ROLE-PLAY AND SHOW-AND-TELL
IN GRADE 5 STUDENTS' SPEAKING LEARNING

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Abstract

This research aimed to investigate (1) the effectiveness of role-play and show-and-tell, and (2) which one was more effective between role-play and show-and-tell in grade 5 students' speaking learning. It was an experimental study by randomized pretest-posttest control group design. The data were collected by a non-test of an observation. The instrument of the research was observation sheets completed by speaking rubric on Likert scale. The data were analyzed by using one-way ANOVA followed by the Scheffe test. The results of the research showed that: (1) role-play and show-and-tell were effective in grade 5 students' speaking learning indicated by $p < 0.05$ and; (2) role-play was more effective than show-and-tell indicated by $p < 0.05$.

Keywords: Speaking, Role-play, Show-and-tell

Introduction

Learning English is definitely urgent nowadays. English is important since it is a well known language and has frequently been referred to as a global language. It is the most commonly used language among foreign language speakers. Furthermore, it plays an important role in all aspects of society. It is the international language of diplomacy, banking, computing, medicine, business, science, technology, aviation and many other branches in today's society. Therefore, learning and mastering it give lots of advantages to the learner.

In Indonesia, English is taught to students at almost all levels of education. At kindergarten and primary schools, students get English language as a local content or an extracuricular. At high schools, even at university, English language is a compulsory material to be learned by the students. The result, however, is still considered quite unsatisfactory.

There are some reasons why the English teaching have not produced good outputs. One of the reason is that the purpose of language learning so far has not been to enable students to apply English in their real communication orally. It can be seen from the speaking skills of many Indonesian students at any level of education, moreover in elementary schools. Most of elementary school students still find it hard even in producing simple short expressions such as those which are used in asking and giving direction, asking for and giving information, invitation, describing something and many other short functional usages.

English, as other languages in the world, is actually for communication. It means that it is surely something to do with how someone utters words in spoken expressions. At the same time, globalization urges people to be able to interact with foreigners. So it is a must for someone living in this era to have a good speaking skill so that he or she can interact with others even foreigners more confidently. This idea therefore can come true if the learning of speaking skills begins from primary schools.

The problem found by the researcher in reality was that so many students of elementary schools in Yogyakarta, as they were in SD Budi Mulia Dua Yogyakarta, could not speak English well. Most of them were not confident enough for practicing speaking. They were not quite brave for making mistakes when they were asked to speak up even a bit in the classroom. Actually some of them were confident but not good in pronunciation and lack vocabularies.

In short, it can be said that most of students of elementary school have minimum motivation to speak English because the English materials themselves have not been taught in pleasant and

interesting ways. Therefore, there must be effective techniques to motivate elementary school students to first love English better, to be more confident and, more significantly, to be able to speak English well. It means that with these techniques, the students hopefully can speak in a better pronunciation with rich vocabulary and more fluently than before.

Thus in this study, the researcher observes based on some supported theories, pre-survey, and the researcher's experiment when teaching English in elementary schools that role-play and show-and-tell are both adequately effective techniques in the speaking skills learning of elementary school students. In other words, these techniques can attract students to speak a lot.

There are several reasons why the researcher finally chose role-play and show-and-tell as the techniques to investigate in the speaking skills learning of grade 5 students of SD Budi Mulia Dua Yogyakarta. Role-play, beside it is fun and exciting, is one of communicative techniques which developes fluency and pronunciation in language students, which promotes interaction in the classroom, and which increases student's motivation (Ladousse, 2000: 7).

Whereas show-and-tell can provide an opportunity for learners to seek and construct meaningful communication as they make sense of their world and represents their learning through spoken language. Furthermore, it provides opportunity to develop expressive language as children learn to create and construct language (Dailey, 1997: 223). In addition to that, role-play and show-and-tell factually have not ben taught in many chances in the speaking skills learning of grade 5 students of SD Budi Mulia Dua Yogyakarta.

The researcher then finally focused on investigating the effectiveness of using role-play and show-and-tell in the speaking skills learning of grade 5 students of SD Budi Mulia Dua Yogyakarta.

This study is formulated into two questions as follows: (1) Is the use of role-play and show-and-tell effective in the speaking skills learning of grade 5 students? (2) Which one is more effective, role-play or show-and-tell in the speaking skills learning of grade 5 students?

