKJ SMK Modellink Sorong.

## **1.4 Hypothesis**

1. Alternative Hypothesis  $H_a$  The use of Papua Folklore as learning material has positif improve on speaking and self confidence with Show and Tell method of the X TKJ grade students of SMK Modellink Sorong.
2. Null Hypothesis  $H_0$  The use of Papua Folklore as learning material no has to improve on speaking and self confidence with Show and Tell Method of the X TKJ grade students of SMK Modellink Sorong.

## 1.5 Significant of the research

This research has several significant benefits in the scope of education, namely :

1. **Theoretical Benefits:** Strengthening research methodology In the field of education, and a helper for future researchers interested in literature and education.
  2. Benefits for teachers are as a new and fun English learning media.
  3. Benefits for students improve speaking skills and self-confidence and self-awareness of local culture.
  4. For schools Provide new insights into the importance of incorporating local customs into the curriculum
- This research has several significant benefits in the scope of education, namely:

## 1.6 Operational Definition

1. **Speaking** is one of the basic English skills that must be possessed. Speaking is not just about the words we say but how the words can be said and according to the rules.

2. **Self-confidence** is the element of speaking up to communicate and interact and dare to show our abilities to others without feeling anxious or intimidated by ourselves or others.
3. **Papuan folklore** is a media to improve in speaking and self-confidence to self awareness of local culture.
4. **Show and tell method** is The show and tell method is a method that explains a picture or object in a simple way.

## **CHAPTER II**

### **LITERTURE REVIEW**

#### **2.1 Speaking**

##### **2.1.1 Definition of Speaking.**

Speaking is one of the skills in English language ability. Speaking is not just saying words but with the rules and way of pronouncing and saying words well and correctly. Speaking is a natural means of communication between members of society to express thoughts and as a form of social behavior (Dewantara, 2019)

The main objective of this learning is that students have speaking skills so that students are able to communicate well with others using English said Rizky & Suharmoko (2019) speaking skills involve being able to pronounce the distinctive sounds of a language clearly, using the stress, rhythm patterns, and intonation patterns of the language in a good way, using the right tenses, putting words together correctly. (Anggayana et al., 2019)

Bahadorfar and Omidvar in (Mega & Sugiarto, 2020) state that if the listener can understand what is said by someone, then the speaker is considered to have excellent speaking skills. Therefore, it can be concluded that speaking is a sound and

voice and expression issued by a person or individual, in speaking there are techniques and rules.

### **2.1.2 The Kinds of Speaking**

Agus setyonegoro(2020) Calls speaking activities as speech acts, which in speaking activities in five kinds of forms: namely (1) assertive, (2) directive, (3) expressive, (4) commusive, (5) declarative.

#### 1) Assertive

Assertive speech is a form of speech that binds the speaker to the truth that is being expressed in the speech: (a) state, (b) suggest, (c) boast, (d) complain, and (e) claim.

#### 2) Directive

What is meant by directive speech is a form of speech that is intended by the speaker to influence the speech partner to perform the desired action, such as the following: (a) commanding, (b) ordering,(c) requesting, (d) advising, and (e) recommending.

#### 3) (Expressive)

What is meant by expressive speech forms are speech forms that function to express or show the speaker's psychological attitude towards certain circumstances such as: (a) thanking, (b) congratulating, (c) apologising, (d) blaming, (e) praising, and (f) condoling.

#### 4) (Commissive)

What is meant by commissive speech forms are speech forms used to express certain promises or offers such as: (a) promise, (b) swear, and (c) offer something.

#### 5) (Declarative)

Declarative Speech Form What is meant by the declarative speech form - not declarative as in the declarative sentence mode - is a form of speech that connects the content of the speech with its reality such as: (a) resigning, (b) dismissing, (c) baptising, (d) naming, (e) appointing, (f) excommunicating, (g) sentencing.

### **2.1.3 Functions of Speaking**

Functions of Speaking Several language experts have tried to categorize the functions of speaking in human interaction. According to Brown and Yule, as quoted by Jack C. Richards, in (Yuliastuti et al., n.d.) The functions of speaking are classified into three; speaking as interaction, speaking as transaction and speaking as performance. Each of these speaking activities is quite different in terms of form and function and requires a different teaching approach. The following is an explanation of the functions of speaking:

#### a) Speaking as Interaction

Being able to interact in a language is important. In fact, most of our daily communication remains interactional. This refers to what we usually mean by “conversation”. The main purpose of speaking as interaction is to maintain social relationships. Meanwhile, speaking as interaction has several main purposes: Meanwhile, talk as interaction has several main features as follows:

- 1) Has a primarily social function
- 2) Reflects role relationships
- 3) Reflects speaker's identity
- 4) May be formal or casual
- 5) Uses conversational conventions
- 6) Reflects degrees of politeness
- 7) Employs many generic words
- 8) Uses conversational register
- 9) Some of the skills (involved in using talk as interaction) are:  
Opening and closing conversations
- 10) Choosing topics
- 11) Making small talk
- 12) Recounting personal incidents and experiences
- 13) Turn-taking
- 14) Using adjacency pairs
- 15) Interrupting
- 16) Reacting to others

Mastering the art of talk as interaction is difficult and may not be a priority for all learners. In talk as interaction, the ability to speak in a natural way is required in order to create a good self-image. This can be a disadvantage for some learners for whom the ability to use speech as an interaction can be important.

#### b) Speaking as Transaction

This type of speaking or talking refers to situations that focus on what is being said or done. The message is the main focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In a transaction, the talk is linked to another activity. For example, students may be engaged in a practical activity (e.g. in a language lesson) to explore concepts related to tense and derivation. Anne Burns, as cited in Jack C. Richards, distinguishes speaking as a transaction into two different types. One is the situation where the focus is on giving and receiving information and where participants focus primarily on what is being said or achieved. Accuracy may not be a priority as long as the information is successfully communicated or understood. The second type is a transaction that focuses on obtaining goods or services, such as checking into a hotel. In this type of spoken language, students and teachers usually focus on meaning or speaking to achieve understanding. Meanwhile, speaking as a transaction has several main features as follows:

- 1) Has a primary focus on information

- 2) The main focus is the message and not the participants
- 3) Participants use communication strategies to make themselves understood
- 4) There may be a lot of questioning, repetition, and checking for understanding
- 5) There may be negotiation and deviation
- 6) Linguistic accuracy is not always important

There are seven skills involved in using talk for transactions, namely:

- 1) Explaining needs or intentions
- 2) Asking questions
- 3) Confirming information
- 4) Justifying opinions
- 5) Making suggestions
- 6) Clarifying understanding
- 7) Making comparisons.

Compared to talk as interaction, talk as transaction is easier for some students to do because it only focuses on the message conveyed to others. In addition, talk as interaction is easier to plan because the current communicative materials are formation-gap activities and role plays. This can be a resource for practising how to use conversation to share and gain information and to conduct real-world transactions.

### c ) Speaking as Performance

This refers to public speaking, which is talk that conveys information in front of an audience such as morning talks, public announcements, and speeches. Talk as performance tends to be in the form of monologue rather than dialogue. It often follows a recognisable format and is closer to written language than conversational language. Similarly, it is often evaluated based on its effectiveness or impact on the listener, something that is not possible with talk as interaction or transaction. Examples of talk as performance are giving a class report on a school trip, conducting a class debate, making a sales presentation, and giving a lecture.

- 1) There is a focus on the message and the audience
  - 2) Reflects organisation
  - 3) Form and precision are important
  - 4) The language used is more like written language
  - 5) It is often a monologue
- Some of the skills involved in using talk as performance are:

- 1) Using an appropriate format
- 2) Presenting information in an appropriate sequence
- 3) Maintaining audience engagement
- 4) Using correct pronunciation and grammar
- 5) Creating an effect on the audience

6) Using appropriate vocabulary

7) Using appropriate opening and closing

Initially talk as performance needs to be prepared in much the same way as written text, and many techniques teaching strategy used to make understanding of written text. Therefore, this kind of talk requires a different teaching strategy

## **2.2 Self Confidence**

### **2.2.1 definition**

Sintia, (2023) Self-confidence in the Big Indonesian Dictionary (KBBI) is being a/bsolutely sure of or sure of the abilities or advantages of someone or something (that will fulfil their expectations). Self-confidence based on the Dictionary of Psychology can fulfil his expectations). Self-confidence based on the Dictionary of Psychology is one aspect of personality in the form of confidence in one's abilities so that one is not influenced by others and can fulfil expectations. a person so that he is not influenced by others and can act according to his will, happy, optimistic, optimistic, and confident. will, happy, optimistic, tolerant enough, and responsible.

Lauster defines that in (Sintia, 2023): 'Self-confidence is derived from life experience, which has aspects of personality in the form of confidence in

one's ability of a person so that he is not influenced by others and can act according to his will, happy, optimistic, tolerant enough, and responsible'. act as desired, happy, optimistic, tolerant, and responsible enough.

### **2.2.2 Characteristic**

According to Thursan Hakim, in (Sintia, 2023) the characteristics of people who are confident (Self Confidence) among others:

- 1) Always be calm in doing everything
- 2) Able to neutralise the tension that arises in various situations.
- 3) Have good self-control such as not being easily provoked by emotions and staying calm. calm.
- 4) Able to adjust and communicate in various situations.
- 5) Have good socialisation skills.
- 6) Have a mental and physical condition that is good enough to support their his/her appearance to be confident.
- 7) Have sufficient intelligence
- 8) Has a good educational background.
- 9) Have a life experience that forges his mentality to be strong and resistant in facing various trials of life. in the face of various trials of life.

10) Always reacting positively in the face of various problems, for example staying strong, patient, and steadfast. remain strong, patient, and steadfast in facing life's problems.

### **2.2.3 Indicators**

Indicators of self-confidence According to Heris Hendriana, in (Sintia, 2023) the main indicators self-confidence are:.namely:

1) Believe in one's own abilities Believing in one's own abilities is a belief in one's own abilities, so that in taking action you don't feel anxious too often, feel free to do things that are in accordance with your wishes, and have the freedom to do things that you want. free to do things according to their wishes, and have responsibility for their decisions and actions. responsibility for decisions and actions taken.

2) Independence in decision-making Independence in making decisions, which includes the behaviour of being able to able to take the initiative, overcome obstacles/problems, have self-confidence and can do something on their own without the help of others. Can I do something on their own without the help of others.

3) Having a positive self-concept Positive self-concept is being open, fluent when speaking, responsive to the situation, feeling equal to others, and having

a positive self-concept. to the surrounding situation, feeling equal to others, realising that everyone has feelings (respecting others). people have feelings (respect others), and being able to improve themselves and keep trying if they fail. and keep trying if they fail.

4) Dare to express opinions Having the courage to express one's opinion means having a steady heart when expressing one's what you think, the confidence to ask questions if you are still confused, not afraid to give input, not afraid to try to make a decision, and not afraid to ask.

## **2.3 Papua folklore culture**

### **2.3.1 Definition**

Culture is the Nation's Identity said Dwiyanti, In Lapiana et al., (2022). Knowing, appreciating, and preserving it is the obligation of all Indonesian citizens. In the midst of technology and rapid globalisation, Indonesians need to continue to deepen their understanding of Indonesia's rich culture. Expand their knowledge of Indonesia's rich culture. Children in other provinces should be exposed as distinctive cultural assets, apart from Java which is the centre of cultural movement and vibrancy. Folklore in other regions should also be exposed to children as a distinctive cultural asset that they should know, such as Papua.

Meanwhile, according to Bunga et al (2023). One of the local wisdom products that have the potential as a source of learning is folklore, that is, traditional beliefs, customs or stories originating from the community that are passed through generations by word of mouth.

### **3.2.2 Kinds of Folklore**

According to William R. Bascom in (Maulana, 2022) folklore can be divided into three categories, including (1) legends, (2) myths, and (3) fairy tales.

#### **3.2.2.1 Myths**

Are folk prose stories, myths are real stories that actually happened and are considered sacred by the storytellers. The characters in myths are gods or demigods. They are set in another world, or a world that is not like the one we know today, and took place in the past.

