THE EFFECT OF SHOW AND TELL TECHNIQUE ON IMPROVING STUDENTS' SPEAKING SKILLS AT MAN KOTA TEGAL

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Abstract

This study aimed to determine the effect of the Show and Tell technique in improving students' speaking skills. This study was conducted among tenth-grade students at MAN Kota Tegal during the 2024/2025 academic year. A quasi-experimental design with purposive sampling was used, involving 68 students 34 in the experimental group and 34 in the control group. The experimental group received six instructional sessions using the Show and Tell technique, in which students prepared and presented personal objects to their peers, followed by a question-and-answer session. The control group, in contrast, was taught using conventional teacher explanations, vocabulary translation, and grammar exercises without structured oral presentations. Both groups were assessed through pre- and post-tests, using an analytical rubric covering grammar, vocabulary, pronunciation, fluency, and comprehension, with a maximum score of 25. The pre-test was administered to establish baseline speaking proficiency, and the post-test was administered after the treatment period. Data analysis included a paired-samples t-test to measure improvement within groups and an independent-samples t-test to compare post-test scores between groups. The results revealed substantial improvement in the experimental group's speaking performance, with the mean score increasing from 67.12 to 81.59, representing a statistically significant increase of 14.47 points ($p < 0.05$). The control group also improved, from 66.94 to 72.18, but with a smaller increase of 5.24 points. An independent samples t-test confirmed a statistically significant difference in post-test scores between the two groups ($p < 0.05$), favoring the experimental group. These findings confirm that the Show and Tell technique is effective in improving students' speaking ability, fostering vocabulary use, fluency, and confidence. Therefore, this technique is recommended as a valuable teaching strategy for English as a Foreign Language (EFL) contexts, particularly in senior secondary education.

Keywords: Show and Tell, speaking skills, EFL, quasi-experimental, high school

1 INTRODUCTION

Speaking is a multifaceted productive skill that involves the articulation of sounds, the construction of meaning, and the negotiation of interactions in real-time communication. Bahrani, (2012) defines speaking as the skill of expressing ideas, emotions, and opinions orally in a way that can be understood by others. Brown and Yule, in Rao (2019) describe it as the most valued language skill because it reflects the learner's ability to use language for authentic communication. Molla (2018) emphasizes that speaking integrates linguistic knowledge (grammar, vocabulary, pronunciation), cognitive skills (planning, organizing ideas), and affective factors (self-confidence, motivation) in a dynamic process that requires accuracy and fluency. Torky (2014) identified five key components of speaking proficiency: pronunciation, the accurate production of sounds and stress patterns; grammar, the use of appropriate syntactic structures; vocabulary, the range and appropriation of lexical items; fluency, the ability to maintain a natural flow of speech; and comprehension, the ability to understand and respond appropriately to spoken input. These components interact continuously, meaning that deficiencies in any one component can hinder overall communication effectiveness.

The Show and Tell technique is a learning strategy that engages learners in object-based presentations, where they bring objects of personal significance to class and describe them to peers. Anwar (2016) describes it as a low-pressure speaking activity that encourages spontaneous language production, contextual vocabulary use, and meaningful interaction. Musfiroh (2011) notes that this technique promotes cognitive, linguistic, and socio-emotional development by connecting personal experiences to communicative tasks. Wulandari et al. (2022) further argue that Show and Tell fosters self-confidence, active participation, and cooperative learning, making it highly effective in reducing speaking anxiety. In addition, Prihatin et al. (2023) emphasized that Show and Tell not only motivates students to speak in front of the class but also builds their courage to express ideas and opinions, increases interaction with peers and creates a more supportive speaking environment. From a pedagogical perspective, Show

and Tell aligns with the principles of Communicative Language Teaching (CLT), which emphasize authentic communication, learner-centered interaction, and fluency development. This method operates through a cycle of preparation, presentation, and peer feedback: learners prepare their descriptions of objects, present them orally, and engage in follow-up questions from classmates. This structure supports both low-level speaking processes, such as lexical retrieval and sentence construction, and higher-level processes, such as topic development, audience awareness, and spontaneous response generation.

Despite these advantages, speaking remains a challenging skill for many EFL learners in Indonesia. Learners often face limited vocabulary, grammatical inaccuracies, and pronunciation difficulties, which are exacerbated by psychological barriers such as anxiety and fear of making mistakes. In conventional classrooms, speaking practice is often limited to controlled activities or reading from scripts, leaving little opportunity for spontaneous oral production.