This study is therefore aimed to find out the effectiveness of using role-play and show-and-tell and which one is more effective between role-play and show-and-tell in the speaking skills learning of grade 5 students of SD Budi Mulia Dua Yogyakarta.

This study eventually is expected to be beneficial for the following parties: For Students, teachers schools, and some researchers.

There are some important theories regarding with this research described to strengthen the understanding or knowledge of topic being studied.

Brown and Yule (Nunan, 2005: 26) stated that spoken language consists of short, often fragmentary utterances, in a range of pronunciations. There is often a great deal of repetition and overlap between one speaker and another, and speakers tend to use non-specific references. Whereas Nunan (Brown, 2001: 251) claimed that speaking skills consist of monologue and dialogue speaking skills. Monologue speaking skills are speaking skills of one-way communication such as news host. Dialogue speaking skill here is a two-way communication such as interview. The monologue is divided into planned monologue and unplanned or spontaneous monologue while the dialogue is divided into interpersonal and transactional. Interpersonal dialogue is aimed to gain social relationship, while transactional dialogue is aimed to expressing a message atau factual information. Interpersonal and transactional dialogue consist of two categories, namely familiar and unfamiliar dialogue.

According to Harmer (2003: 271-276), there are six activities in the learning of speaking skills. They are acting from a script, communication games, discussion, prepared talks, questionnaires, and simulation and role-play.

In assessing language skills, Brown (2004: 142-143) has divided the assessment into two divisions, those are microskill and macroskill assessment. Microskill assessment is something to do with small parts of language such as phoneme, morpheme, words, collocation, and phrase units. Whereas macroskill assessment is something to do with bigger elements such as fluency, discourse, function, style, cohesion, nonverbal communication, and chosen strategy. Moreover, microskill and macroskill assessment of speaking have their own different objectives based on their features. While to assess speaking skills, Brown (2004: 172-173) divided into six categories, namely grammar, vocabulary, comprehension, fluency, pronunciation, and assignment.

The teaching of elementary school students is surely something to do with teaching young learners. Young learners or children I mean in this paper are those between five and twelve years of age. So in teaching them, teacher must understand deeply the characteristic of young learners generally.

When teachers know and understand well their young learners' characteristics, they at least will know what to do best regarding to the teaching of speaking in the classroom. Furthermore, in teaching English to young learners, a teacher must consider some principles (Ellis & Brewster, 2002: 40) as summarized that below.

First, children are excellent observers and have a natural ability to grasp meaning in their L1 from a variety of sources. Teachers can help them draw on this skill in the L2 by ensuring language use is contextualized and has visual support whatever possible. *Second*, children learning their L1 often repeat words and phrases to themselves in order to become completely comfortable with their sounds and meaning. Incorporating repetition, especially with variety, is important but teachers must be guided by the children's reactions to know when enough is enough! *Third*, children are skilled at guessing and predicting and teachers can usefully draw on these skills and the other thought processes outlined as part of 'learning to learn'. *Fourth,* children like to talk, even if they don't know much language, often with only two or three words plus key intonation patterns. Teachers should try to provide opportunities for meaningful communication activities whatever possible. *Fifth*, when learning their L1 children seem to be good risk-takers and experimenters. Their willingness to 'have a go' should be encouraged and should not be dampened too much by constant correction or an overly strict atmosphere.

Paul (2003: 170&173) added two principles considered by those who teach English to children particularly in Asia. The priciples were humanistic and constructivist approaches. In a humanistic approach, effective learning takes place when children are fully involved in the process of learning as "whole" individual people, making real choices, learning in meaningful contexts and in anxiety-free environment. Whereas constructivist approaches focus on the child as an individual trying to make sense of the world in which she finds herself. By nature, a child is an active learner.

Part of the magic of teaching your learner a foreign language is their unspoken assumption that the foreign language is just another way of expressing what they want to express, but there are limitations because of their lack of actual language. Children will also often naturally insert their native language when it is hard for them to find the words in English. What is important with beginners is finding the balance between providing language through controlled and guided activities and at the same time letting them enjoy natural talk. Teacher can ask students to have little opportunity to practice speaking English outside the classroom and so need lots of practices when they are in class. In this stage, the teacher should correct at once as seeing pupils making mistakes working with controlled and guided activities.

To figure out the role of role-play in teaching and learning speaking, it is better to know deeper about the definitions of role-play and show-and-tell in the speaking skills learning.