### **3.2.2 2 Legends**

Legends are in the form of folk prose that has characteristics similar to myths which is considered to have actually happened, but is not considered sacred. The characters in legends are humans, although sometimes they have supernatural elements. These legends are unusual in nature and often involve supernatural beings. Sulistiati et al. (2016) state that folklore in the form of legends can be classified based on (1) religious legends, which are legends that contain elements of religion or spirituality, (2) supernatural legends, which are legends that tell unreasonable stories, (3) individual legends, which tell stories caused by a person, (4) legends of supernatural beings, which tell stories that do not make sense.

### **3.2.2.3 Fairy**

Fairy tales are folk tales that are imaginary, fictional, and not considered to have ever happened. These stories are told mainly for entertainment and contain moral teachings, religious customs, and even satire. The characters in fairy tales are played by ordinary people and sometimes by animals that behave like humans.

### **2.3.3 Benefit**

According to in Oktafianti et al., (2024) Folktales can improve language skills, assist children in managing their thinking intelligence, emotions, and writing creativity, as well as instilling regional cultural values. of the region. In addition, the folklore of the archipelago has an important role in helping preserve cultural heritage and improve cultural literacy among students.

In In learning folklore, students can learn about history, local wisdom, and values held by the local community. Held by the surrounding community. This can help students understand and appreciate the culture and citizenship around them. By understanding and appreciation of folklore, it is hoped that students can maximize their understanding of local culture, so that they can become a generation that loves and preserves the heritage of their ancestors. ancestral heritage.

According to (Gustiawan et al., 2023) body exercise, movement, is a reflection of competence in the achievement of drama learning at school. On the other hand, it can encourage students' ability to develop student interaction. in this context, psychomotor is certainly related to affective. Usually for this, a socio-drama approach is used to train students to foster courage, interaction skills

## **2. 4 Show and tell method**

Romadhini & Julianto (2016) Said the show and tell method is a method carried out by showing objects that are familiar to children and having them take turns telling stories about these objects in front of the class. The types of show and tell that can be applied are show and tell with personal items, favorite foods, and photos/pictures. The personal items owned by children include toys, favorite dolls, or other objects that they like. The show and tell method is applied with the aim of developing children's language skills, but it also supports the growth of self-confidence in children. This is emphasized by Patsalides in Musfiroh (2016), who said that one of the benefits of the show and tell method is increasing confidence in children.

Meanwhile, according Hasnah et al., (2022) The purpose of the show and tell method is to encourage students to speak in front of the class and to make them aware of simple things in everyday life and understand social issues in their environment, giving them the courage and desire to get involved in social issues.

The show and tell method, in the learning process, students are given the opportunity to be active through speaking activities with the help of

images, and students are given the freedom to express what is on their minds. Students will be more motivated to dare to perform in front of their peers. the show and tell method, learning process, students are given the opportunity to be active through speaking activities with the help of visual media, and they are given the freedom to express what is on their minds. Students will be more motivated to be brave enough to perform and speak in front of others, and they will no longer be passive in learning, because the show and tell method applies a communicative approach, which is a student-centered learning activity.

#### **2.4 .1 Step by step Show and tell method**

Maya and Desak in (Maulana, 2022) Steps for implementing show and tell are as follows:

Introduction to show and tell with

1. Explanation of how to implement show and tell; and divided into several groups consisting of 1 to 10 students.
2. Modeling by the teacher, demonstrating to the children how to conduct a show and tell using personal items, food, or pictures/photos; giving each

child the opportunity to conduct a show and tell within a specific timeframe;

3. When the children are conducting their show and tell, the teacher or observer uses an observation sheet in the form of a checklist;

4. After completing the show and tell, the children are given the opportunity for a question-and-answer session.

5. The teacher facilitates, encourages, and assists the children in asking relevant questions and answering them appropriately. The teacher should facilitate to ensure the question-and-answer session is interactive.

## **2.5. Previous study**

This quantitative research was aimed to find the effect of the method show and tell with music on the confidence of children in group A at Muslimat NU 82 kindergarten Sambisari Sidoarjo. This study uses a quantitative approach to research design Pre Experimental Design and research type One Group Pre - Test Post-Test Design. The subjects included twenty-five children in group A2 at Muslimat NU 82 kindergarten Sambisari Sidoarjo. Data collection techniques using observational methods with assessment tools such as observation sheets and documentation methods. Data were analyzed using the Wilcoxon Match Pairs Test formula with

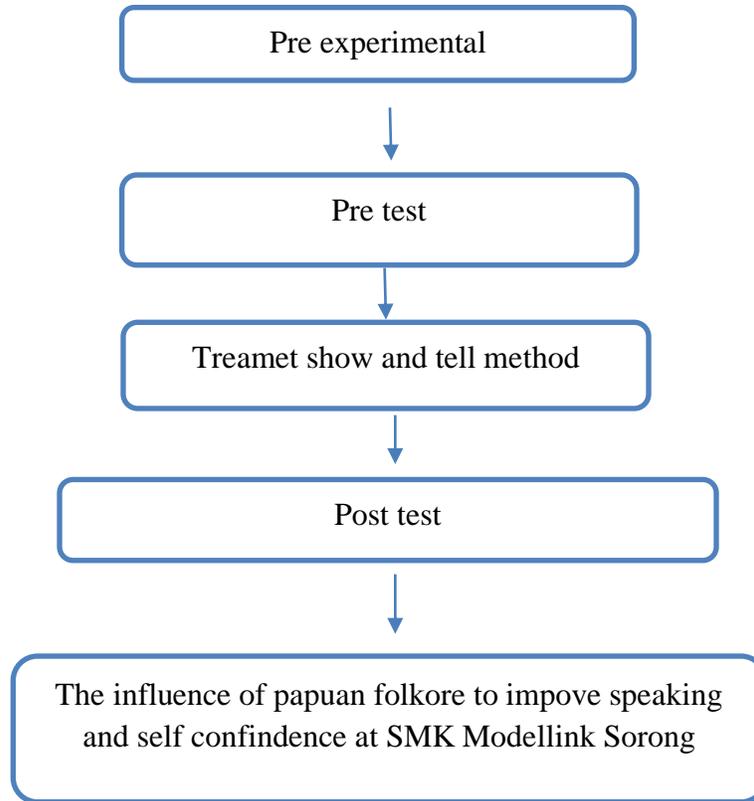
formula  $T_{count} < T_{table}$ . The calculation result obtained  $T_{count} = 7.5$  and  $T_{table} = 89$  with a significance level of 5%, thus it can be concluded that  $H_0$  is rejected and  $H_a$  is not rejected. It can be concluded that there is significant influence application method of show and tell with music on the confidence of children in group A in Muslimat NU 82 kindergarten Sambisari Sidoarjo. (Romadhini & Julianto, 2016)

Hasnah et al., (2022) This study examines the application of the Show and Tell learning method on advertising materials to improve the speaking skills of students class V UPTD SD Negeri 145 Barru. The approach used is a qualitative approach and the type of research is Classroom Action Research (CAR). The subjects in this study were students of class V UPTD SD Negeri 145 Barru in the academic year 2020/2021, which amounted to 22 students consisting of 10 boys and 12 girls. Data analysis was carried out during and after data collection. The data analysis technique used is qualitative data analysis techniques. Based on the data obtained during the implementation of cycle I and Cycle II, it was found that the results of the research in the first cycle showed a sufficient category, and an increase in the second cycle which showed a good category and achieved the predetermined indicators. The conclusion of this study is that by applying the Show and tell learning method on advertising material, it can improve process of learning and speaking skills of the students class V of UPTD SD Negeri 145 Barru.

There are a lot of environmental problems that occur today. Ecocritics has a basic paradigm that every object can be seen in ecological networks, and ecology can be a helpful science in this critical approach. Environmental insight can be obtained through a literary work, one of which is folklore. In Indonesia, folklore makes nature and the environment a part of the story. In addition to literary works such as poetry and novels, folklore has first explored nature. In folklore, nature is described as the place of life of the characters. That way, folklore indirectly invites the audience to come into contact with environmental insights that need to be learned. The approach of this research is qualitative with the content analysis method. The research data sources are Kalimantan Folklore and Papuan Folk Stories. The folklore that is the source of this research data is the folklore of the Legend of the Stone of Bagaung (Kalimantan) and the Sasori Country, the Land of Prudence (Papua). The study of the perspective of literature (environment) in ecocritics can construct environmental wisdom itself and study the perspective of environmental literature, it can be focused on ethical studies on (1) respect for nature, (2) attitude of responsibility to nature, (3) attitude of solidarity with nature, (4) an attitude of affection and concern for nature, and (5) a non-disruptive attitude towards nature which is displayed in literary works. Through these studies, several findings regarding pollution of the water environment, habitat destruction, and management of nature or the environment have been obtained.

Combining previous research with the show and tell method, from speaking and self-confidence and Papuan folklore. So the researcher raised the subject of the influence of Papuan folklore to improve speaking and self-confidence with the show and tell method at SMK Modellink Sorong

## 2.6 Conceptual Framework



This study used a pre experimental class pre test and post test were used as data collection techniques and measured students' self-confidence and used questionnaires and observations. Researchers taught English speaking and self-confidence by using the show and tell method with the media of Papuan folklore Bird of paradise and the origius of Raja Ampat. Does this method have an impact on speaking mastery and increase self confidence if this method shows a positive impact this method is considered beneficial for teachers and students.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Design of Research

The method used in this research is the experimental method, which can be interpreted as a research method used to find the effect of certain treatments on others in controlled conditions (Sugiyono). The design used in this research is One-Group Pretest-Posttest Design. This design has a pretest, before being given treatment. Thus the results of this treatment can be known more accurately, because it can compare with the situation before treatment (Sugiyono,). (Julian Indah Puspitaningrum, Mei Fita Asri Untari, 2019)

Tabel 3.1 Desain One Group Pre-test & Post-test

Pre test	Treatment	Post test
$O_1$	X	$O_2$

Where :

$O_1$  = Initial test before giving treatment

X = Treatment show and tell method and Papua folkore

$O_2$  = Final test after giving treatment

The approach used in this research is a quantitative approach. This approach emphasizes its analysis of numerical data (numbers) processed by statistical methods. This research is a process of determining knowledge that uses data in the form of numbers as a tool to describe what you want to know from the results of the research conducted. And strengthened by interviews and observations for students' responses to the influence of folklore with role-playing methods for speaking skills and student self-confidence.

## **3.2 Population and Sample**

### **3.2.1 Population**

The population of this study were students of SMK MODELLINK Sorong. 40 Students X TKJ.

### **3.2.2 Sample**

The sample of this study was students of class X TKJ SMK MODELLINK Sorong. 20 Students.

Table 3.2 Total of students

<b>Total of students</b>	
<b>Male</b>	<b>Female</b>
9	11

### **3.3 Variables**

To obtain a clear picture of the variables to be studied in this study, the operational discussion is as follows:

1. The independent variable in this study is the influence of Papuan folklore and self-confidence.
2. The dependent variable in this study is students' speaking skills.

### **3.4 Setting of the Research**

#### **3.4.1 Research Location**

This research was conducted at SMK MODELLINK Sorong, West Papua Province.

### **3.4.2 Research Time**

This research will be conducted for 1 month, namely in Oktober 2025 until completion.

### **3.5 Instrumen**

According to Sugiyono (2019: 199), a questionnaire is a data collection technique conducted by providing a series of questions or written answers to participants to be answered. Researchers applied questionnaires to assess students' responses regarding their self-confidence and English speaking abilities through pre- and post-tests (describing pictures or objects in front of the class) with 20 questions each to measure students' abilities before and after receiving treatment using the show and tell method through Papuan folklore. Sukendra (2020) states that research observation sheets serve to obtain information about variables relevant to the research objectives with the highest validity and reliability. The research techniques used were questionnaires, picture tests, and observation sheets.

### **3.5 Technique of Collecting Data**

The pre-test was designed to evaluate the focus of speaking skills and their proficiency level before entering the experimental class. The researchers used the Kuesiner test because they saw the confidence of the selected students. The post-test results were used to evaluate how well students learned the skills through the steps of the show and tell method with Papuan folklore. The speaking test used 5 to 10 pictures.

#### **3.5.1 Pre test**

Students came to the front of the class to explain the pictures. And the researcher observed using an assessment rubric.

#### **3.5.2 Post test**

Students came to the front of the class to explain the pictures after receiving treatment using the show and tell method and Papuan folklore. And the researcher saw if there was a difference between the initial test and the test after using the show and tell method. For confidence, use a questionnaire, speaking test, and interview.

