



# The Effect of Show and Tell Method on Students' Speaking Descriptive Text Ability

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## ABSTRAK

Tujuan utama dari penelitian ini adalah untuk mengevaluasi bagaimana Metode Show and Tell memengaruhi performa lisan deskriptif siswa kelas delapan di SMP Negeri 3 Sibabangun. Secara metodologis, penelitian ini meringkai pengumpulan datanya dalam kerangka kuantitatif pra-eksperimental, secara khusus menerapkan rancangan single-group pre-test and post-test. Seluruh sampel, yang terdiri dari 28 siswa, dipilih melalui teknik total sampling. Untuk mengumpulkan data yang diperlukan, peneliti menggunakan tes berbicara dan lembar observasi. Berdasarkan pengamatan di kelas, pelaksanaan Metode Show and Tell berhasil memperoleh skor 80%, yang menempatkannya dalam kategori "baik". Nilai rata-rata siswa meningkat dari 45 pada pre-test menjadi 70 pada post-test. Di samping itu, berdasarkan Uji Wilcoxon Signed Rank, diperoleh nilai *Whitung* (391) yang lebih besar dari *Wtabel* (116) pada taraf signifikansi 5%. Hal ini menandakan adanya kenaikan yang berarti secara statistik pada kemampuan siswa dalam berbicara teks deskriptif setelah memakai Metode Show and Tell. Alhasil, hipotesis alternatif (*H<sub>a</sub>*) diterima dan hipotesis nol (*H<sub>0</sub>*) ditolak. Maka dari itu, Metode Show and Tell terbukti berdampak nyata terhadap keterampilan berbicara teks deskriptif siswa, sekaligus mendongkrak performa lisan mereka lewat kegiatan presentasi objek serta aktivitas deskripsi.

## ABSTRACT

The primary objective of this inquiry was to evaluate how the Show and Tell Method influences the descriptive oral performance of eighth-graders at SMP Negeri 3 Sibabangun. Methodologically, the investigation framed its data collection within a quantitative, pre-experimental framework, specifically employing a single-group pre-test and post-test arrangement. The entire sample, comprising 28 students, was selected via a total sampling technique. To gather the necessary data, the researcher employed speaking tests and observation sheets. Based on classroom observations, the execution of the Show and Tell Method successfully secured an 80% score, the observation results reached a score that was categorized as "Good." The students' mean score increased from 45 in the pre-test to 70 in the post-test. In addition, based on the Wilcoxon Signed Rank Test, the calculated *W* value (391) was higher than the critical *W* value (116) at the 5% significance level. This result indicated a statistically significant improvement in the students' ability to speak descriptive texts after the implementation of the Show and Tell Method. Consequently, the alternative hypothesis (*H<sub>a</sub>*) was accepted, while the null hypothesis (*H<sub>0</sub>*) was rejected. Therefore, the Show and Tell Method was proven to have a significant effect on students' descriptive text speaking skills and enhanced their oral performance through object presentation and descriptive activities.

## 1. INTRODUCTION

In the context of acquiring English, developing verbal skills is often given top priority, as it functions as the main tool for learners to convey their ideas, insights, and feelings. Effective verbal communication involves more than just generating words; it demands a harmonious combination of clear pronunciation, varied vocabulary, proper grammar, smooth delivery, and deep comprehension. Speaking is thus conceptualized as an indispensable vehicle for interaction, a view strongly supported by (Oktanisfia & Susilo, 2021). Similarly, (Brown, 2004) states that speaking is a productive language skill that can be observed and assessed directly. In addition, (Wabdaron, 2025) explains that speaking reflects an individual's ability to communicate thoughts, emotions, and messages through spoken language.

Within the English curriculum at the junior high school level, students are introduced to several text genres, including narrative, recount, procedure, and descriptive texts. Among these genres, descriptive text plays an important role because it trains learners to describe specific people, places, animals, or objects in detail. According to (Mayekti et al., 2022), the main objective of a descriptive text is to depict the attributes of a particular entity clearly and thoroughly. Likewise, (Syifa et al., 2022) argue that descriptive text aims to provide detailed information that enables listeners or readers to visualize the object being described.