Role-play is an activity in which people act a situation. It is used especially in training people to develop communication skills or in treating mentally ill people (Hornby, 1995: 1018). Whereas

Ladousse (2000: 5) stated that when students 'role', they play apart (either their own or somebody else's) in a specific situation. 'Play' means that the role is taken on in a safe environment in which students are as inventive and playful as possible.

Role-play is not only making students active but also imaginative and critical. Role-play stimulates real life situations and practical setting. In role-play, students can bring items to the class to make a practical setting. For example, if a student is playing a role as an announcer, she brings a script to read as an announcer. So, it is appropriate to use role-play in improving student's speaking skill.

Based on the whole theories above, the writer tries to find the effective solution to increase the speaking mastery of the fifth grade students by employing role-play as a technique of teaching speaking, which is the subject the research.

Whereas show-and-tell (Walter, 2008) means "a school activity for young children in which a child brings an object into the class and talks to the other children about it." Whereas Random House Kernerman Webster's College Dictionary (2010) stated that show-and-tell is (1) a classroom activity for young children in which each child produces an object and talks about it, or (2) any informative presentation or demonstration.

Raines & Canady (1990 in Dailey, 1997: 223) stated that show-and-tell can provide an opportunity for learners to seek and construct meaningful communication as they make sense of their world and represent their learning through spoken language. Whereas Goodman (1986 in Dailey, 1997: 223) claimed that show-and-tell provides an opportunity through which language is made easy. Language focuses on the meaningful whole while empowering the learner to use language in meaningful contexts that are an outgrowth of the language learning used in the home.

From all definitions mentioned above, it can be stated that show-and-tell is an activity done by young children in which they bring an object based on the topic of the learning into the class and talk to the other children to about. It also means any informative or public presentation or demonstration meaning that they show something and want others to know about it. In addition to that, show-and-tell has several advantages included it provides an opportunity to develope meaningful and expressive language since children used to learn for creating and constructing meaning. Those definitions, after all, are in line with the research.

In doing this study, the researcher hypothesized that (1) the use of role-play and show-and-tell is effective in the speaking skills learning of grade 5 students and role-play is more effective than show-and-tell in the speaking skills learning of grade 5 students.

Research Method

This is a quantitative research with a method of experimental design, that is randomized pretest-posttest control group design (Campbell & Stanley, 1966: 13). In this design, according to Fraenkel & Wallen (2008: 268), two groups of subjects are used, with both groups being measured or observed twice. The first measurement serves as the pretest, the second as the posttest. Random assignment is used to form the groups. Random assignment is the process of assigning individuals at random to groups or to different groups (Creswell, 2008: 300).

In this research, the researcher uses role-play (X_1), show-and-tell technique (X_2), and lecturing or conventional technique (X_3) as the independent variable. Whereas the dependent variable is speaking skills (Y). Role-play and show-and-tell techniques are those of the experimental groups while lecturing technique is the control group. Such three groups are determined randomly by the researcher. Randomization is a procedure with which to reduce the amount of systematic error that might result from biases in the assignment of subjects to group besides providing better control of variables that could affect internal validity (Seliger & Shohamy, 1989: 143).

Those two different groups (experimental and control group) then are examined by pretest and posttest to know the condition whether there is a different effectiveness of using role-play and show-and-tell in the speaking skills learning of grade 5 students of SD Budi Mulia Dua Yogyakarta. Moreover, this is also to find out which one is more effective between role-play and show-and-tell in improving the grade 5 students' speaking skills.

In the time between the pretest and posttest, some treatments are given to the experimental groups, while there is no treatment using those of two techniques for the control group. The research design can be seen in the table 1 below:

Table 1. The Randomized Pretest-Posttest Control Group Design

Experimental Group 1	R_1	E1	O_1	X_1	O_2
Experimental Group 2	R	E2	O_3	X_2	O_4
Control Group	R	C	O_5	--	O_6

(Source: Campbell & Stanley, 1966: 13)

Notes:
R   : sample is chosen randomly
E_1 : Experimental group 1
E_2 : Experimental group 2
C   : Control group
X_1 : The treatment by using role-play
X_2 : The treatment by using show-and-tell
O_1 : Pretest for experimental group 1
O_2 : Posttest for experimental group 1
O_3 : Pretest for experimental group 2
O_4 : Posttest for experimental group 2
O_5 : Pretest for control group
O_6 : Posttest for control group

The experimental design above describes that there are three sample groups: two groups as the experimental groups and one group as the control group. Experimental group and control group have a pretest of speaking skills, then they are examined to find out the difference among them to acquire the condition like in the beginning. In the final treatment, the researcher will see the difference between the pretest and posttest of experimental groups and the difference between the pretest and posttest of control group. And then the posttest result of experimental groups are compared with the posttest of control group by using Scheffe to find out which one is more effective technique between experimental group 1 and experimental group 2 in the speaking skills of grade 5 students.