## 3.6 Techniques of Analysis Data

### 3.6.1 Analysis Data

Research obtained the data of the speaking by test and recording system, the researcher then analyzes those data based on assessment technique for subjective test as described as follow : The researcher collected scores upon five aspects during their tests (pretest and post-test); Comprehension, vocabulary, grammar, pronunciation, fluency. While this happens, the researcher also recorded their activity in the class. These two data had analyzed and compared to get the findings upon their speaking skills after the technique is applied in teaching speaking to the students Mean Mean score is the average of score. The score are colleted by using the result of pretest and posttest Darmadi in Gabriela (2019) the reasearcher determines the mean score with formula :

$$M = \frac{\sum X}{N}$$

where:

M =Mean of students' score

$\sum \chi$  =The sum of students' score

N = Total number of students'

2 Score: the gain score

Table 3.5.The Classification Score For Test

No	Score	Classification
1	80-100	Very Good
2	66-79	Good
3	56-65	Pair
4	40-55	Poor
5	≤39	Very Poor

Source: Suharisi Arkinto Dasar-Dasar Evaluasi Pendidikan as cited Gabriela (2019)

The improvement in learning outcomes can be seen from the average pre-test and post-test scores which show an increase in the number of students who have completed their studies. The indicator of the success of this study is the improvement in students' speaking skills and self-confidence of class X students of SMK Modellink Sorong in the 2024/2025 academic year. Sixty-five percent of pupils can successfully

complete the learning process if they are able to achieve the Learning Outcome Criteria (KKM). The pre-test, post-test, and questionnaire all demonstrate the improvement in speaking abilities.

### **3.6.2 Normality Test**

This normality test aims to find out whether the data collected from each variable is normally distributed. This normality test uses the Shapiro-Wilk method. The decision for normality results using the Shapiro-Wilk method is that if the significance value is  $> 0.05$ , then the data is considered to be normally distributed and if the significance value is  $< 0.05$ , then the data is not normally distributed.

### **3.6.3 Paired Sample T-test**

A paired sample t-test is a test used for two paired data samples. The same sample is used in this test, but given different treatments. Usually, researchers want to compare data before and after treatment (post-test). To analyze the data, researchers use SPSS. When using the paired sample t-test method, the following factors were important to consider:

1. If the sig (2-tailed) value is less than 0.05, there is a significant difference between the pre-test and post-test learning outcomes.
2. If the sig (2-tailed) value is greater than 0.05, there is no significant difference between the pre-test and post-test learning outcomes.

#### **3.6.4 Hypothesis Testing**

The following factors are considered when using the paired sample t-test method:

1. If the P-value or significance value  $> 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted. This means that the Papuan Folktale Influence strategy to improve speaking skills and self-confidence with show and tell method at SMK Modellink Sorong.
2. If the P-value is a significance value  $< 0.05$ , then  $H_0$  is accepted and  $H_a$  is rejected. This means that the Papuan folktale influence strategy has no effect on improve speaking skills and self-confidence with show and tell method at SMK Modellink Sorong.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter discusses about the findings, the students' speaking scores, kuesioner, normality test, mean score, standard deviation, t-test result, hypothesis testing, and discussion.

#### **4.1 FINDINGS**

##### **4.1.1 Description of The data**

The results of the research conducted by SMK Modelling Sorong on class X TKJ were obtained through six meetings, including pre-tests and post-tests. The first meeting was a pre-test to assess speaking skills and determine the confidence level of class X TKJ students using observation sheets.

In the second meeting, material on narrative texts and the show and tell method was explained to the students. Next, the researcher divided the students into two groups, each of which was given a Papuan folk tale, namely Burung Cenderawasih (The Bird of Paradise) and Asal Usul Raja Ampat (The Origin of Raja Ampat).

In the third meeting, the researcher explained the use of tenses in narrative texts. Students who received folk tales in each group came to the front of the class to retell the stories they had been given. After that, the students worked on a task to identify the structure of narrative texts.

In the fourth meeting, the researcher explained the types of narrative texts to the students. After the explanation, the students returned to the front of the class with their respective groups to retell the assigned stories. The activity continued with an assignment on narrative text structure.

In the fifth meeting, the students retold the stories in front of the class with their groups, then worked on questions to analyze the structure of the narrative text. Meanwhile, the researcher conducted observations using observation sheets related to the treatment received by students through the show and tell method.

The sixth and final meeting was a post-test to determine the results of applying the show and tell method. In addition, students also filled out a questionnaire to determine whether their confidence levels had increased or not. During the pre-test and post-test, researchers also conducted observations using observation sheets to see the effects of the show and tell method.

#### 4.1.2. The Score of Speaking Skill in Pre-test and Post-test

In this research, researcher showed the complete score of students' in speaking (students' correct answer) in pre-test and post-test. The researcher present the data in the tables, and calculate the score by using SPSS 31 program.

##### STUDENT SCORE

<b>Nama</b>	<b>Pretest</b>	<b>Posttest</b>
AL	56	76
DN	62	80
AD	54	74
NI	40	62
RA	42	64
WI	45	66
FI	56	70
MAR	40	64
CI	58	76
GS	46	68
IN	42	64
JS	48	68
EL	60	78
FR	46	66
GB	42	64
NF	52	70
BT	46	66
AS	44	62
AN	50	70

DM	54	66
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#### 4.1.2.1. The Classification Students' Score Pretest and Post test

Classification	Range	Category	Pretest		Posttest	
			F	P	F	P
Very Good	80 – 100	A	0	0%	1	5%
Good	66 – 79	B	0	0%	13	65%
Fair	65 – 56	C	5	25%	6	30%
Poor	40 - 55	D	15	75%	0	0%
Very Poor	< 39	E	0	0%	0	0%
Total :			20	100%	20	100%

The table above shows the percentage of students who are speaking in the pretest and post test. In the pretest, there were 15 (75 %) students who scored poor, and 5 (25%) students who scored Fair. In the posttest, there were 1 (5%) students who scored Very good students who score good, 13 (65 %) students who scored fair 6 (30%)

Researchers used SPSS version 31 for Windows to measure the percentage of students' speaking scores and to determine the difference in speaking scores before and after being taught using the show and tell method.

## 4.2 Mean Score and Standard Deviation

Tabel Mean score and standard deviation in pre test and post test

Descriptive Statistics						
	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre Test	20	40	62	49.15	1.545	6.907
Post Test	20	62	80	68.70	1.216	5.440

The results of descriptive statistical analysis showed that the mean pre-test score was 49.15 with a standard deviation of 6.907. After the treatment was given, the mean post-test score increased to 68.70 with a standard deviation of 5.440. This increase in the mean score indicates a positive change in students' speaking skills after using the show and tell method based on Papuan folklore.

### 4.3 Normality test pre test and post test

**Table 4.3.1 normality test in pre test and post test**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test	.176	20	.106	.934	20	.180
Post Test	.190	20	.056	.903	20	.046
a. Lilliefors Significance Correction						

A normality test was conducted to determine whether the research data was normally distributed as one of the requirements for using parametric statistical tests. Given that the sample size was less than 50, the normality test was conducted using the Shapiro–Wilk test. Based on the results of the Shapiro–Wilk test, a pre-test significance value of 0.180 and a post-test significance value of 0.046 were obtained. Overall, the pre-test and post-test data can be said to be normally distributed, so the data meets the requirements for a paired sample t-test.

#### 4.4 T-Test Result

**Table paired sampel t-test in pre test and post test**

		Paired Samples Test								Sig. (2-tailed)
		Paired Differences					t	df		
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
Pair 1	Pre Test - Post Test	-19.550	2.837	.634	-20.878	-18.222	-30.815	19	.000	

The results of the paired sample t-test show a significance value (Sig. 2-tailed) of 0.000, which means that the value is less than 0.05. Thus, it can be concluded that there is a significant difference between the pre-test and post-test scores.

The mean difference of -19.550 shows that the post-test value is higher than the pre-test value. Based on the results of the paired sample t-test, the t-value is with a degree of freedom (df) = 19. This value is higher than the t-table value of 2.093 at a significance level of 0.05, so H<sub>0</sub> is rejected and H<sub>a</sub> is accepted. This shows that the show and tell method based on Papuan folklore has a significant influence on students' speaking skills. This proves that the application of the show and tell method based on Papuan folklore has a significant influence on improving students' speaking

skills . Based on the results of the paired sample t-test, a Sig. (2-tailed) value of 0.000 was obtained. This value is less than 0.05, so H0 is rejected and Ha accepted it significance different, it can be concluded that the show and tell method based on Papuan folklore has a significant influence on students' speaking skills.

#### **4.6 Self Confidence questionnaire data**

##### **4.6.1 Student response questionnaire scores**

No	Respondent Code	Total Score
1	R1	44
2	R2	47
3	R3	47
4	R4	42
5	R5	28
6	R6	29
7	R7	28
8	R8	30
9	R9	40
10	R10	29
11	R11	48
12	R12	39

13	R13	50
14	R14	37
15	R15	35
16	R16	38
17	R17	33
18	R18	42
19	R19	42
20	R20	38

This study was conducted at SMK Modelling Sorong with 20 students as respondents. The research data was obtained through a questionnaire distributed to students after learning using Papuan folk tales through the show and tell method. The data obtained was quantitative data analyzed descriptively.

## 4.7 Statistic deskriptif

### 4.7.1 table deskriptif

Total score	value
Number of respondents (N)	20
Minimum score	28
Maximum score	50
Total score	766
Mean	38,3

Based on the results of the questionnaire data processing, a total score of 766 was obtained. With a total of 20 students responding, the average score (mean) was 38.3. Based on the assessment interval, this average score falls into the agree category. These results show that most students responded positively to the use of Papuan folk tales in teaching speaking skills through the show and tell method.

#### 4.8 Distribution of student response categories

##### 1.8.1 Table of Students' Self-Confidence Distribution

Score Range	Self-Confidence Category	(f)	P (%)
43 – 50	Very Confident	6	30%
35 – 42	Confident	10	50%
27 – 34	Average	3	15%
19 – 26	Lack Confident	1	5%
10 – 18	Very lack Confident	0	0%
Total		20	100%

Based on the results of the questionnaire data analysis, students' self-confidence levels were classified into five categories: very confident, confident, average, not confident, and very not confident. The results show that 6 students (30%) were categorized as very confident, while 10 students (50%) were categorized as confident. This indicates that the majority of students demonstrated a positive level of self-confidence after the implementation of the show and tell method based on Papuan folklore.

Furthermore, 3 students (15%) were classified into the average category, and only 1 student (5%) fell into the not confident category. No students were categorized as

lack not confident. These findings are consistent with the obtained mean score of 38.3, which falls into the agree category based on the assessment interval.

Overall, the distribution of students' responses indicates that the use of Papuan folktales through the show and tell method contributes positively to improving students' self-confidence in speaking English.

#### **4.8. Discussion**

The results of the study indicate that the use of Papuan folklore through the show and tell method has a significant effect on improving students' speaking skills and confidence at SMK Modelling Sorong. This is evidenced by an increase in the average student score from 49.15 on the pre-test to 68.70 on the post-test. In addition, the results of the paired sample t-test showed a significance value (Sig. 2-tailed) of  $0.000 < 0.05$ , which indicates a significant difference between students' speaking skills before and after the application of the show and tell method based on Papuan folk tales. Based on the results of data analysis and discussion, it can be concluded that the use of Papuan folklore through the show and tell method contributes positively to improving students' speaking skills and confidence at SMK Modelling

Sorong. This is indicated by the average (mean) student response score of 38.3, which falls into the agree category.

This improvement in speaking skills is inseparable from the characteristics of the show and tell method, which provides opportunities for students to perform, speak, and express their ideas orally in front of the class. Through storytelling activities, students are trained to organize storylines, choose the right words, and tell stories with more confidence. In this study, students appeared to be more courageous and active when presenting Papuan folk tales in front of the class, which indicates an increase in their confidence in speaking. The findings of this study are in line with Musfiroh's opinion that one of the benefits of the show and tell method is to increase students' confidence. In addition, the results of this study are also supported by Sonia's (2020) research, which concludes that the show and tell method not only improving students' speaking skills, but also helping students overcome shyness and lack of confidence when speaking in public. Thus, the show and tell method plays a role not only in language skills, but also in students' affective aspects.