Previous studies have reported the positive impact of Show and Tell at the elementary and junior high school levels (Fitriani, (2020) ; Wulandari et al. (2022); Apriyanto & Syakur (2022) ; Gunadiputra et al. (2022) ; Damanik & Napitupuluh (2022) noting improvements in fluency, vocabulary, and self-confidence. However, empirical evidence from the high school context is lacking, particularly those using quasi-experimental designs that include a control group. Therefore, this study investigates the effectiveness of the Show and Tell technique in improving the speaking skills of tenth-grade students at in MAN Kota Tegal. Specifically, this study examines improvements in grammar, vocabulary, pronunciation, fluency, and comprehension, and determines whether this method produces significantly better results than conventional teacher explanations. These findings are expected to provide empirical support for incorporating Show and Tell into the high school EFL speaking curriculum to improve learners' communicative competence.

2 METHODOLOGY

This study used a quantitative quasi-experimental design to test the effectiveness of the Show and Tell technique in improving students' speaking skills. Quasi-experimental designs are widely used in educational research because they maintain control over key variables—through the use of pre-tests, post-tests, and comparison groups—while accommodating the intact classroom structure of real-world educational settings (Fraenkel & Wallen, 2012). Two intact tenth-grade classes at MAN Kota Tegal were selected using purposive sampling, ensuring comparable baseline proficiency and equal class size. One class was assigned as the experimental group (n = 34), which received instruction using the Show and Tell technique, and the other as the control group (n = 34), which received conventional teacher explanations, vocabulary translation, and grammar exercises without structured oral presentations. The independent variable in this study was the implementation of the Show and Tell technique, while the dependent variable was students' speaking performance scores, which were measured through an analytical rubric covering grammar, vocabulary, pronunciation, fluency, and comprehension, each rated on a scale of 1–5 with a maximum score of 25.

The research instrument was an oral speaking skills test adapted from Brown (2004), designed to produce descriptive monologues about personal objects. Students were given two minutes for preparation and two minutes for delivery. Content validity was established through expert assessment by two EFL lecturers and one senior English teacher, ensuring alignment with curriculum objectives and speaking assessment standards (Fan & Yan, 2020). Reliability was assessed using Cronbach's alpha, with coefficients exceeding 0.70, indicating strong internal consistency (Field, 2024). The procedure consisted of three phases conducted over eight instructional sessions (2 × 40 minutes each). In the pre-test phase, both groups completed the speaking test under standardized conditions to establish baseline equivalence (Qari, 2021). In the treatment phase, the experimental group participated in six sessions of Show and Tell activities, in which students selected personal objects, prepared short oral descriptions, presented them to peers, and answered spontaneous questions. The teacher provided corrective feedback regarding vocabulary, grammar, pronunciation, and fluency. The control group received conventional instruction consisting of teacher explanations, vocabulary translation, grammar exercises, and limited speaking practice, an approach still common in English as a Foreign Language (EFL) classes in Indonesia. In the post-test phase, both groups completed the same speaking tasks as in the pre-test, with different object choices allowed, and scoring was conducted using the same rubric to ensure comparability.

Normality tests were conducted using the Kolmogorov–Smirnov and Shapiro–Wilk methods to determine whether the score distributions met the normality assumptions required for parametric statistical tests. The Shapiro–Wilk test was prioritized in interpretation due to its reliability for small to

medium sample sizes (Field, 2024). The p-values for all data sets pre-test and post-test scores from the experimental and control groups exceeded the 0.05 significance threshold. Specifically, the Shapiro–Wilk p-values were 0.182 for the experimental pre-test, 0.313 for the experimental post-test, 0.339 for the control pre-test, and 0.521 for the control post-test, all above the critical value. This indicates that the null hypothesis of a normal distribution cannot be rejected, confirming that the residual values are normally distributed.

The assumption of homogeneity of variances was examined using Levene's Test for Equality of Variances, which determines whether score variances between groups are statistically equivalent a prerequisite for applying the independent-samples t-test under the equal variances assumed model (Ebenezer, 2023). The analysis yielded significance values of 0.053 for the pre-test and 0.074 for the post-test, both greater than 0.05, indicating no statistically significant variance differences between groups.

Fulfillment of both normality and homogeneity assumptions ensured that subsequent inferential statistical analyses namely the paired-samples t-test and the independent-samples t-test were conducted under appropriate methodological conditions, thereby enhancing the validity, reliability, and interpretative accuracy of the findings. An independent-samples t-test was then performed to determine whether there were statistically significant differences in post-test scores between the experimental and control groups, with the significance threshold set at $\alpha = 0.05$. This methodological rigor ensured that any observed differences in performance could be attributed with confidence to the implementation of the Show and Tell technique rather than to extraneous variables.

3   RESULTS

Results of this study present an analysis of the collected data and discuss the findings related to the research objectives. This section presents descriptive and inferential statistics, focusing on the effect of the Show and Tell technique on students' speaking skills. Furthermore, this section outlines the implementation process and compares the performance of the experimental and control groups.