Whereas in the process of research, the reseacher does several steps included as follows: (1) Pre-survey and asking permission to schools in dealing with the research, (2) developing learning strategies while considering the syllabus and the lesson plan with the English teachers in the experimental groups, (3) making the research instrument, (4) validating the instrument by inviting an expert to give judgments (expert judgment), (5) doing try-out for the instrument, (6) doing pretest, (7) doing experiment/treatments, (8) doing posttest, (9) analyzing the data, (10) reporting the results, and (11) making conclusions and suggestions.

Place and Time of the Research

This research was done in SD Budi Mulia Dua Seturan Yogyakarta. The reason why chosing this school was that role-play and show-and-tell have not been used in many chances intensively in the teaching and learning process especially in the purpose of improving the grade 5 students' English

speaking skills. In addition to that, students of SD Budi Mulia Seturan Yogyakarta, even the fifth graders, tent to be more active in the learning process than other students of elementary schools. Those reasons were also the factors to apply these techniques in their speaking skills learning.

The researcher had done a pre-survey for two months in August – September 2012 while the research itself had been done for 3 months in April – June 2013 or in the second semester of academic year 2012-2013.

Population and Sample of the Research

The population of the study was all grade 5 students of SD Budi Mulia Dua Yogyakarta. They are 187 students in total. As the information that Budi Mulia Dua Foundation had three locations of elementary school. They are SD Budi Mulia Dua Seturan (116 students), SD Budi Mulia Dua Pandeansari (28 students), and SD Budi Mulia Dua Sedayu (43 students).

The experimental group and control group samples were determined randomly. Such a randomization was to avoid the researcher's subjectivity.

The research samples were 26 students of grade 5 Minangkabau, 26 students of grade 5 Sriwijaya (as the experimental groups), 27 students of grade 5 Cirebon (as the control group), and 30 students of grade 5 Demak as the group to try out the instrument. So, the samples were then 120 students in total. They were all from SD Budi Mulia Dua Seturan.

Variables of the Research

The variable in this research is related to the identification of variable and the definition of variable operational.

In this research, the independent variables are role-play technique, show-and-tell technique, and lecturing technique. While the dependent variable is grade 5 students' speaking skills.

To avoid various assumptions on the terms of the research variables, the researcher then tries to explain each variable operationally as follows:

Role-play is a kind of technique to improve student' speaking skills by showing dialogues, attitudes from character determined to create imagination which is able to describe a certain event. Show-and-tell is the technique to improve speaking skills by showing things students like to other students and the teacher. Lecturing is teacher' technique in delivering the material by explaining concepts, principles, and facts to the students in classroom. In the end, there is a session of asking and answering questions from the teacher. Speaking skills here are students' competences in delivering their thoughts and opinions orally.

The Technique and Instruments of Data Collection

The data of students' speaking skills in the research were collected by observation, namely observing the students' speaking performance with guided sheet of observation and scoring sheet of students' speaking performance.

The scoring sheet of speaking performance in this research was used to know the students speaking skill of SD Budi Mulia Dua Seturan Yogyakarta after they were treated. Performance scoring was made twice, those were before and after the treatment.

Observation sheet was used for keeping an eye on the classroom situation in the learning and teaching process, both on the learning by role-play technique and show-and-tell technique.

The Instruments of Collecting Data

The data were taken by doing observation completed with the rubric of scoring sheet instrument concerning with the students' speaking performance on 4-1 Likert scale. The instrument on the blueprint of scoring speaking skills based on the oral proficiency categories by Brown (2004: 172-173) was adapted, implemented, and summarized in the table below.