When compared to previous studies, the results of this study are in line with the research conducted by Hasnah et al. (2022), which shows that the show and tell

method can improve elementary school students' speaking skills in advertising material through Classroom Action Research (CAR). The similarity lies in the use of the show and tell method as an active learning strategy that encourages students to speak in front of the class. However, the difference lies in the approach and context of the research. Hasnah et al.'s research used a qualitative approach with an ACT design at the elementary school level, while this study used a quantitative approach with a pre-test and post-test design at the vocational high school (SMK) level.

Another study conducted at MAN 1 Yogyakarta by Surini, S. (2023) also showed an increase in students' speaking skills from cycle I to cycle II through the application of the show and tell method in English learning. Although both studies showed an increase in speaking skills, that study focused on English learning, while this study emphasized the use of Papuan folk tales as a learning for the medium Teaching speaking. This shows that the show and tell method can be widely applied in various learning contexts, both foreign languages and locally-based languages.

The novelty of this study lies in the integration of the show and tell method with Papuan folklore as a learning medium to improve the speaking skills and confidence of vocational high school students. This study places Papuan local

wisdom as the main learning resource, so that the learning material becomes more contextual and closer to the students' lives. In addition, this study was conducted at the vocational school level with a quantitative approach and statistical evidence, which is still relatively limited compared to show and tell studies at the elementary school level or classroom action research.

Thus, this study not only reinforces previous research findings on the effectiveness of the show and tell method, but also contributes new insights into the development of Papuan culture-based speaking learning, which has been proven to significantly improve students' speaking skills and confidence.

#### **4.9 The Implementation of Papuan Folklore with show and tell method**

The use of Papuan folklore in presentations and discussions has several implementatio. First, this method encourages students to actively speak and participate in the learning process. Second, the use of Papuan folktales makes learning more contextual and relevant to students' lives, thereby increasing their interest and motivation to learn.

In addition, this method helps students practice courage, confidence, and the ability to convey ideas orally in structured and clear language. The interaction between

students and teachers during presentation activities also creates a more communicative and enjoyable learning atmosphere.

#### **4.10 Limitations of the Papuan Folklore with show and tell method**

Despite its implementation, the Papuan folklore method in presentation and discussion activities also has several limitations. This method requires a relatively long time, especially if there are many students in the class. In addition, not all students have the same level of courage to speak in front of the class, so continuous guidance and motivation from the teacher is needed.

Another limitation is the teacher's readiness in selecting and presenting stories that are appropriate for the students' ability level. Without proper planning, presentation and discussion activities may not achieve their learning objectives.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on the results of the research and discussion described in Chapter IV, it can be concluded that the application of the show and tell method based on Papuan folklore has a significant effect on students' speaking skills. This is evidenced by an increase in the average student score from 49.15 on the pre-test to 68.70 on the post-test.

The results of the paired sample t-test show a significance value (Sig. 2-tailed) of  $0.000 < 0.05$ , which means that there is a significant difference between students' speaking skills before and after the application of the show and tell method based on Papuan folklore. Thus, the show and tell method based on Papuan folklore is effective in improving students' speaking skills and confidence.

Based on the results of data analysis and discussion, it can be concluded that the use of Papuan folklore through the show and tell method contributes positively to improving students' speaking skills and confidence at SMK Modelling Sorong. This is indicated by the average (mean) student response score of 38.3, which falls into the agree category.

## **5.2 Suggestion**

Regarding the conclusion above, the researcher would like to propose a few suggestions, they are as follows:

### **1. Suggestions for Students**

Students are encouraged to participate actively in the learning process, particularly during show and tell activities based on Papuan folklore. Active involvement in these activities can help students improve their speaking skills, increase self-confidence, and develop the ability to express ideas clearly in front of others. Students are also expected to prepare their presentation materials carefully and practice consistently in order to achieve better speaking performance.

### **2. Suggestions for Teachers**

English teachers are advised to implement the show and tell method based on Papuan folklore as an alternative teaching strategy to enhance students' speaking skills and confidence. Teachers should provide clear instructions, appropriate modeling, and constructive feedback throughout the learning process. Moreover, teachers are encouraged to create a supportive and motivating classroom environment so that students feel comfortable and confident when expressing themselves orally.

### **3. Suggestions for Schools**

Schools are expected to support the use of innovative teaching methods such as show and tell activities that incorporate local culture, particularly Papuan folklore. Schools can facilitate this by providing adequate learning media, organizing teacher training, and encouraging the integration of local cultural content into English language instruction. Such support may contribute to the improvement of students' speaking skills while also fostering appreciation for local cultural heritage.

### **4. Suggestions for Future Researchers**

Future researchers are recommended to conduct similar studies using different research designs, larger sample sizes, or different educational levels in order to obtain more comprehensive and varied findings. Further research may also explore the application of Papuan folklore in developing other language skills, such as listening, reading, or writing. In addition, future studies could combine the show and tell method with other instructional strategies to further improve students' speaking skills and self-confidence.

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# APPENDIX

## **APPENDIX I**

### **LESSON PLAN**

#### **Rencana Pelaksanaan Pembelajaran ( RPP )**

Nama Sekolah : SMK Modellink Sorong

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : Kelas 10 / semester 1

Materi Pokok : Teks naratif

Alokasi Waktu : 6 x 90 menit ( 6x pertemuan )

#### **A. Kompetensi Dasar**

1. Siswa dapat Mengidentifikasi alur cerita, babak demi babak, dan konflik dalam cerita Rakyat yang dibaca atau ditonton.
2. Siswa dapat menemukan kosakata baru dalam cerita rakyat Papuan untuk meningkatkan kefasihan berbahasa dan kepercayaan diri.

#### **B. Indikator**

1. Siswa dengan mudah mendapatkan kosakata baru dalam cerita rakyat Papua Memberi tanggapan, serta memperbaiki hasil kerja dalam diskusi kelas. Siswa dapat memahi unsur-unsur naratif teks.
2. Siswa dapat mempraktek show and tell dengan cerita rakyat Papua

### **C. Tujuan Pembelajaran**

1. Menciptakan suasana belajar yang menyenangkan agar siswa dapat memahami metode yang digunakan dengan baik.
2. Siswa dapat menguasai kosakata baru yang dipelajari dalam cerita rakyat Papua memiliki kepercayaan diri karena mendemonstrasikan naskah cerita rakyat dengan metode show and tell
3. Menghayati dan mengamalkan materi yang dipelajari sebagai bentuk penghayatan dan pengamalan ajaran agama yang dianutnya
4. Menguasai materi dengan menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong), kerja sama, toleran, damai), santun, responsive, dan pro-aktif sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

Materi : Naratif teks (Unsur-unsur naratif teks dan contohnya)

Teknik pengajaran : Show and tell method

Media dan Bahan : Cerita rakyat Papua, gambar show and tell

Sumber : Internet

**Langkah-langkah pembelajaran:**

<b>Pertemuan Pertama</b>		
<b>Langkah langkah pembelajaran</b>	<b>Deskripsi kegiatan</b>	<b>Alokasi Waktu</b>
<b>Pendahuluan</b>	<ol style="list-style-type: none"><li>1. Guru memberikan salam dan menanyai kabar siswa.</li><li>2. Guru memeriksa kehadiran siswa</li><li>3. Guru menyiapkan kelas sebelum pembelajaran di mulai</li><li>4. Guru menjelaskan tentang tujuan serta kompetensi yang akan dicapai dengan cakupan materi serta kegiatan yang akan dilaksanakan.</li></ol>	<b>10 Menit</b>
<b>Inti</b>	<ol style="list-style-type: none"><li>1. Guru memberikan tes awal (pre-test) kepada siswa</li></ol>	<b>70 Menit</b>

	<p>yaitu menjelaskan gambar satu objek dari budaya papua, contohnya burung cendrasih, rumah adat atau alat musik.</p> <ol style="list-style-type: none"> <li>Setelah memberi pre-test guru menanyakan seputaran materi naratif teks kepada siswa</li> <li>Guru mengevaluasi bersama siswa soal (pretest) yang sudah di bagikan.</li> </ol>		
<b>Penutup</b>	<ol style="list-style-type: none"> <li>Guru dan siswa mengevaluasi kegiatan pembelajaran yang telah dilalui.</li> <li>Guru selalu memotivasi siswa agar berani, aktif, serta santun saat berbahasa inggris dalam setiap pertemuan.</li> <li>Guru menyampaikan kegiatan pembelajaran berikutnya serta meminta salah satu siswa untuk memimpin doa sebelum pulang.</li> </ol>	<b>10 Menit</b>	

<b>Pertemuan Kedua</b>		
<b>Langkah-langkah pembelajaran</b>	<b>Deskripsi Kegiatan</b>	<b>Alokasi Waktu</b>
<b>Pendahuluan</b>	<ol style="list-style-type: none"> <li>Guru memberikan salam dan menyayai</li> </ol>	<b>10 Menit</b>

	<p>kabar siswa.</p> <ol style="list-style-type: none"> <li>2. Guru memeriksa kehadiran siswa</li> <li>3. Guru menyiapkan kelas sebelum pembelajaran di mulai</li> <li>4. Guru menjelaskan tentang tujuan serta kompetensi yang akan dicapai dengan cakupan materi serta kegiatan yang akan dilaksanakan</li> </ol>		
<b>Inti</b>	<p><b>A. Pendahuluan</b></p> <ol style="list-style-type: none"> <li>1. Guru menjelaskan materi naratif teks dengan metode show and tell dan membagi siswa dua kelompok yang mendapat satu cerita rakyat Papua.</li> </ol> <p><b>B. Penerapan metode show and tell</b> Guru memperkenalkan show and tell dan langkah-langkah menggunakan metode tersebut.</p> <ol style="list-style-type: none"> <li>1. Guru membimbing siswa dari masing-masing kelompok setelahnya dan siswa menerjemahkan cerita versi mereka, guru mempersilakan bertanya jika siswa masih bingung.</li> <li>2. Dan mempraktek show and tell dengan cerita rakyat Papua</li> </ol>	<b>70 Menit</b>	

	<b>yang mereka dapat</b>	
<b>Penutup</b>	<ol style="list-style-type: none"> <li>1. Guru dan siswa mengevaluasi kegiatan pembelajaran yang telah dilalui</li> <li>2. Guru menyampaikan kegiatan pembelajan berikutnya</li> <li>3. Guru menyampaikan kegiatan pembelajaran berikutnya serta meminta salah satu siswa untuk memimpin doa sebelum pulang.</li> </ol>	<b>10 Menit</b>

<b>Pertemuan Ketiga</b>		
<b>Langkah-langkah pembelajaran</b>	<b>Deskripsi Kegiatan</b>	<b>Alokasi Waktu</b>
<b>Pendahuluan</b>	<ol style="list-style-type: none"> <li>1. Memberikan salam dan menanyai kabar siswa.</li> <li>2. Guru memeriksa kehadiran siswa</li> <li>3. Guru menyiapkan kelas sebelum pembelajaran di mulai</li> <li>4. Guru menjelaskan tentang tujuan serta kompetensi yang akan dicapai dengan cakupan materi serta kegiatan yang akan dilaksanakan</li> </ol>	<b>10 Menit</b>
<b>Inti</b>	<p>A. Pendahuluan Guru menjelaskan materi naratif teks dengan metode show and tell dan membagi siswa dua kelompok yang mendapat satu cerita rakyat Papua.</p>	<b>70 Menit</b>

	<p><b>B. Penerapan metode show and tell</b> Guru memperkenalkan show and tell dan langkah-langkah menggunakan metode tersebut.</p> <ol style="list-style-type: none"> <li><b>1. Guru membimbing siswa dari masing-masing kelompok setelahnya siswa menjerahkan cerita versi mereka. Mempersilakan bertanya jika masih masih bingung.</b></li> <li><b>2. Siswa masing –masing kelompok mempraktek show and tell dengan cerita rakyat Papua yang mereka dapat</b></li> </ol>	
<b>Penutup</b>	<ol style="list-style-type: none"> <li><b>1. Guru dan siswa mengevaluasi kegiatan pembelajaran yang telah dilalui</b></li> <li><b>2. Guru menyampaikan kegiatan pembelajan berikutnya</b></li> <li><b>3. Guru menyampaikan kegiatan pembelajaran berikutnya serta meminta salah satu siswa untuk memimpin doa sebelum pulang.</b></li> </ol>	<b>10 Menit</b>