Although speaking is considered a fundamental skill, many students continue to experience difficulties in expressing descriptive information orally. An interview yielded on January 30, 2026, with the English instructor at SMP Negeri 3 Sibabangun revealed that classroom tasks were predominantly skewed toward reading comprehension rather than verbal production. This pedagogical imbalance directly resulted in substandard oral proficiency among learners. This condition was reflected in the students' daily assessment results, where the average score was still below the Minimum Mastery Criterion (KKM) established by the school.

To overcome these problems, teachers need to employ instructional methods that encourage active participation and provide students with meaningful opportunities to practice speaking. One method that can facilitate such learning experiences is the Show and Tell Method. This instructional approach requires students to present and explain an object, experience, or idea before their classmates. (Manda et al., 2022) state that the Show and Tell Method is an effective teaching strategy because it actively involves learners in the learning process and encourages them to express their opinions freely. Furthermore, (Hanafi et al., 2025) highlight that this method contributes to the development of students' confidence, speaking fluency, and ability to organize ideas systematically.

Through Show and Tell activities, students are encouraged to use English in authentic communication contexts while describing objects and sharing information orally. Such experiences provide opportunities to improve pronunciation, expand vocabulary, enhance grammatical accuracy, and develop speaking fluency. Moreover, the method can foster greater motivation and reduce students' anxiety when speaking English in front of an audience.

Research findings from several studies suggest that the Show and Tell Method is effective in promoting students' oral communication skills. However, most of these studies primarily focused on general speaking proficiency, speaking fluency, self-confidence, or comprehensibility. In addition, many researchers employed classroom action research or quasi-experimental designs. Studies that specifically investigate the effect of the Show and Tell Method on students' descriptive speaking ability at the junior high school level remain limited. Therefore, this study seeks to address this gap by examining the effect of the Show and Tell Method on students' speaking descriptive text ability at the eighth grade students of SMP Negeri 3 Sibabangun through a pre-experimental research design.

## 2. METHODS

To scrutinize how the Show and Tell Method impacts students' descriptive oral competence, a quantitative methodology was embraced. The empirical boundaries of this research were restricted to a pre-experimental setup, focusing specifically on a single-group assessment pattern. Through this design, students' speaking performance was measured before and after the implementation of the treatment. The comparison between the pretest and post test results was used to determine whether the Show and Tell Method contributed to improvements in students' speaking achievement. The research was conducted at SMP Negeri 3 Sibabangun during the 2025/2026 academic year. The participants of this study were all eighth-grade students, consisting of 28 learners. Since the total number of students was relatively limited, the researchers involved the entire population as the sample through the application of total sampling.

To obtain the required data, two research instruments were utilized: an observation sheet and a speaking test. The observation sheet was used to monitor the implementation of the Show and Tell Method during classroom instruction and to record students' participation, responses, and engagement throughout the learning activities. In addition, speaking tests were administered in the form of a pretest and a post test. During both assessments, students were asked to perform an oral descriptive presentation in front of the class.

Students' speaking performances were evaluated through five speaking components, namely pronunciation, vocabulary, grammar, fluency, and comprehension, adapted from (Brown, 2004). The scores obtained from each component were combined to generate the students' overall speaking scores. Before being administered, the instruments were reviewed by English lecturers and an English teacher to ensure their validity and suitability with the objectives of the study.

The research procedure consisted of several stages. First, a pretest was conducted to identify students' initial ability in speaking descriptive texts. Afterward, the treatment was implemented through

the Show and Tell Method across several instructional meetings. During the treatment sessions, students were encouraged to bring or choose an object and explain its characteristics, functions, and other relevant information orally before their classmates. Simultaneously, classroom observations were conducted to document the implementation of the learning activities. At the end of the treatment period, a posttest was administered to measure students' speaking performance after experiencing the Show and Tell activities.