Table 2. The Summary of Blueprint of Scoring Speaking Skills Performance

No	Basic Competence	Indicator	Assessed Aspects	Score
1	Speaking English correctly and appropriately	Speaking English with appropriate and correct vocabulary	Vocabulary	1-4
		Speaking English with good pronunciation	Pronunciation	1-4
		Speaking English fluently	Fluency	1-4

Notes of the Score:

a. Vocabulary
   1 : Speaking English with no correct and appropriate vocabulary
   2 : Speaking English without quite correct and appropriate vocabulary
   3 : Speaking English with correct vocabulary even though it has not been appropriate yet with the situation and condition
   4: Speaking English with correct vocabulary and in accordance with the situation and condition

b. Pronunciation
   1 : Errors in pronunciation are frequent
   2 : Accent is intelligible though often quite faulty
   3 : Errors never interfere with understanding and rarely disturb the native speaker
   4 : Errors in pronunciation are quite rare

c. Fluency
   1 : The utterance is not fluent, not clear and it misses the meaning
   2 : The utterance is not very fluent, not very clear and it effects the meaning
   3 : The utterance is not too fluent and sometimes still uses Bahasa accent
   4 : Able to speak fluently and clearly almost like native speakers

Validity of the Instruments

In this study, the researcher used content validity in which the validity of the instrument was determined or judged by an expert of language education as the validator. And the validator of the instrument, in this case, was Drs. Suhaini Muhammad Saleh, M.A., an English lecturer of Yogyakarta State University.

Reliability of the Instruments

A good instrument must be reliable, that is to say that the instrument used to measure something frequently produces the same data (consistent). This research used inter-rater reliability. After that the result of the inter-rater reliability was then examined by *Pearson Product Moment* correlation technique to find out the correlation degree between the rater (scorer) 1 and the rater 2, in this case was the observer (researcher) and the English teacher of grade 5 Demak, Emi Prihastuti, S.Pd. If the result of both raters showed a significant correlation, it could be concluded that both raters have similar understanding to the instruments used. If the instruments were examinably reliable, they

could be then used by the researcher for collecting the data or doing experiment. It was supported by the table of correlation coefficient as follows.

Table 3. Table of Correlation Coefficient

Interval of Coefficient	Level of Correlation
0.00 – 0.199	Very low/Slight
0.20 – 0.399	Low
0.40 – 0.599	Moderate
0.60 – 0.799	High
0.80 – 1.000	Very High

(Source: Guilford, 1956: 145)

The summary of counting the instrument reliability is shown on the table 4 as follows.

Table 4. The Result Summary of Instrument Reliability Test

Assessed Aspects	Correlation Coefficient of Rater 1 and Rater 2	Level of Correlation
Fluency	0.920	Very High
Vocabulary	0.846	Very High
Pronunciation	0.843	Very High
Total	0.923	Very High

Table 4 noted that all scores of Pearson correlation were higher than significance level at 0.01. Correlation of scoring of fluency by rater 1 and rater 2 was 0.920, of vocabulary was at 0.846, and of pronunciation was at 0.923 meaning that there was a very high and significant correlation between the scoring of rater 1 and the scoring of rater 2 of each all aspects. Therefore, the instrument can be used for collecting data.

The Technique of Analyzing Data

The technique of analyzing data used in this research was inferential statistic technique, that was one way analysis of variance (one way ANOVA). One way ANOVA test is used to examine the differences in more than two groups (Seliger & Shohamy, 1989: 232). If the F value of ANOVA test is significant, it will be followed by doing Scheffe test on SPSS 17.00 for windows program to investigate how significant the difference of effectiveness among those three techniques namely role-play, show-and-tell, and lecturing. Before analyzed, the data must fulfil some conditions included randomized sample, normalized distribution of the data, and having homogeneity of the sample variance. In short, as the requirement of ANOVA, the researcher must do pretest statistically included normality and homogeneity test.

Normality

Normality test is done by using *Kolmogrov Smirnov* scale in the level of significance at 0.05 helped by SPSS 17.00 for windows program. If the test result is normal, the statistic accounting result can be generalized at the research population. The normality test is done to the pretest and posttest data in experimental and control groups. To examine the normality of data, the researcher can see the score of *p*. If $p > 0.05$, it means that the data distribute normally. The result of asumption test of normality which is done to pretest and posttest at the experimental and control groups shows that $p > 0.05$ so that all data in this research distribute normally.

Homogeneity

To know whether the variance score of population is similar or not, the researcher does homogeneity test by checking Levene Statistics in SPSS 17.00 for windows program. In this case, the researcher examines the variances homogeneity based on as follows: (1) if the probability (*Sig.*) score is < 0.05 meaning that the variances are not homogeneous, and (2) if the probability (*Sig.*) score is > 0.05 meaning that the variances are homogeneous.