<b>Pertemuan Keempat</b>		
<b>Langkah-langkah pembelajaran</b>	<b>Deskripsi Kegiatan</b>	<b>Alokasi Waktu</b>
<b>Pendahuluan</b>	<ol style="list-style-type: none"> <li>1. Guru memberikan salam dan menanyai kabar siswa.</li> <li>2. Guru memeriksa kehadiran siswa</li> <li>3. Guru menyiapkan kelas sebelum pembelajaran di mulai</li> <li>4. Guru menjelaskan tentang tujuan serta kompetensi yang akan dicapai dengan cakupan materi serta kegiatan yang akan dilaksanakan</li> </ol>	<b>10 Menit</b>
<b>Inti</b>	<ol style="list-style-type: none"> <li>A. Pendahuluan Guru menjelaskan materi naratif teks dengan metode show and tell dan membagi siswa dua kelompok yang mendapat satu cerita rakyat Papua.</li> <li>B. Penerapan metode show and tell Guru memperkenalkan show and tell dan langkah-langkah menggunakan metode tersebut. <ol style="list-style-type: none"> <li>1 Guru membimbing siswa dari masing-masing kelompok setelahnya siswa menerjemahkan cerita</li> </ol> </li> </ol>	<b>70 Menit</b>

	<p>versi mereka. mempersilakan bertanya jika masih masih bingung.</p> <p>2 Siswa dari masing-masing kelompok mempraktek show and tell dengan cerita rakyat Papua yang mereka dapat</p>	
<b>Penutup</b>	<p>1. Guru dan siswa mengevaluasi kegiatan pembelajaran yang telah dilalui</p> <p>2. Guru menyampaikan kegiatan pembelajan berikutnya</p> <p>3. Guru menyampaikan kegiatan pembelajaran berikutnya serta meminta salah satu siswa untuk memimpin doa sebelum pulang.</p>	<b>10 Menit</b>

<b>Pertemuan Kelima</b>		
<b>Langkah-langkah pembelajaran</b>	<b>Deskripsi Kegiatan</b>	<b>Alokasi Waktu</b>
<b>Pendahuluan</b>	<p>1. Guru memberikan salam dan menanyai kabar siswa.</p> <p>2. Guru memeriksa kehadiran siswa</p> <p>3. Guru menyiapkan kelas sebelum pembelajaran di mulai</p> <p>4. Guru menjelaskan tentang tujuan serta</p>	<b>10 Menit</b>

	kompetensi yang akan dicapai dengan cakupan materi serta kegiatan yang akan dilaksanakan	
<b>Inti</b>	<p><b>A. Pendahuluan Guru menjelaskan materi naratif teks dengan metode show and tell dan membagi siswa dua kelompok yang mendapat satu cerita rakyat Papua</b></p> <p><b>B. Penerapan metode show and tell Guru memperkenalkan show and tell dan langkah-langkah menggunakan metode tersebut.</b></p> <p><b>1. Guru membimbing siswa dari masing-masing kelompok setelahnya siswa menejermahkan cerita versi mereka. mempersilakan bertanya jika masih masih bingung.</b></p> <p><b>2. Siswa dari masing masing kelompok mempraktek show and tell dengan cerita rakyat Papua yang mereka dapat</b></p>	<b>70 Menit</b>
<b>Penutup</b>	<p><b>1. Guru dan siswa mengevaluasi kegiatan pembelajaran yang telah dilalui</b></p> <p><b>2. Guru menyampaikan</b></p>	<b>10 Menit</b>

	<p>kegiatan pembelajaran berikutnya</p> <p>3. Guru menyampaikan kegiatan pembelajaran berikutnya serta meminta salah satu siswa untuk memimpin doa sebelum pulang.</p>	
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<b>Pertemuan Keenam</b>		
<b>Langkah langkah pembelajaran</b>	<b>Deskripsi kegiatan</b>	<b>Alokasi Waktu</b>
<b>Pendahuluan</b>	<ol style="list-style-type: none"> <li>1. Guru memberikan salam dan menanyai kabar siswa.</li> <li>2. Guru memeriksa kehadiran siswa</li> <li>3. Guru menyiapkan kelas sebelum pembelajaran di mulai</li> <li>4. Guru menjelaskan tentang tujuan serta kompetensi yang akan dicapai dengan cakupan materi serta kegiatan yang akan dilaksanakan.</li> </ol>	<b>10 Menit</b>
<b>Inti</b>	<ol style="list-style-type: none"> <li>1. Guru memberikan tes akhir (post-test) kepada siswa</li> <li>2. Setelah memberi post-test guru seputar tes speaking. Tentang gambar budaya papua namun lebih dari satu objek contohnya, ada lebih dari satu burung cendrasih dalam</li> </ol>	<b>70 Menit</b>

	<p>gambar, atau orang memakai baju adat papua sambil menari dalam sebuah gambar.</p> <p>3. Guru mengevaluasi bersama siswa soal (post-test) yang sudah di bagikan.</p>	
<b>Penutup</b>	<p>1. Guru dan siswa mengevaluasi kegiatan pembelajaran yang telah dilalui.</p>	<b>10 Menit</b>

APPENDIX II  
INSTRUMENT OF SPEAKING

**INSTRUMEN PENELITIAN**

Jenis Instrumen penelitian : Kuantatif tes ketrampilan berbicara (oral test ) dan kuesioner/angket dan lembar observasi.

Judul: The influence of Papuan folklore to improve speaking and self confidence with show and tell method in SMK Modelling Sorong

Siswa : SMK Modelling Sorong

Sampel : Kelas 10 TKJ

Instruksi penggunaan metode tes gambar

Menjelaskan setiap gambar yang dilihat didepan kelas satu siswa satu lembar dengan menggunakan Bahasa Inggris

**PRE TEST**

**1**



**2**



**3**



**4**



**5**



## **INSTRUMEN PENELITIAN**

Jenis Instrumen penelitian : Kuantatif tes ketrampilan berbicara dan kuesioner/angket dan lembar observasi.

JUDUL : The influence of Papuan folklore to improve speaking and self confidence with show and tell method in SMK Modelling Sorong

Siswa : SMK Modelling Sorong

Sampel : Kelas 10 TKJ

Instruksi penggunaan metode tes gambar

Menjelaskan setiap gambar yang dilihat satu siswa satu lembar dengan Bahasa Inggris menggunakan metode show and tell dan langkah langkah yang akan dijelaskan oleh guru.

POST TEST

1



2



3



4



5



## **Bird of paradise**



Papua folkore In ancient times there lived an old woman with a dog in the Mountains Bumberi females, Fakfak, West Papua Province. One day, an old woman with her pet dog looking for food in the forest. That day, they had to walk quite a distance because food supplies around the house has begun to diminish. After walking quite a distance, they arrived at a place which is full of red fruit tree ( a kind of typical pandanus Papua ) who happened to have been fruitful . The old woman was immediately red fruit picking then given to

a starving dog. Female dog was immediately gobbled up her red fruit looks fresh again.

However, a few moments later, the dog suddenly felt something moving in her stomach. Stomach was getting bigger bitch like being pregnant. Curiously, in the not too distant future, the bitch gave birth to a tiny puppy. Seeing this miracle, the woman also intends to take in order to get a descent red fruit as experienced by the dog.

"Oh, it's magic once red fruit," she amazed." I want to try the fruit so that I could give birth to a child. "The woman was immediately red berry fruit and ate it. Once he swallowed the fruit , her stomach suddenly experienced similar things with the dog, the longer belly getting bigger. Soon the woman hurried home to home. Arriving home, she finally gave birth to a boy. The child was named Kweiya.

Ten years later , Kweiya has grown into a teenager. Kweiya working very diligently to help her mother with open forest to be used as a vegetable garden. However, because it uses only a stone ax, he was only able to cut down one tree every day. Meanwhile, his mother could only help burn the

leaves of the trees that had fallen. As a result, heavy smoke was billowing and soar into the air. Without them knowing it, it turns out the thick smoke has attracted the attention of an old man who was fishing in a river.

"Hi, from where thick smoke that ? Who is burning the forest?" Muttered the old man. By curiosity, the old man immediately find the source of the thick smoke. After a tiring journey, he arrived at the place the smoke is coming from. There, she found a handsome teenager being cut down in the hot sun "Weing weinggiha pohi ( good afternoon ), young man," called the old man." Who are you and why cutting down the forest here ? "" My name Kweiya. I want to make my mother's garden to help" responsible KweiyaThe old man understood that Kweiya was a devoted son to his parents. So he gave his iron ax to Kweiya ."Then, take the iron ax. You will be quickly cut down a tree," said the old man." Thank you sir," replied Kweiya. Kweiya also can get the job done quickly. In a short time, he was able to knock down some big trees. After that, he rushed home to tell the results of his work to his mother. His mother was very surprised at the news. "How fast can you cut down the trees, my son ? What tools do you use ? "She asked surprised. Kweiya pause. He seems to want to keep the old man who had helped it." I do not know too, Mom . Incidentally my hand was too light lifting ax can cut down a tree so quickly, "said Kweiya. Hearing the answer,

believe it Kweiya mother. Meanwhile, Kweiya requested that his mother prepare food that much. Apparently, Kweiya intends to invite the old man who ate together at once introduced him to his mother. "Mom, tomorrow please prepare a lot of food," pleaded Kweiya .The next day, the mother Kweiya cook enough food. Meanwhile, Kweiya want to make a surprise for her. When on the way back to his cabin, he wrapped the old man with a cane tree complete with leaves. Arriving home, the package is placed in front of the door. After that, he went into the house and as if feeling very thirsty.

He also asked his mother to fetch a cane to satisfy their thirst. "Mom, I'm thirsty. Bring me a cane in front of the door." pleaded Kweiya. Kweiya mother had obeyed his request. When the mother opened the package leaves of sugarcane, he was very surprised to find an old man lying in a bundle. Instantly, she screamed in terror as he ran into the hut ." Kweiya, who the old man? Why he was in that package? "Asked her mother surprised. Kweiya smiled and reassured her."I'm sorry, ma'am," said Kweiya. "I did not mean to scare her. Actually, that's an old man who has helped me cut down trees in the forest. I beg she will accept it as a life partner !"Kweiya mother was silent. After thinking a moment , he finally accepted his request. Since then, the old man lived with them. Kweiya and her mother did not feel lonely anymore.

A few years later, Kweiya mother gave birth to two boys and a girl from the marriage to the old man. Kweiya third considers his brother as the younger brother. They live in harmony and love each other. However, their fraternal relationship eventually became cracked because two younger brothers envied Kweiya. They are jealous because Kweiya always received special attention from their mothers.

One day, when their parents were into the garden , her siblings Kweiya swarmed by a mob. Though annoyed, Kweiya not bear to repay her siblings. He prefers to hide in one corner of the hut while spinning ropes of animal skin as much as possible. The spun yarn will be made wings. Meanwhile, Kweiya parents had just arrived from the garden. When knowing Kweiya was not at home, the mother then asked the brothers Kweiya.

"Where are you going brother ?" Said the mother." Do not know ma'am ," answered the second brother Kweiya simultaneously. Both Kweiya brother is apparently afraid to tell the events that led to their fight Kweiya away from home. However, their youngest brother who witnessed the incident tell their mother. How sad to hear the story of the mother when her youngest daughter. He then yelling for Kweiya to quickly return home. However, not Kweiya coming , but the sound of birds is heard.

"Eek .. ek ... ek ... ek .. !" so the bird sounds. The sound was turned voice Kweiya who have inserted yarn spun on his armpit and then jump to the top of the ridge and then fly to the top of one of the branches of trees in front of their house. Kweiya seems to have turned into a bird that is very beautiful and colorful feathers. Seeing the amazing thing, the mother also sobbed as she asked to Kweiya spun yarn. "Kweiya, my son. Is there still a spun yarn for me ? "Said the mother." The mother I paste in the umbrella mat," said Kweiya. The mother immediately took it and then insert the yarn spun on his armpit. After turning into a bird, he then pack - kepakkan wings and fly perched Kweiya following branches.