The collected data were analyzed using descriptive and inferential statistics. Descriptive statistical analysis was employed to calculate the mean, median, mode, percentage, frequency distribution, and score classification of both pretest and post test results. Prior to hypothesis testing, a normality test was conducted using the Chi-Square formula to examine the distribution of the data. The analysis revealed that both pretest and posttest scores were not normally distributed. Therefore, the Wilcoxon Signed Rank Test was selected as the appropriate non-parametric technique for testing the research hypothesis.

Hypothesis testing was carried out at a significance level of 0.05. The alternative hypothesis ( $H_a$ ) proposed that the Show and Tell Method significantly affected students' speaking descriptive text ability, whereas the null hypothesis ( $H_0$ ) proposed that no significant effect existed. The decision was made by comparing the obtained Wilcoxon value with the critical value in the Wilcoxon table.  $H_a$  was accepted when the calculated value exceeded the table value, while  $H_0$  was rejected. Because this study employed a one-group pretest–posttest design without a control group, the findings were interpreted with consideration that external factors beyond the treatment might also influence students' learning outcomes.

### 3. RESULT AND DISCUSSION

#### Results

This section presents the findings obtained from the pretest, posttest, classroom observations, normality testing, and hypothesis testing conducted among the eighth-grade students of SMP Negeri 3 Sibabangun. The results are organized to describe students' speaking descriptive text ability before and after the implementation of the Show and Tell Method.

#### Students' Speaking Ability Before the Implementation of the Show and Tell Method

The pretest was administered to determine students' initial speaking descriptive text ability prior to the treatment. The results showed that students' performance was still relatively low. The results indicated a score range from 36 to 60 among the students. The average score was 45, which fell into the "Enough" category. Furthermore, the median score reached 44, while the most frequently occurring score was 40.

**Table 1.** Mean, Median, and Mode of the Pretest

No	Statistic	Score	Category
1	Mean	45	Enough
2	Median	44	Enough
3	Mode	40	Enough

The frequency distribution of students' pretest scores is presented in Table 2.

**Table 2.** Frequency Distribution of Pretest Scores

Score Interval	Frequency	Percentage (%)
36–40	11	39.29
41–45	6	21.43
46–50	4	14.29
51–55	5	17.86
56–60	2	7.14
Total	28	100

The distribution indicates that most students were concentrated within the lower score intervals. The largest proportion of participants (39.29%) achieved scores between 36 and 40, whereas only a small number of students reached the highest interval. These findings suggest that students experienced considerable difficulties in delivering descriptive texts orally before receiving the instructional treatment.

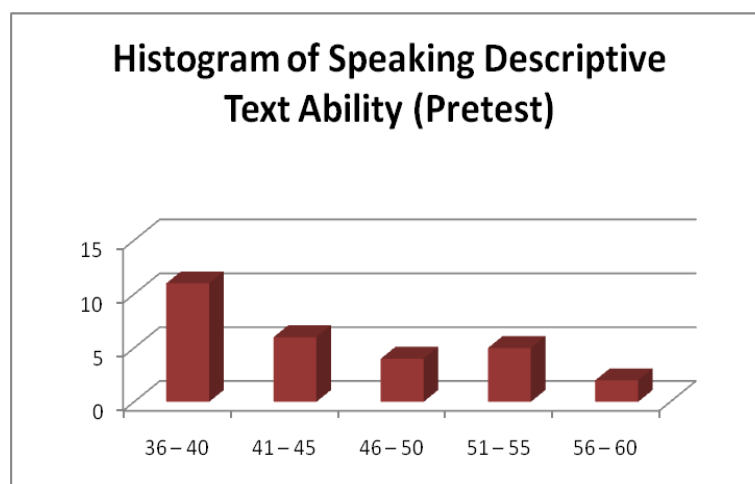


Figure 1. Histogram of Pretest Scores

The histogram demonstrates an uneven distribution of scores. Most students achieved low scores, while relatively few students obtained higher scores. This pattern indicates that their initial speaking performance was generally below the expected standard.

**Students’ Speaking Ability After the Implementation of the Show and Tell Method**

Following the treatment, a post test was administered to evaluate students’ speaking descriptive text ability after learning through this method. The results revealed a noticeable improvement in students’ performance. The highest score increased to 80, whereas the lowest score was 44. In addition, the mean score improved to 70, while both the median and mode reached 72.