The hypothesis proposed to examine the homogeinity of variance is as follows:
H_0 : Variance of variable is homogeneous
Ha : Variance of variable is heterogeneous
H_0 will be accepted if *sig* > 0.05.

Research Findings and Discussion

The test of normality and homogeneity assumption as the requirements for analysis had been fulfilled. It indicated that the researcher then could analyze the variances by using one-way ANOVA. The posttest result of two experimental groups and control group with ANOVA was as the following.

Table 5. The Output of ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5068.137	2	2534.068	12.811	.000
Within Groups	15033.205	76	197.805		
Total	20101.342	78			

In the table 5, it shows that the F score was 12.811 with *Sig. (p)* < 0.05 ($0.00 < 0.05$), meaning significant. From that of score ($0.00 < 0.05$), it can be concluded that there was significant difference of effectiveness among the learning using technique of role-play, show-and-tell, and lecturing in learning the speaking skills of the grade 5 students of SD Budi Mulia Dua Yogyakarta.

After that, because the result of ANOVA test stated significant, then the Scheffe test was done. The summary of Scheffe test was shown as the following in table 6.

Table 6. The Summary of Scheffe Test

(I) Technique	(J) Technique	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Exp1	Expt2	9.76923[*]	3.90074	.049	.0299	19.5086
	Control	19.55983[*]	3.86446	.000	9.9111	29.2086
Exp2	Exp1	-9.76923[*]	3.90074	.049	-19.5086	-.0299
	Control	9.79060[*]	3.86446	.046	.1419	19.4393
Control	Exp1	-19.55983[*]	3.86446	.000	-29.2086	-9.9111
	Exp2	-9.79060[*]	3.86446	.046	-19.4393	-.1419

*. The mean difference is significant at the 0.05 level.

Based on the table of One-Way ANOVA and the summary of Scheffe test result to role-play technique and show-and-tell technique, it was found that the probability score or *sig.* (2 tailed) was $0.049 < 0.05$. So it can be concluded then that there was significant difference of effectiveness between the use of role-play technique and show-and-tell technique, meaning that using role-play

technique was more effective than the use of show-and-tell technique in the learning of grade 5 students' speaking skills.

Based on the table of One-Way ANOVA and Scheffe test result between role-play technique and lecturing technique, it was found that the probability score was 0.000, lower than the significance level at 0.05. Because *sig.* 0.049 < 0.05, so it could be concluded then that there was significant difference of effectiveness between the use of role-play technique and lecturing or conventional technique, meaning that using role-play technique was more effective than the use of conventional technique in the learning of grade 5 students' speaking skills.

Whereas based on the table of One-Way ANOVA and Scheffe test result between show-and-tell technique and conventional technique, it was found that the probability score was 0.046, lower than the significance level at 0.05. Because Sig < 0.05, so it could be concluded then that there was significant difference of effectiveness between the use of show-and-tell technique and conventional technique, meaning that using show-and-tell technique was more effective than the use of conventional technique in the learning of grade 5 students' speaking skills.

As a whole, based on the output of Scheffe test, it could be stated that the learning by using role-play technique was the most effective among those three techniques in the learning of grade 5 students' speaking skills. Show-and-tell was the next technique and the conventional or lecturing technique was the last one.

Conclusions

Based on the data analysis and the discussion in the previous chapter, it can be concluded as follows:

First, the use of role-play and show-and-tell are effective in the speaking skills learning of grade 5 students of SD Budi Mulia Dua Yogyakarta. Based on the data analysis, it can be proved that the learning by using role-play and show-and-tell technique is effective in the speaking skills learning of grade 5 students of SD Budi Mulia Dua Yogyakarta. It is shown by the output score of independent samples test at 0.05 alpha level in which it is higher than the significance score (*Sig.*) or $p < 0.05$ meaning that there has been significant difference of effectiveness after the treatments. In other words, the use of role-play and show-and-tell technique in the learning can improve the score of students' speaking skills.

Second, role-play technique is more effective than show-and-tell in the speaking skills learning of grade 5 students of SD Budi Mulia Dua Yogyakarta. The Scheffe test shows that the score of probability is lower than the significance level at 0.05 with F = 12.811, meaning that the technique of role-play is more effective than show-and-tell technique in the speaking skills learning of grade 5 students of SD Budi Mulia Dua Yogyakarta.

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