

Improving Speaking Ability Through Show and Tell for Eighth Graders

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DOI: [10.35974/acuity.v11i1.3979](https://doi.org/10.35974/acuity.v11i1.3979)

Abstract

This study aims to investigate the effect of Show and Tell on students' Speaking Ability particularly in accuracy and comprehensibility at The Eighth Grade Students of SMP Negeri Satu Atap Lik Layana Indah in Academic Year 2024/2025. This study used a quantitative approach with a Pre-experimental design using one group pre-test post-test design. In this research, the researcher used a total sampling technique with a total of sample 32 students. To analyze the data, the researcher used statistical computation by using SPSS software. After implementing Show and Tell method over six meetings, a post-test was administered to measure improvements. The results show that the mean of the pre-test score was 43.75, while the mean score of the post-test increased to 58.59, demonstrating a significant improvement. After getting the mean score the researcher performed a normality test, which showed the data were not normally distributed. Therefore, the researcher applied the Wilcoxon Signed Rank Test. The result of the test shows a significance value (Asymp. Sig. 2-tailed) is .000, which is smaller than 0.05, indicating a significant improvement in students' speaking ability after using the show and tell method, confirming that the hypothesis (H_a) is accepted. Thus, the use of Show and Tell Method is effective in improving students' speaking ability in terms of accuracy and comprehensibility of eight-grade students' at SMP Negeri Satu Atap Lik Layana Indah.

Keywords: *Show and Tell Method, Speaking ability, Accuracy, Comprehensibility*

INTRODUCTION

English is considered an international language. Speaking in English is an important aspect of foreign language learning and teaching because it is an action used to communicate with others Katemba & Grace (2023:244). In the English language, speaking skills are an important part of learning, teachers should help students develop these skills Syahrizal & Pamungkas (2021:97). One of four main language abilities that students need to master to communicate effectively is speaking. In the context of education this ability it's not only about grammar, vocabulary, and pronouncing words correctly, but it is also about how students can express their ideas and feelings, interact with others such as their friends, and communicate effectively in various situations. Bygate (1987:7) speaking is, however, a skill that deserves attention every bit as much as literary skills, in both first and second languages. Students often need to speak confidently to carry out many daily activities.

Speaking is regarded as a crucial communication ability in the Merdeka Curriculum and needs to be actively developed. Nabilla et al. (2024:2) Merdeka curriculum emphasizes the importance of students being able to express themselves effectively in English and other languages, according to the development of their abilities. Merdeka Curriculum, with its emphasis on student-centered learning and communication ability, provides a suitable framework to introduce more engaging methods such as Show and Tell. This method encourages students to

actively participate, improving their confidence and speaking ability, which is in line with the curriculum objectives.

In traditional teaching methods, lectures are the primary mode of instruction, where teachers deliver content orally to students through one-way communication, focusing on imparting Pandya et al. (2024:177). This approach emphasizes passive learning, with students primarily listening rather than engaging in active participation. The traditional method, according to Pandya et al (2024:177) often prioritizes the memorization of facts, formulas, and textbook information. Students are required to recall and reproduce this information for tests and exams, which limits opportunities for understanding and critical thinking. These limitations in traditional teaching methods, such as lack of active speaking opportunities and contextual language use, contribute to difficulties in improving speaking ability. As a result, the lack of opportunities for active speaking and contextual language use has a negative impact on their accuracy and comprehensibility, as students do not practice using correct grammar, pronunciation, and vocabulary, and the clarity of the message is compromised.

The problem found in SMPN Satu Atap Lik Layana Indah, students have difficulty with accuracy and comprehensibility when speaking English. They often use incomplete sentences and make grammar mistakes, which makes it hard for them to express their ideas clearly. On top of that, they often have trouble with vocabulary, lacking the words to describe their thoughts, and pronunciation, which affects how well they are understood. These problems are made worse by students missing classes often and the school not having an English teacher to guide and give feedback.