Table 3. Mean, Median, and Mode of the Posttest

No	Statistic	Score	Category
1	Mean	70	Good
2	Median	72	Good
3	Mode	72	Good

The frequency distribution of posttest scores is shown in Table 4.

Table 4. Frequency Distribution of Posttest Scores

Score Interval	Frequency	Percentage (%)
44-50	3	10.71
51-57	2	7.14
58-64	0	0
65-71	3	10.71
72-78	15	53.58
79-85	5	17.86
Total	28	100

The post-test distribution demonstrates that most students achieved scores within the upper intervals. More than half of the participants (53.58%) obtained scores ranging from 72 to 78, indicating a substantial improvement compared to the pretest results.

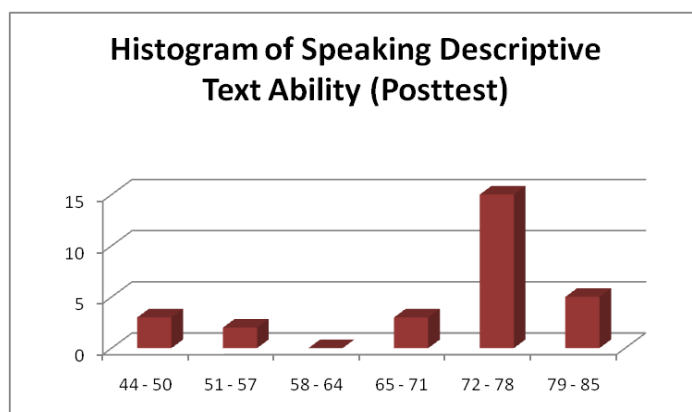


Figure 2. Histogram of Post test Scores

The histogram shows a shift toward higher score ranges after the treatment. Compared with the pretest distribution, students’ scores became concentrated within the good performance category, suggesting that the implementation of the Show and Tell Method contributed positively to their speaking achievement.

**Normality Test**

Before conducting hypothesis testing, the data were examined for normality using the Chi-Square test. The purpose of this analysis was to determine whether the score distributions met the assumptions required for parametric statistical procedures.

Table 5. Normality Test Result of the Pretest

Result	df	1%	5%	Interpretation
21.82	5	15.086	11.070	Not Normally Distributed

The analysis revealed that the calculated Chi-Square value (21.82) exceeded the critical value at the 5% significance level (11.070). Therefore, the pretest data were classified as not normally distributed.

Table 6. Normality Test Result of the Post-test

Result	df	1%	5%	Interpretation
21.82	5	15.086	11.070	Not Normally Distributed

Similarly, the calculated Chi-Square value for the post-test (92.04) was higher than the critical value. Consequently, the post-test data were also categorized as not normally distributed.

Since both datasets violated the assumption of normality, a non-parametric statistical procedure was selected for hypothesis testing.

**Hypothesis Testing**

The research hypothesis was tested using the Wilcoxon Signed Rank Test to determine whether the Show and Tell Method significantly influenced students’ speaking descriptive text ability.

Table 7. Result of the Wilcoxon Signed Rank Test

Comparison	W <sub>calculated</sub>	W <sub>table (0.05)</sub>	Decision
Pretest–Post-test	391	116	Ha Accepted

The statistical analysis demonstrated that the obtained Wilcoxon value (391) was substantially higher than the critical value (116). Therefore, the alternative hypothesis (Ha) was accepted, while the null hypothesis (Ho) was rejected. These findings indicate that the implementation of the Show and Tell Method significantly affected students’ speaking descriptive text.

**Discussion**

Data gathered from this investigation revealed that students' descriptive oral competence was significantly enhanced through the deployment of the Show and Tell Method. This positive shift, evidenced by the escalation of mean scores between the initial and final tests, indicates that meaningful avenues for

oral communication practice were successfully generated by the classroom activities. The statistical findings further confirmed that the improvement was not merely incidental but represented a significant enhancement in their speaking performance.