3.1   Paired Sample T-Test

Tabel 1. results paired t-test

Group	Mean Pre-test	Mean Post-test	Mean Difference	t	df	Sig. (2-tailed)
Experimental	67.12	81.59	14.47	17.823	33	0.000
Control	66.94	72.18	5.24	10.672	33	0.000

A paired-samples t-test was used to evaluate the within-group effect of the Show and Tell technique on students' speaking performance in the experimental group. This statistical procedure is appropriate when comparing two related sets of scores—in this case, pre-test and post-test scores from the same participants—to determine whether there has been a statistically significant change over time (Creswell, 2012). The analysis revealed a mean pre-test score of 67.12 (SD = 6.34) and a mean post-test score of 81.59 (SD = 5.87). The mean increase of 14.47 points indicates a substantial improvement in performance after the intervention. The resulting t-value is statistically significant (t = 17.823, p = 0.000 < 0.05), leading to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_1).

These findings indicate that the "Show and Tell" technique plays a significant role in improving students' ability to deliver oral descriptions effectively, particularly in terms of vocabulary use, fluency, and confidence. During the preparation stage, students select personal objects and organize their ideas, which facilitates content planning and reduces hesitation when speaking. In the presentation stage, they describe the objects to their peers, practicing pronunciation, grammatical accuracy, and lexical variation in a communicative context. The interaction stage, which involves spontaneous responses to peer questions, encourages direct language processing and audience engagement. This structured cycle of preparation, presentation, and interaction not only improves linguistic accuracy but also enhances discourse management and spontaneous speaking skills.

These results are consistent with previous studies by Wulandari et al. (2022)) and Fitriani (2020), which found that the Show and Tell technique fostered learners' confidence, encouraged active participation, and improved speaking fluency. The significant improvement in post-test scores compared to pre-test

scores indicates that the systematic implementation of Show and Tell provides an effective scaffold for speaking practice in an EFL context, enabling students to plan, produce, and refine oral outputs with greater competence.

3.2 Independent Samples T-Test

Tabel 2 Resuls of Independent Test (Test of Homogeneity of Variances)

	Levene Statistic	df1	df2	Sig.
Pre-Test Experimental Class	6.550	1	66	.053
Pre-Test Control Class	3.303	1	66	.074

An independent samples t-test was used to compare the post-test performance of the experimental group, which received instruction using the Show and Tell technique, with the performance of the control group, which was taught using conventional teacher explanations. This statistical procedure is appropriate for assessing whether the mean difference between two independent groups is statistically significant, provided the assumptions of normality and homogeneity of variance are met (Cohen, Manion, & Morrison, 2018).

The analysis revealed that the experimental group achieved a mean post-test score of 81.59 (SD = 5.87), while the control group achieved a mean score of 72.18 (SD = 6.02). The resulting mean difference of 9.41 points reflects a clear performance advantage in favor of the experimental group. Levene's test for Equality of Variances yielded a p-value of 0.074 (>0.05), confirming the assumption of homogeneity and allowing for interpretation under the assumption of equal variances. The independent samples t-test showed a p-value of 0.000 (p < 0.05), thus rejecting the null hypothesis (H_0) and confirming that the difference in performance between the two groups was statistically significant. The 95% confidence interval for the mean difference ranged from 6.95 to 11.87, providing strong statistical evidence that the true mean difference fell within this range.

The results of the independent sample t-test showed a statistically significant difference in the post-test scores of both groups, with the experimental group outperforming the control group. These results indicate that although both groups received the same learning materials, the use of a structured and interactive approach such as Show and Tell resulted in greater improvements in speaking proficiency. The control group, which learned through conventional teacher explanations, showed only slight improvements. Furthermore, these positive results align with findings from previous studies. For example, a study by Apriyanto & Syakur (2022) found that students taught using the Show and Tell technique performed significantly better on speaking tasks due to increased confidence, active participation, and reduced speaking anxiety. Similarly, Gunadiputra et al. (2022) reported that Show and Tell not only improved students' vocabulary and fluency but also encouraged more spontaneous and meaningful communication in EFL classrooms.

4 CONCLUSIONS

Based on the results of this study, the findings confirm that the Show and Tell technique effectively supports students' active engagement in speaking activities, boosts their confidence, and improves the core components of speaking—grammar, vocabulary, pronunciation, fluency, and comprehension. This technique is particularly beneficial in the EFL high school context, where students often need structured and supportive opportunities to practice spontaneous oral communication. Furthermore, the implementation of the Show and Tell technique significantly improved students' speaking performance. The use of a quasi-experimental design revealed a statistically significant difference between the experimental group, which received instruction using the Show and Tell technique, and the control group, which was taught through conventional teacher explanations. The experimental group achieved a significant average gain of 14.47 points, indicating a substantial increase in speaking proficiency as a result of the structured and interactive cycle of preparation, presentation, and peer interaction provided by the Show and Tell approach. These findings provide empirical evidence that integrating Show and Tell into the EFL speaking curriculum can improve not only linguistic accuracy and fluency but also learners' confidence, motivation, and communicative competence.

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