That said, the two birds are now known as the bird of paradise is seen conversing with their chirping. "Wong ... wong ... wong ... wong ...! Ko ... ko ... kok ... ! Wo - Wik" they chirp so unknown means. Since then, the male and female birds of paradise often arise in Fakfak, West Papua , with different colors. By Onin society , male birds of paradise feathers tend to be longer then the LHA language called Siangga, while the female birds of paradise called Hanggam Tombor.

Both Kweiya brother who witnessed the miraculous events can only surrender abandoned by their mother and sister. They end up blaming each other so that they are throwing ash furnace. Their faces became dark gray, gray, and there

is also a red color. Instantly it all, they were turned into a bird and then fly into the jungle to follow their mother and sister. That is why, in the jungle more Fakfak met by a variety of birds that are less interesting than the birds of paradise. Thus the story of the Origin of Birds of Paradise Fakfak , West Papua. The moral to be learned from the story above is that the nature of envy against his own brother as the two younger brothers Kweiya not merit, but it would be self-defeating.

## The origins of Raja Ampat



### The Discovery of Six Eggs

Once upon a time, there was a story about a couple in the land of Papua who were expecting a child. Even though it was not given, they both still prayed to God every day and night.

One day, the husband and wife went to the forest to find wood and use it as firewood. The two must hurry to find before the rainy season comes because the wood in the forest will be wet and cannot be burned. But unfortunately, the supply of wood they got that day was still very little to face the rainy season.

Overwhelmed by exhaustion, this husband and wife then rested for a while on the banks of a river called Sungai Waikeo. While resting, the husband's eyes were focused on a large hole on the other side of the river. The husband approached the

hole and was surprised to find six large eggs. The husband approached the hole and was surprised to find six large eggs. The husband called his wife who was no less surprised. The two then agreed to bring the eggs home. They think that these eggs may be used as food preparations to be cooked later in the day. Upon arrival at home, the eggs were kept well.

#### Six Sons of Man Were Born from Five Eggs

The next day, another surprise greeted the couple. When trying to prepare the dish, the eggs actually hatched. Instead of hatching into a fowl or other animal, but becoming a human child. Of the six eggs, four hatched into boys, one into a girl, and the other hardened into a rock. Five children appeared wrapped in shining white cloth. At that time, this is a sign that they were sent down from heaven. This husband and wife were very happy to find the children and felt that their prayers had been answered by God. They also promised God to treat and raise their children well. The four boys were named War, Betani, Dohar, and Mohamad. Meanwhile, the daughter was named Pintolee.

Of the six eggs, four hatched into boys, one into a girl, and the other hardened into a rock.

As time passed, the five children grew up. War, Betani, Dohar, Mohamad, and Pintolee are known as hard working and devoted children. The older they get, the more active they are in helping their parents so they don't have to work hard. The

agricultural land they worked on became prosperous and expanded to four large islands around Teluk Kabui. Therefore, not only the two parents, the village community and the surrounding area also admire the goodness of these children.

The departure of the female sister

Whatever responsibility parents give to children is always carried out well. Obedience to parents and being useful for the environment makes the father and mother of the five children very proud. Such great love for his five children made the father want to leave a legacy before death took him. Then, the father began to prepare a big plan for War, Betani, Dohar, Mohamad, and Pintolee.

In the middle of their happiness, something happened that made a family disappointed. Pintolee fell in love with a young man who was not liked by his family. Although the young man of her choice was not approved, Pintolee still insisted on continuing the relationship. Choosing to hold fast to his life choices, Pintolee reluctantly had to give up the gift his father had prepared. Pintolee finally left his brothers and parents. Pintolee sailed aboard a large conch shell that washed ashore to bring her and her chosen youth to Numfor Island.

A Gift from the Father

Although the news about Pintolee has spread to all corners of the island, the villagers and surrounding communities still feel sympathy for the father and mother. Of

course, this is because War, Betani, Dohar, and Mohamad loyally guard the good name of the family by obeying the advice of their parents.

Year by year, the father is getting older. The day that the father has been waiting for for his four sons has arrived. The father called his four sons to share the inheritance. Apparently, each child was given an island. War was given Waigeo Island, Betani was given Salawati Island, Dohar was given Lilinta Island, and Mohamad got Waiga Island. The father instructed them to always take good care of the islands and all their contents.

War was given Waigeo Island, Betani was given Salawati Island, Dohar was given Lilinta Island, and Mohamad got Waiga Island.

#### Four Kings Rule Four Islands

The four children then went and settled on each of the islands entrusted by the father. As each day goes by, War, Betani, Dohar, and Mohamad are increasingly recognized as diligent and wise figures. Until the father finally died, the four were able to keep their promise. Not only the advice of the parents, they also take care of their heritage. Each of the children was powerful, even became the king of their respective islands. The islands flourished and prospered. The surrounding residents also live happily and prosperously. This is where the name Raja Ampat was born. Four kings who rule over a group of fertile and prosperous islands.

Four kings ruled over a fertile and prosperous island group.

## Special Egg

Meanwhile, an egg that turned into stone, until today is still treated and cared for by local residents. The stone is also treated by the surrounding community like a king. Residents provide a place to reside, complete with guardian deities in the form of two upright stones or *menhirs* named Man Moro and Man Metem on the right and left sides of the entrance. The stone that is still kept at the Kali Raja Site was named Batu Telur Raja. To maintain its purity, this stone called Kapatnai can only be seen once a year during the ceremony of replacing the mosquito net and bathing that can only be done by the royal family.

The stone that is still kept at the Kali Raja Site was named Batu Telur Raja.

## Moral Message of the Story of the Four Kings

From the story of the Four Kings, we can learn to be dutiful, diligent, and respectful children. Not only that, we can also see the importance of loyalty in keeping the trust of others, as shown by the four children in this story. The fruits of obedience and patience are not instant. But if it is carried out diligently, it is not only us who feel the benefits but other people, the surrounding environment, and even the wider community

## Kuesioner

Kuesioner tanggapan siswa terhadap pengaruh cerita Rakyat Papua untuk meningkatkan ketrampilan berbicara dan kepercayaan diri dengan metode show and tell di SMK Modelling Sorong.

Jenis kelamin	umur	Keperluan
( ) Laki-laki	15-19	Untuk tugas akhir
( ) Perempuan	15-19	

Berilah tanda silang ( x ) yang sesuai dengan tanggapan Anda mengenai pengaruh cerita rakyat papua untuk meningkatkan keterampilan berbicara dan kepercayaan diri dengan metode show and tell method di SMK Modelling Sorong.

1 sangat tidak setuju.    2 Tidak setuju.    3 Netral.    4 Setuju.    5 sangat setuju.

No	Pertanyaan	Penilaian				
		1	2	3	4	5
A	<b>Berbicara bahasa Inggris dengan cerita rakyat Papua</b>					
1	Dengan cerita rakyat papua saya mudah berbicara Bahasa Inggris					
2	Saya mempelajari kosakata baru dari cerita rakyat papua					
3	Saya merasa semangat dengan cerita rakyat papua					
4	Metode show and tell membantu saya dalam menyusun kata saat berbicara					

5	Cerita rakyat Papua membuat saya lebih mengenal budaya local					
	<b>Kepercayaan diri, show and tell method</b>					
1	Saya merasa percaya diri berbicara dengan teman sekelompok saya					
2	Saya merasa lebih percaya diri didepan kelas setelah belajar dengan metode show and tell					
3	Saya tidak malu dan takut setelah belajar bahasa inggris dengan teman saya didepan kelas.					
4	Saya semakin percaya diri karena kosakata meningkatkan dengan metode show and tell					
5	Kegiatan show and tell membuat saya lebih berani berbicara di depan kelas					
	<b>TOTAL</b>					

## Lembar Observasi Tes Speaking

Nama Siswa : \_\_\_\_\_

Kelas : \_\_\_\_\_

Tanggal : \_\_\_\_\_

Pengamat : \_\_\_\_\_

Tema Speaking: \_\_\_\_\_

No	Aspek yang Diamati	Indikator	Skor (1-5)	Catatan Observer
1	Fluency (Kelancaran)	Lancar berbicara, minim jeda “eee/umm”, tidak banyak pengulangan kata		
2	Accuracy (Ketepatan)	Tata bahasa benar, struktur		

	Bahasa)	kalimat sesuai, pilihan kata tepat		
3	Pronunciation & Intonation	Pengucapan jelas, intonasi tepat, mudah dipahami		
4	Vocabulary (Kosakata)	Variasi kosa kata, sesuai konteks, tidak berulang berlebihan		
5	Cohesion & Coherence	Ide tersusun sistematis, transisi antar kalimat lancar		
6	Confidence (Percaya Diri)	Suara jelas, kontak mata, ekspresi wajar,		

		tidak ragu		
7	Task Achievement (Relevansi)	Menjawab sesuai instruksi/topik, ide fokus		
8	Non-verbal Support	Bahasa tubuh/gesture mendukung, tidak menggangu		

Skor: 1 = sangat kurang, 2 = kurang, 3 = cukup, 4 = baik, 5 = sangat baik

## Speaking Scoring Rubric from Brown and Harris

Scores	Fluency	Pronunciation	Grammar	Comprehension
1	(No Specific fluency description. Refer to other to four language areas for implied level of fluency).	Errors in pronunciation are frequent, but can be understood by a native speaker. used to dealing with for engineers attempting to speak his language.	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Within the scope of his very limited language experience, can understand simple question and statements if delivered with slowed speech, repetition, or paraphrase.
2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	Accent is intelligible though often faulty.	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of grammar.	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
3	Can discuss particular interests of competence with reasonable ease. Rarely has to grop for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	Comprehension is quite complete at a normal rate of speech.
4	Able to use language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Errors in pronunciation are quite rare.	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand any conversation within the range of his experience.
5	Has complete fluency in the language such that his speech is fully accepted by	Equivalent to and fully accepted by educated native speakers.	Equivalent to that of an educated native speaker.	Equivalent to that of an educated native speaker.



### APENDIX III

#### RESULT OF PRE TEST DAN POST TEST

pre test

Lembar Observasi Tes Speaking

Nama Siswa : DN

Kelas : α Tkj

Tanggal : 25/10/2025

Pengamat : Jared Monisan

Tema Speaking: explain picture / oral test

No	Aspek yang Diamati	Indikator	Skor (1-5)	Catatan Observer
1	Fluency (Kelancaran)	Lancar berbicara, minim jeda "eee/umm", tidak banyak pengulangan kata	1	
2	Accuracy (Ketepatan Bahasa)	Tata bahasa benar, struktur kalimat sesuai, pilihan kata	3	

		tepat		
3	Pronunciation & Intonation	Pengucapan jelas, intonasi tepat, mudah dipahami	4	
4	Vocabulary (Kosakata)	Variasi kosa kata, sesuai konteks, tidak berulang berlebihan	5	
5	Cohesion & Coherence	Ide tersusun sistematis, transisi antar kalimat lancar	3	
6	Confidence (Percaya Diri)	Suara jelas, kontak mata, ekspresi wajar, tidak ragu	4	
7	Task Achievement (Relevansi)	Menjawab sesuai instruksi/topik, ide fokus	4	

8	Non-verbal Support	Bahasa tubuh/gesture mendukung, tidak mengganggu	4	
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Skor: 1 = sangat kurang, 2 = kurang, 3 = cukup, 4 = baik, 5 = sangat baik  $31 \times 20 : 100$

6 20 5 62

Post test

Lembar Observasi Tes Speaking

Nama Siswa : DN

Kelas : X TEJ

Tanggal : 25/10/2025

Pengamat : Juel Manzan

Tema Speaking: explain picture / oral test

No	Aspek yang Diamati	Indikator	Skor (1-5)	Catatan Observer
1	Fluency (Kelancaran)	Lancar berbicara, minim jeda “eee/umm”, tidak banyak pengulangan kata	5	
2	Accuracy (Ketepatan Bahasa)	Tata bahasa benar, struktur kalimat sesuai, pilihan kata	5	

		tepat		
3	Pronunciation & Intonation	Pengucapan jelas, intonasi tepat, mudah dipahami	5	
4	Vocabulary (Kosakata)	Variasi kosa kata, sesuai konteks, tidak berulang berlebihan	5	
5	Cohesion & Coherence	Ide tersusun sistematis, transisi antar kalimat lancar	5	
6	Confidence (Percaya Diri)	Suara jelas, kontak mata, ekspresi wajar, tidak ragu	5	
7	Task Achievement (Relevansi)	Menjawab sesuai instruksi/topik, ide fokus	5	