To solve this problem, an educational method that can advance students' speaking ability with success, interest, and intuition is needed. The "Show and Tell" method can be an acceptable method to help students develop their speaking ability. This method allows the students to speak and relate specifically to their classmates by showing objects and pictures and talking around them. In this movement, the students not only hone their speaking ability but also learn to listen and react. Ningsih's (2014:5) Show and Tell method is very well used to reveal children's abilities, feelings, and desires. When children are doing Show and Tell and become the focus of attention from their friends, it can foster children's confidence. The child feels that his friends are interested in him and the child believes that there are things that his friends want to know. By using this method, the students are expected to become more confident and encouraged to hone their speaking ability, as they are effectively taking an interest in fun and significant learning. Moreover, it aligns with the Merdeka Curriculum's emphasis on active, student-centered learning. Theoretically, this consider is grounded within the communicative dialect educating (CLT) approach, which emphasizes the utilize of dialect as a medium for important communication. As Richards and Rodgers (2014) state, "CLT emphasizes interaction as both the implies and the extreme objective of learning a dialect". The Show and Tell strategy, as a commonsense exemplification of CLT, permits students to effectively lock in within the learning handle through the introduction of objects and individual stories.

The purpose of this research is to look at the impact of the Show and Tell method on students' speaking performance, with specific consideration to accuracy and comprehensibility. The importance of this inquire about lies in its potential to educate more intuitively, student-centered instructing hones that adjust with national educational modules objectives. In addition, it can serve as a commonsense demonstrate for instructors in comparative low-resource schools. Previous studies have affirmed that Show and Tell is viable in making strides talking fluency and confidence. According to Safitri (2019) and Lestari (2019) found positive results when applying this strategy in numerous instructive settings. Be that as it may, these studies once in a while address its viability in rustic settings or in making strides talking precision particularly. To date, no think about has assessed the effect of Show and Tell on both accuracy and comprehensibility in junior high schools found in provincial Indonesian settings. This research aims to fill the gap by focusing specifically on those two

components accuracy and comprehensibility within the setting of a farther school with limited access to English resources.

Depending on the previous research conducted by Damanik et al. (2022) and Rahayu (2023) the use of Show and Tell can improve students' speaking ability. It happens because the implementation of the Show and Tell method involves students in a fun and interesting way of learning involves students in interactive exercises and motivates them to practice speaking. Based on these points, the researcher formulates the hypotheses as:

- Null Hypothesis (H_0): There is no significant difference in students' speaking ability before and after applying the Show and Tell method.
- Alternative Hypothesis (H_a): There is a significant difference in students' speaking ability before and after using the Show and Tell method, particularly in terms of accuracy and comprehensibility.

METHODS

This study employed a quantitative approach with a pre-experimental design to examine the effectiveness of the Show and Tell method in improving the speaking ability of eighth grade students at SMPN Satu Atap Lik Layana Indah.

Research design

Pre-experimental design was used in this research. There was only one pre-test and post-test group in this research. Prior to treatment, the pre-test was administered to evaluate the pupils' speaking ability. In order to determine whether the Show and Tell method may enhance students' speaking abilities, the researcher treated the students using this approach and then gave them a post-test. The researcher employed a formula for research design put forth by Nursyahidah (2007:6):

Table 1
Research Design

O_1	X	O_2
Pre-test	Treatment	Post-test

Research participants and Sampling Procedures

The population in this study consists of all 32 students from the eighth grade at SMP Negeri Satu Atap Lik Layana Indah. The sample was taken from the all population. This research used a total sampling technique because the population is too small and students of eighth grade only 32 students' so the researcher used samples from the entire population. Usman as cited in Rusdi et al. (2019:346), states that total sampling is a determination of sampling technique where all the population members are used to be sampled.

Data Collection

This research used speaking test to collect the data which was divided into two, namely pre-test and post-test. Before the treatment was given, students took the pre-test to measure their initial ability. In this test, students were asked to choose a topic that interested them, then deliver the

topic orally in front of the class. After getting the treatment through the Show and Tell method, students again took the post-test with a similar procedure to see the improvement of their speaking ability.

In evaluating the students' speaking ability, the researcher employed a rating scale adapted from Heaton's (1988:100).