The positive impact of this method can be explained through the nature of speaking itself. Speaking is not only a process of producing language but also a means of communicating ideas, feelings, and information effectively to others (Brown, 2004; Wabdaron & Rahmawati, 2025). During the implementation of the method, students were required to present and describe objects in front of their classmates. Such activities encouraged learners to use English actively and enabled them to practice various speaking components simultaneously, including pronunciation, vocabulary, grammar, fluency, and comprehension.

The improvement in students' speaking ability is also closely related to the principles of communicative language learning, which emphasize active participation and meaningful interaction. The implementation of Show and Tell effectively forces learners to structure their thoughts logically, choose professional vocabulary, and transmit messages transparently during public presentations. As stated by (Oktanisfia & Susilo, 2021), speaking activities become more effective when learners are provided with opportunities to engage in authentic communication. Therefore, the learning environment created through this method contributed positively to the development of their communicative competence.

Another important finding concerns students' increased confidence during classroom speaking activities. At the beginning of the research, many students were hesitant to speak and often demonstrated anxiety when presenting ideas orally. However, after participating in several Show and Tell sessions, students became more willing to express their opinions and share information with their peers. This finding supports (Hanafi, 2025), who argues that the Show and Tell Method can boost students' inner confidence while at the same time developing verbal smoothness and logical thought structuring. Similar conclusions were also reported by (Lestari, 2025; Rikmasari, 2025), who found that Show and Tell activities encourage students to become more active and confident participants in classroom communication.

The computational evidence generated from this study corroborates existing literature validating Show and Tell implementation. Past documentations by (Manda et al., 2022) show that student involvement is highly optimized by using this approach, which aligns with (Apriyanto & Syakur, 2022) who state that it establishes a supportive learning atmosphere through similar techniques that facilitates the improvement of speaking skills. The current findings strengthen these conclusions by demonstrating that the method is also effective for developing students' ability to deliver descriptive texts orally.

Furthermore, the results support the studies conducted by (Rahayu, 2023; Sela et al., 2025; Nurul et al., 2025), which both indicated substantial progress in learners' verbal outcomes following the application of the strategy. However, those studies primarily focused on general speaking ability, fluency, or classroom interaction, the present study specifically examined descriptive speaking ability. Therefore, this research contributes additional evidence this method is beneficial for helping students describe people, places, and objects systematically and meaningfully.

From a pedagogical perspective, the findings suggest that English teachers should consider incorporating this method into speaking instruction. The method provides students with opportunities to practice speaking in authentic contexts, encourages classroom interaction, and promotes active participation. In addition, it allows learners to expand their vocabulary, improve pronunciation, and develop greater confidence in using English for communication. These benefits are consistent with the findings of (Iswandi & Nopiyadi, 2023), who emphasized that continuous speaking practice contributes significantly to the development of oral language proficiency.

Despite the positive outcomes obtained in this study, several limitations should be acknowledged. The research employed a pre-experimental design involving only one group without a control group. Consequently, it is difficult to determine whether all improvements were exclusively caused by the treatment. Future studies are recommended to employ experimental or quasi-experimental designs with larger samples to obtain stronger evidence regarding the effectiveness of this method across different educational settings and student populations.

#### 4. CONCLUSION

This study concludes that this method is effective in enhancing students' speaking descriptive text ability at the eighth grade of SMP Negeri 3 Sibabangun. The implementation of the method facilitated students' active engagement in speaking activities and provided meaningful opportunities to express ideas orally through descriptive presentations.

Student achievement varied from 36 to 60 points. With a mean score of 45, the overall performance was classified as "Enough." Additionally, the median score stood at 44, and the most common score was 40, particularly in organizing ideas, delivering information, and communicating more confidently in English.

The method also promotes a more interactive and student-centered learning environment that supports the improvement of oral communication skills.

Therefore, this method can be considered a practical instructional alternative for teaching descriptive speaking in junior high school English classrooms. Future studies are recommended to involve larger samples and more rigorous research designs to further examine the effectiveness of the method across different educational contexts.

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