8	Non-verbal Support	Bahasa tubuh/gesture mendukung, tidak mengganggu	J	
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Skor: 1 = sangat kurang, 2 = kurang, 3 = cukup, 4 = baik, 5 = sangat baik

90 x 20 = 1800  
BB

pre test

Lembar Observasi Tes Speaking

Nama Siswa : EL

Kelas : X TKJ

Tanggal : 25/10/2020

Pengamat : Juel Marica

Tema Speaking: explain picture oral k:

No	Aspek yang Diamati	Indikator	Skor (1-5)	Catatan Observer
1	Fluency (Kelancaran)	Lancar berbicara, minim jeda "eee/umm", tidak banyak pengulangan kata	4	
2	Accuracy (Ketepatan Bahasa)	Tata bahasa benar, struktur kalimat sesuai, pilihan kata	5	

		tepat		
3	Pronunciation & Intonation	Pengucapan jelas, intonasi tepat, mudah dipahami	5	
4	Vocabulary (Kosakata)	Variasi kosa kata, sesuai konteks, tidak berulang berlebihan	5	
5	Cohesion & Coherence	Ide tersusun sistematis, transisi antar kalimat lancar	3	
6	Confidence (Percaya Diri)	Suara jelas, kontak mata, ekspresi wajar, tidak ragu	3	
7	Task Achievement (Relevansi)	Menjawab sesuai instruksi/topik, ide fokus	3	

8	Non-verbal Support	Bahasa tubuh/gesture mendukung, tidak mengganggu	A	
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Skor: 1 = sangat kurang, 2 = kurang, 3 = cukup, 4 = baik, 5 = sangat baik

2      9      9      15      30 x 20 : 100  
60

post test

Lembar Observasi Tes Speaking

Nama Siswa : EL

Kelas : X TKJ

Tanggal : 25/10/2023

Pengamat : Juel Moism

Tema Speaking: explain pitero / oral test

No	Aspek yang Diamati	Indikator	Skor (1-5)	Catatan Observer
1	Fluency (Kelancaran)	Lancar berbicara, minim jeda "eee/umm", tidak banyak pengulangan kata	5	
2	Accuracy (Ketepatan Bahasa)	Tata bahasa benar, struktur kalimat sesuai, pilihan kata	5	

		tepat		
3	Pronunciation & Intonation	Pengucapan jelas, intonasi tepat, mudah dipahami	5	
4	Vocabulary (Kosakata)	Variasi kosa kata, sesuai konteks, tidak berulang berlebihan	5	
5	Cohesion & Coherence	Ide tersusun sistematis, transisi antar kalimat lancar	5	
6	Confidence (Percaya Diri)	Suara jelas, kontak mata, ekspresi wajar, tidak ragu	4	
7	Task Achievement (Relevansi)	Menjawab sesuai instruksi/topik, ide fokus	5	

8	Non-verbal Support	Bahasa tubuh/gesture mendukung, tidak mengganggu	5	
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Skor: 1 = sangat kurang, 2 = kurang, 3 = cukup, 4 = baik, 5 = sangat baik

6 30

38 x 20 = 760

76.

pre-test

Lembar Observasi Tes Speaking

Nama Siswa : AD

Kelas : X Tles

Tanggal : 25/10/2025

Pengamat : Jaret Maisan

Tema Speaking: explain picture. oral test

No	Aspek yang Diamati	Indikator	Skor (1-5)	Catatan Observer
1	Fluency (Kelancaran)	Lancar berbicara, minim jeda "eee/umm", tidak banyak pengulangan kata	4.	
2	Accuracy (Ketepatan Bahasa)	Tata bahasa benar, struktur kalimat sesuai, pilihan kata	3	

		tepat		
3	Pronunciation & Intonation	Pengucapan jelas, intonasi tepat, mudah dipahami	4	
4	Vocabulary (Kosakata)	Variasi kosa kata, sesuai konteks, tidak berulang berlebihan	5	
5	Cohesion & Coherence	Ide tersusun sistematis, transisi antar kalimat lancar	3	
6	Confidence (Percaya Diri)	Suara jelas, kontak mata, ekspresi wajar, tidak ragu	4	
7	Task Achievement (Relevansi)	Menjawab sesuai instruksi/topik, ide fokus	4	

8	Non-verbal Support	Bahasa tubuh/gesture mendukung, tidak mengganggu	2	
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Skor: 1 = sangat kurang, 2 = kurang, 3 = cukup, 4 = baik, 5 = sangat baik

2 9 16

27 x 20 : 100

54

		tepat		
3	Pronunciation & Intonation	Pengucapan jelas, intonasi tepat, mudah dipahami	4	
4	Vocabulary (Kosakata)	Variasi kosa kata, sesuai konteks, tidak berulang berlebihan	5	
5	Cohesion & Coherence	Ide tersusun sistematis, transisi antar kalimat lancar	5	
6	Confidence (Percaya Diri)	Suara jelas, kontak mata, ekspresi wajar, tidak ragu	5	
7	Task Achievement (Relevansi)	Menjawab sesuai instruksi/topik, ide fokus	5	

8	Non-verbal Support	Bahasa tubuh/gesture mendukung, tidak mengganggu	5	
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Skor: 1 = sangat kurang, 2 = kurang, 3 = cukup, 4 = baik, 5 = sangat baik

17 25

37 X 100 : 20 = 185 (10)

74.

**Kuesioner**

Kuesioner tanggapan siswa terhadap pengaruh cerita Rakyat Papua untuk meningkatkan ketrampilan berbicara dan kepercayaan diri dengan metode show and tell di SMK Modelling Sorong.

Jenis kelamin          umur          Keperluan  
 Laki-laki          15-19          Untuk tugas akhir  
 Perempuan          15-19

Berilah tanda silang ( x ) yang sesuai dengan tanggapan Anda mengenai pengaruh cerita rakyat papua untuk meningkatkan keterampilan berbicara dan kepercayaan diri dengan metode show and tell method di SMK Modelling Sorong.

1 sangat tidak setuju.    2 Tidak setuju.    3 Netral.    4 Setuju.    5 sangat setuju.

No	Pertanyaan	Penilaian				
		1	2	3	4	5
A	<b>Berbicara bahasa Inggris dengan cerita rakyat Papua</b>			✓		
1	Dengan cerita rakyat papua saya mudah berbicara Bahasa Inggris				✓	
2	Saya mempelajari kosakata baru dari cerita rakyat papua				✓	
3	Saya merasa semangat dengan cerita rakyat papua					✓
4	Metode show and tell membantu saya dalam menyusun kata saat berbicara					✓
5	Cerita rakyat Papua membuat saya lebih mengenal budaya local					✓
	<b>Kepercayaan diri, show and tell method</b>					✓
1	Saya merasa percaya diri berbicara dengan teman sekelompok saya					✓
2	Saya merasa lebih percaya diri didepan kelas setelah belajar dengan metode show and tell					✓
3	Saya tidak malu dan takut setelah belajar bahasa					✓

	inggris dengan teman saya didepan kelas.					✓
4	Saya semakin percaya diri karena kosakata meningkatkan dengan metode show and tell					✓
5	Kegiatan show and tell membuat saya lebih berani berbicara di depan kelas					✓
						✓
	<b>TOTAL</b>				2	10

**Kuesioner**

Kuesioner tanggapan siswa terhadap pengaruh cerita Rakyat Papua untuk meningkatkan keterampilan berbicara dan kepercayaan diri dengan metode show and tell di SMK Modelling Sorong.

Jenis kelamin	umur	Keperluan
<input checked="" type="checkbox"/> Laki-laki	15-19	Untuk tugas akhir
<input type="checkbox"/> Perempuan	15-19	

Berilah tanda silang ( x ) yang sesuai dengan tanggapan Anda mengenai pengaruh cerita rakyat papua untuk meningkatkan keterampilan berbicara dan kepercayaan diri dengan metode show and tell method di SMK Modelling Sorong.

1 sangat tidak setuju. 2 Tidak setuju. 3 Netral. 4 Setuju. 5 sangat setuju.

No	Pertanyaan	Penilaian				
		1	2	3	4	5
<b>A</b>	<b>Berbicara bahasa Inggris dengan cerita rakyat Papua</b>					✓
1	Dengan cerita rakyat papua saya mudah berbicara Bahasa Inggris					✓
2	Saya mempelajari kosakata baru dari cerita rakyat papua					✓
3	Saya merasa semangat dengan cerita rakyat papua					✓
4	Metode show and tell membantu saya dalam menyusun kata saat berbicara					✓
5	Cerita rakyat Papua membuat saya lebih mengenal budaya local					✓
	<b>Kepercayaan diri, show and tell method</b>					✓
1	Saya merasa percaya diri berbicara dengan teman sekelompok saya					✓
2	Saya merasa lebih percaya diri didepan kelas setelah belajar dengan metode show and tell					✓
3	Saya tidak malu dan takut setelah belajar bahasa					✓

	inggris dengan teman saya didepan kelas.						✓
4	Saya semakin percaya diri karena kosakata meningkatkan dengan metode show and tell						✓
5	Kegiatan show and tell membuat saya lebih berani berbicara di depan kelas						✓
	<b>TOTAL</b>						10

### Kuesioner

Kuesioner tanggapan siswa terhadap pengaruh cerita Rakyat Papua untuk meningkatkan ketrampilan berbicara dan kepercayaan diri dengan metode show and tell di SMK Modelling Sorong.

Jenis kelamin          umur          Keperluan  
(x) Laki-laki          15-19          Untuk tugas akhir  
( ) Perempuan          15-19

Berilah tanda silang ( x ) yang sesuai dengan tanggapan Anda mengenai pengaruh cerita rakyat papua untuk meningkatkan keterampilan berbicara dan kepercayaan diri dengan metode show and tell method di SMK Modelling Sorong.

1 sangat tidak setuju.    2 Tidak setuju.    3 Netral.    4 Setuju.    5 sangat setuju.

No	Pertanyaan	Penilaian				
		1	2	3	4	5
<b>A</b>	<b>Berbicara bahasa Inggris dengan cerita rakyat Papua</b>			x		
1	Dengan cerita rakyat papua saya mudah berbicara Bahasa Inggris				x	
2	Saya mempelajari kosakata baru dari cerita rakyat papua			x		
3	Saya merasa semangat dengan cerita rakyat papua			x		
4	Metode show and tell membantu saya dalam menyusun kata saat berbicara					x
5	Cerita rakyat Papua membuat saya lebih mengenal budaya local					x
	<b>Kepercayaan diri, show and tell method</b>			x		
1	Saya merasa percaya diri berbicara dengan teman sekelompok saya			x		
2	Saya merasa lebih percaya diri didepan kelas setelah belajar dengan metode show and tell				x	
3	Saya tidak malu dan takut setelah belajar bahasa				x	

	inggris dengan teman saya didepan kelas.					
4	Saya semakin percaya diri karena kosakata meningkatkan dengan metode show and tell			x		
5	Kegiatan show and tell membuat saya lebih berani berbicara di depan kelas				x	
	<b>TOTAL</b>			2	6	8