Table 2
Scoring Rubric and Criteria of Speaking

Rating	Accuracy	Comprehensibility
4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
2	Pronunciation is seriously influenced by the mother tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.	Only small bits (usually short sentences and phrases) can be understood- and then with considerable effort by someone who is used to listening to the speaker.
1	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the languages skills and areas practiced in the course.	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

Interventions

This study used a pre-test design with eighth meetings. The initial and subsequent meetings were dedicated to the pre-test and post-tested phases. In the absence of a control group, all participants were treated using the Show and Tell method in this study. The treatment was administered during the sixth meetings between the pre-test and post-tested sessions. Students

were granted the option to select different speaking topics during each meeting, such as personal items or food experiences. An object or image that had a similar meaning was presented to the class and explained. Students were given structured speaking assignments that involved group discussions, presentation practice, and peer review by the researcher. Every lesson aimed to enhance the correctness of grammar, vocabulary, and pronunciation while also improving comprehension. The objective was to provide students with ample opportunities to practice speaking in a manner that is reminiscent of real-life communication. This study included all 32 students who received the same treatment.

RESULTS AND FINDINGS

The findings of this research deal with the answer to the problem statement which aims to find out the effect of students' speaking ability. The result of the data analysis indicated that the implementation of the Show and Tell Method in the teaching of speaking can enhance the speaking ability of eighth-grade students at SMP Negeri Satu Atap Lik Layana Indah. The researcher examined the data obtained from the students' pre-test and post-test scores, and the findings indicated that the Show and Tell Method was effective in enhancing the students' speaking ability.

Table 3. Result of Pre-test and Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	32	25	63	43.75	9.525
Post-test	32	25	100	58.59	16.631
Valid N (listwise)	32				

The results of the descriptive statistical analysis indicate that the average pre-test score was 43.75, while the average post-test score increased to 58.59. This finding indicates an enhancement in the students' speaking ability the implementation of the Show and Tell method. Furthermore, the standard deviation of the post-test, which was 16.631, was found to be higher than that of the pre-test, which was 9.525. This finding indicates that there is greater variability in the improvement of students' scores following the implementation of the Show and Tell method.

Table 4. Test of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Result speaking study	Pretest	.275	32	.000	.849	32	.000
	Posttest	.229	32	.000	.928	32	.035

a. Lilliefors Significance Correction

A normality test is a test carried out to assess the distribution of data in a group of data or variables, whether the data distribution is normally distributed or not Hidayat, A. (2013). In this study, the researcher used the Shapiro-Wilk statistic to test the normality of the data. The Shapiro-Wilk test is a popular way to check if data follows a normal distribution. It's pretty powerful and works by looking at how things are related within the data Das and Imon (2016:9).

Based on the table above, it can be seen that the significance value in the Shapiro Wilk type test, Pre-test is .000 and Post-test is .035. This indicates that the values of .000 and .035 < 0.05 so it can be concluded that the data from the study results data is abnormally distributed. Because the data result is abnormal the researcher finally conducts a non-parametric test (Wilcoxon Signed-Rank Test).

Table 5. Wilcoxon Test Ranks

		N	Mean Rank	Sum of Ranks
Post-test - Pre-test	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	25 ^b	13.00	325.00
	Ties	7 ^c		
	Total	32		

a. Post-test < Pre-test

b. Post-test > Pre-test

c. Post-test = Pre-test

Table 1. Test Statistics^a

	Post-test - Pre-test
Z	-4.491 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test
b. Base on negative ranks

Non-parametric test is a way of analyzing data that is different from other methods. It does not make the same assumptions as other types of statistics, like the idea that the data follows a normal distribution. The Wilcoxon signed-rank test is a type of nonparametric statistic. In this research, the researcher used the Wilcoxon signed-rank test because it is one of the most commonly used nonparametric methods for the one-sample location problem. It is an important alternative to the parametric t-test. It's a great option for getting reliable results without having to make the restrictive assumption that the data follows a normal distribution Sieh et al.(2007:717).

Based on The Wilcoxon test calculation shows that the significance value (Asymp. Sig. 2-tailed) is .000, which is smaller than 0.05. This shows that there is a difference in how students learn before and after using the Show and Tell method. This shows that the Show and Tell method helps students improve their speaking ability. The results of the analysis also showed that 25 students had an increase in score, 7 students had a fixed score, and no students had a decrease in score. This further strengthens the conclusion that the Show and Tell method is effective in improving students' speaking ability.

The Wilcoxon test result showed a p-value of .000, which is less than 0.05. This indicates that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. Therefore, it can be concluded that the Show and Tell method significantly improves students' speaking ability, particularly in terms of accuracy and comprehensibility.

DISCUSSION

Based on the findings and data analysis, the study found a significant improvement students' speaking ability following the implementation of *the Show and Tell* method. The mean score increased from 43.75 in the pre-test to 58.59 in the post-test, indicating measurable progress in students' accuracy and comprehensibility.

During the implementation of the *Show and Tell* method the researcher followed several steps to support students' learning. Students' were first divided into small groups of three or five members. Before presenting in English, they were encouraged to explain their ideas in Bahasa Indonesia. Afterwards, they translated their sentences into English, some students' used Google Translate, while others asked the teacher directly. This step helped them organize their thoughts and feel more confidence. Each students' brought an object, picture or items of personal interest, which they then presented in front of the class. After each presentation, the audience was invited to ask questions. This activity was carried out across sixth sessions, each with different topics, to provide variety in vocabulary and speaking practice.

However, the researcher also encountered some challenges during the treatment. The most common issue was students' absenteeism. Several students' were frequently absent, which disrupted their speaking practice. As a result, those students' showed less improvement compared to others who participated consistently.

There are several reason why the *Show and Tell* method worked effectively in this study. First, the topics were familiar and interesting for the students'. They allowed to choose personal items or topics that they liked, such as favorite food, place, or object. This made them more confident to speak because they already understood the topic well. Then the second, students' had the chance to prepare in Bahasa Indonesia first, then translate their ideas into English. This step helped them organized their thoughts and reduced confusion. Some students' used Google Translate, while other asked the teacher. This made them feel more prepared and less nervous during the presentation. The third, working in small groups helped students' support each other. They could share ideas, practice together, and give suggestion before presenting. This group work made the activity more comfortable and less stressful. And finally, the level of participation also effected the results. Students who joined all six meetings and actively practiced showed the improvement. On the other hand, students' who were often absent or less active showed smaller progress.

The *Show and Tell* method also proved effective in enhancing speaking performance because it created a comfortable and interactive space for students' to express themselves increased their motivation and reduced speaking anxiety. Students' were more willing to speak English when the topic was personally and meaningful, and when they were allowed to prepare beforehand.

Among the strengths of the Show and Tell method are simplicity participatory nature, and ability to build student confidence. It gives students' the chance to be active speakers and to develop their vocabulary, grammar and pronunciation in natural setting. However it also has a limitations. It requires preparation both from students', the teacher and time constraints can limit how many students can present in one session. In addition, frequent absenteeism' reduced the method effectiveness for some students'.

These findings align with previous research. (Safitri, 2019) found that the *Show and Tell* method considerably improved students' speaking ability, particularly in fluency as well as accuracy. This improvement was seen among eleventh-grade students at SMKN 1 Mepanga. (Lestari, 2019) additionally showed that *Show and Tell* improved descriptive speaking skills, for seventh-grade students, at MTsN 1 Kota Tangerang Barat; thus proving the particular method's effectiveness, specifically, in assisting students to organize ideas as well as communicate all of them clearly. According to (Apriyanto et al, 2022), a similar positive change to the public speaking abilities had been seen within class XI students from SMK Komputama Majenang after the use of the *Show and Tell* technique.

In summary, despite a few challenges, the *Show and Tell* was successful in improving students' speaking ability especially in terms of accuracy and comprehensibility. With consistent use and classroom support, this method can be a valuable strategy to help junior high school students' become more confident and capable English speaker.

CONCLUSION

Based on the findings of this study, it can be concluded that the Show and Tell Method significantly contributed to enhancing students' speaking abilities. This conclusion is supported by the fact that there has been a big increase in post-test scores in comparison to the pre-test results. Before the Show and Tell Method was used, students had an average score of 43.75 on a pre-test. After using the method, the average score on a post-test increased to 58.59, showing that students' speaking improved. The normality test showed that the data collected was not normally distributed. This led to the use of a statistical test that was a non-parametric test. The Wilcoxon Signed-Rank Test yielded a significance value of Sig. (2-tailed) = .000 which is less than 0.05. This outcome validates the hypothesis that the Show and Tell Method exerts a statistically significant impact on students' speaking ability. Therefore, it can be concluded that this method is effective in improving students' accuracy and comprehensibility in speaking.

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