APIINDEX IV

Pre Test



Treamet



Post test



Explaining show and tell material with Papua folklore media

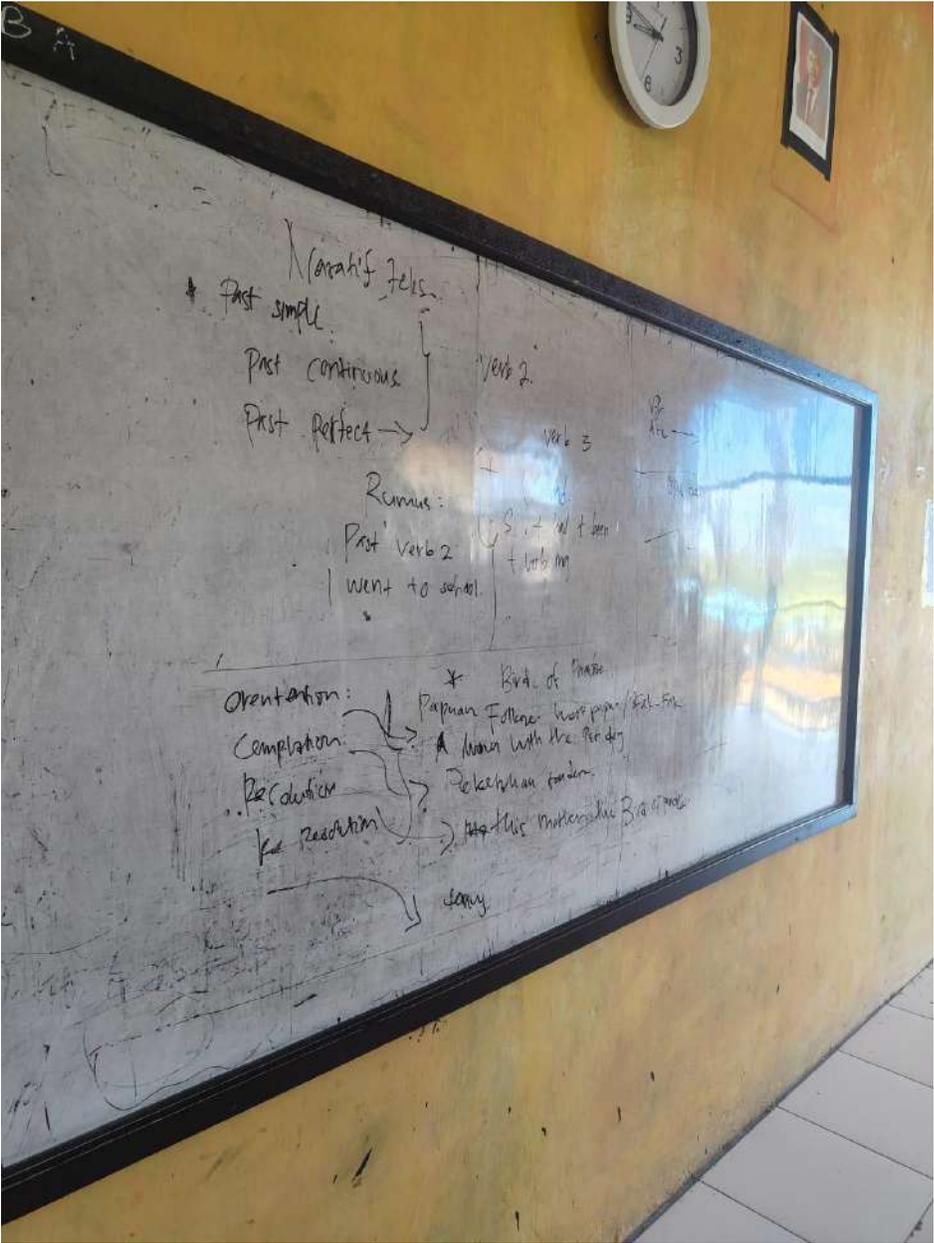


Group division

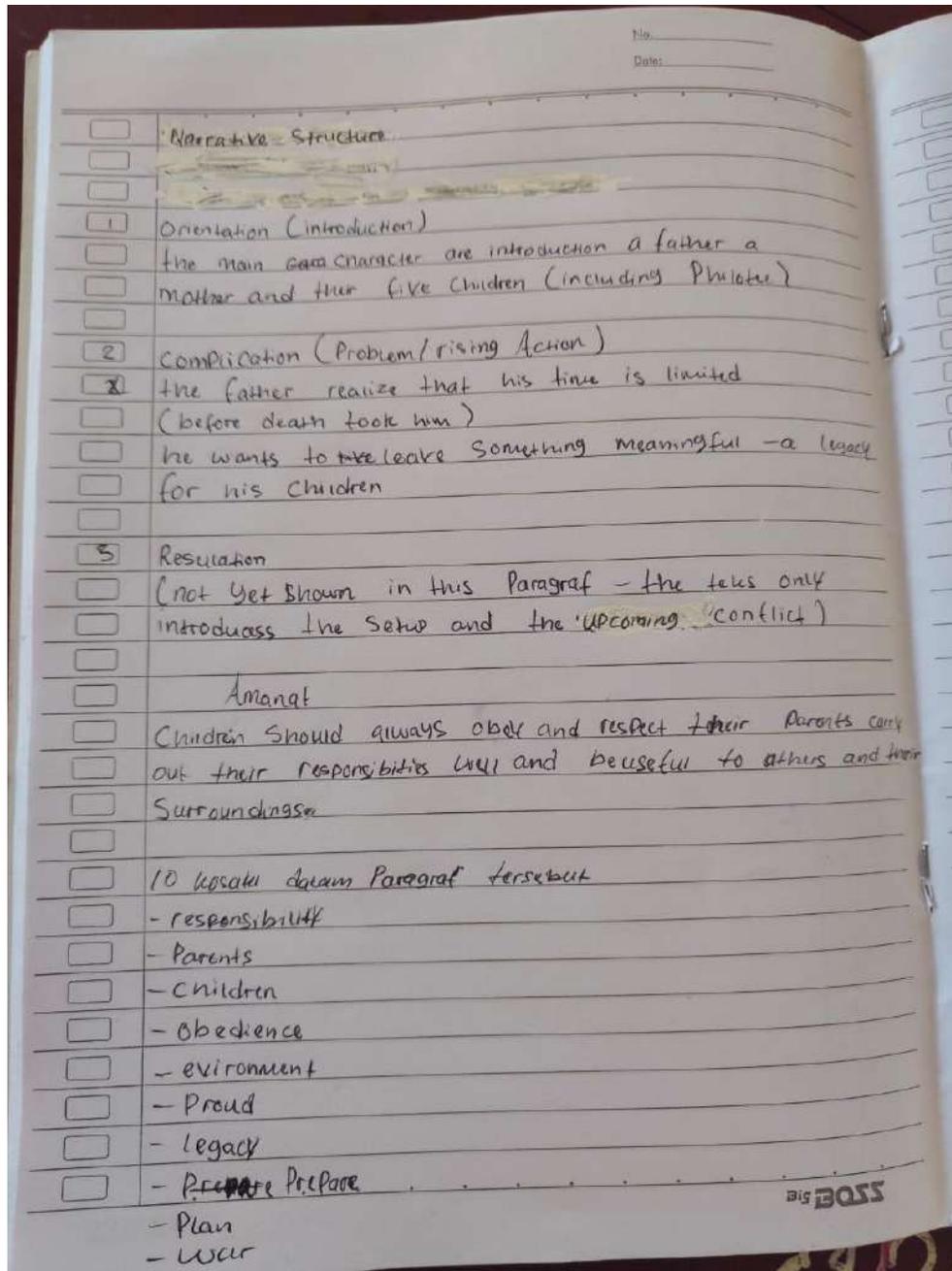


Narrative materials Texts

T



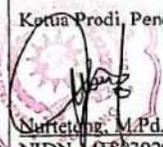
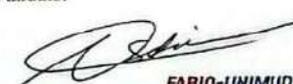
Assignment on narrative text material



Complete the questionnaire and continue with the unfinished exercises.



LETTERS

 <b>UNIMUDA</b> SORONG		<b>PENDIDIKAN BAHASA INGGRIS</b> FAKULTAS PENDIDIKAN BAHASA, SOSIAL, DAN OLARAGA UNIVERSITAS PENDIDIKAN MUHAMMADIYAH (UNIMUDA) SORONG Office: Jl. KH. Ahmad Dahlan, 01 Mariyat Pantal, Almas, Kabupaten Sorong, Papua Barat Daya	
<b>SURAT KETERANGAN VALIDASI</b>			
Yang bertanda tangan di bawah ini :			
Nama	:	Agus Setiawan, M.Pd.	
NIDN	:	1407029201	
Jabatan Fungsional	:	Lektor/HIC	
Unit Kerja	:	Dosen Program Studi Pendidikan Bahasa Inggris FABIO Unimuda Sorong	
Menyatakan dengan sesungguhnya telah melakukan validasi Intrument/produk mahasiswa :			
Nama	:	Janet Marlon Yoseph Marisan	
NIM	:	148820321005	
Berupa :			
<input type="checkbox"/> Media Pembelajaran			
<input type="checkbox"/> Modul atau bahan ajar			
<input type="checkbox"/> Model Pembelajaran			
<input checked="" type="checkbox"/> Instrument Penelitian			
<input type="checkbox"/> Lain-lain : .....			
Dengan judul :			
<i>The influence of papuan Folklore to improve speaking and self <del>conf</del> confidence with show and tell method in SMK Modelink sorong</i>			
Keputusan hasil validasi adalah : Sangat Baik/ <u>Cukup Baik*</u>			
Demikianlah keterangan validitas ini dibuat sesuai dengan kaidah akademik dan keilmuan serta dapat dipertanggungjawabkan. Selanjutnya agar dapat dipergunakan sebagaimana mestinya.			
Mengetahui, Ketua Prodi, Pend. Bahasa Inggris		Sorong, 25-09-2025 Validator	
 Nurtefong, M.Pd. NIDN. 1418039201		 Agus Setiawan, M.Pd. NIDN. 1407029201	
<a href="https://pbing.unimudasorong.ac.id">https://pbing.unimudasorong.ac.id</a>			
PROGRAM STUDI:			
Pendidikan Bahasa Inggris, Pendidikan Bahasa Indonesia, Pendidikan Pancasila dan Kewarganegaraan, PGSD, Pendidikan Jasmani, dan PG PAUD			

LETTERS



**YAYASAN AL MUBAROKAH**  
**SMK MODELLINK KABUPATEN SORONG**  
**SMK PUSAT KEUNGGULAN**



Konsentrasi Keahlian: 1. Teknik Komputer Jaringan 2. Teknik Kendaraan Ringan 3. Akuntansi 4. Teknik Alat Berat  
Alamat: Jl. Katapop Km 34 SP 3 Distrik Mayamuk Kab. Sorong, Provinsi Papua Barat Daya, CP: 0813 4409 8653  
Website: <http://www.amkmodellink.sorong.sch.id>, E-mail: [smk.modelling.srg@gmail.com](mailto:smk.modelling.srg@gmail.com)  
NPSN: 60403365 NSS: 3423202 02 031

Nomor : 163/ SMK.M-PK/ X/2025  
Lampiran : -  
Perihal : Balasan Permohonan Izin Penelitian

Kepada  
Yth. Bapak Dekan Fakultas Pendidikan Bahasa, Sosial, dan Olahraga  
UNIMUDA Sorong  
Di - Tempat

Assalamu'alaikum .Wr.Wb  
Salam sejahtera.

Menanggapi surat permohonan izin penelitian dengan Nomor: 284/I.3.AU/SPm/FABIO/B/2025 tertanggal Sorong, 01 Oktober 2025, perihal permohonan izin penelitian, maka dengan ini kami berikan balasan sebagai berikut:

1. Pada prinsipnya, kami tidak keberatan dan mengizinkan mahasiswa yang bersangkutan:  
Nama : Janet Marlon Yosceph Marisan  
NIM : 1488201321005  
Semester : IX (Sembilan)  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : "*The influence of Papua folklore to improve speaking and self confidence with show and tell method in SMK Modelling Sorong*"
2. Pelaksanaan penelitian diizinkan selama periode yang diajukan, yaitu mulai tanggal 3 s/d 10 Oktober 2025, dan harus menyesuaikan dengan jadwal kegiatan akademik dan non-akademik sekolah.

Demikian surat balasan ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya

Kab. Sorong, 25 Oktober 2025

Mengetahui,  
Kepala Sekolah,



*[Signature]*  
D. ARBANGI, M.S.I  
NIP. 19660223 199502 1 001



**YAYASAN AL MUBAROKAH**  
**SMK MODELLINK KABUPATEN SORONG**  
**SMK PUSAT KEUNGGULAN**



Konsentrasi Keahlian: 1. Teknik Komputer Jaringan 2. Teknik Kendaraan Ringan 3. Akuntansi 4. Teknik Alat Berat  
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NPSN: 60403365 NSS: 3423202 02 031

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Lampiran :-  
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Kab. Sorong, 25 Oktober 2025

Mengetahui,  
Kepala Sekolah,



*[Signature]*  
A. ARBANGI, M.S.I  
NIP. 19660223 199502 1 001