



The Correlation Between Show and Tell Strategy and Student's Speaking Skill at the Third Grade of SMA Negeri 2 Seberida

Umi Nurhasanah^{1*}, Prih Febtiningsih², Ardiya³

¹⁻³ Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Riau, Indonesia

* Corresponding Author: nananurhasanah7877@gmail.com¹

Abstract. This study aims to determine the significant correlation between the implementation of the Show and Tell strategy and students' speaking skills at the senior high school level. This research employed a quantitative approach using a correlational method. The instruments used included a speaking test and a questionnaire to measure students' perceptions of the applied strategy. The sample consisted of 108 third-grade students selected through simple random sampling. The hypothesis test results showed a significant correlation between the Show and Tell strategy and students' speaking ability. The Pearson correlation coefficient value was 0.303, indicating a moderate positive correlation. Meanwhile, the significance value (Sig. 2-tailed) was 0.001, which is lower than 0.05, suggesting that the correlation is statistically significant. Although the correlation value is not high, the findings demonstrate that the Show and Tell strategy contributes positively to students' speaking skill development. The application of this strategy allows students to practice speaking spontaneously, organize their ideas more clearly, and build greater confidence in speaking publicly. Furthermore, students are encouraged to be more active and engaged in the learning process. A supportive and interactive learning environment created through Show and Tell helps reduce speaking anxiety, which is common in foreign language learning. Regular practice also contributes to improvements in other speaking aspects such as pronunciation, vocabulary, and comprehension. Therefore, the Show and Tell strategy can be concluded as an effective method for enhancing students' oral communication skills.

Keywords: Active Learning; Pearson Correlation; Show and Tell; Speaking Skill; Learning Strategy.

1. INTRODUCTION

Speaking is a fundamental skill in language learning because it serves as the primary medium for communication and enables learners to express ideas, opinions, and emotions effectively in both academic and real-life contexts (Azzahra, 2024; Hang & Van, 2020). In English as a Foreign Language (EFL) settings, speaking competence is considered a key indicator of students' language mastery, as it reflects their ability to use linguistic knowledge interactively and meaningfully (Adem & Berkessa, 2022). Therefore, developing students' speaking skills is one of the main goals of English language teaching.

Speaking proficiency involves several essential components, including fluency, pronunciation, vocabulary, grammar, and self-confidence (Aulia et al., 2024; Mardhatilla et al., 2023; Syahfutra et al., 2019). These components require continuous practice and appropriate instructional strategies that promote active student participation. However, in many Indonesian classrooms, speaking activities are still limited, and teaching tends to focus more on reading, writing, and grammatical knowledge rather than communicative competence (Hamzah et al., 2024; Anggraeni et al., 2020). As a result, students often lack opportunities to practice speaking, which leads to low confidence and limited oral proficiency.

Previous studies have shown that many EFL students experience difficulties in speaking due to limited vocabulary, fear of making mistakes, anxiety when speaking in front of others, and lack of engaging learning activities (Ilinawati, 2021; Syahfutra et al., 2019). These challenges can reduce students' motivation and participation in classroom interactions. In addition, traditional teaching methods that are teacher-centered tend to restrict students' chances to express their ideas orally, which further hinders the development of their speaking skills (Adem & Berkessa, 2022; Hang & Van, 2020).

At SMA Negeri 2 Seberida, similar problems were observed in the English classroom, particularly among third-grade students. Many students have limited vocabulary, unclear pronunciation, and low self-confidence when speaking in front of their classmates. They often hesitate, use incorrect intonation, and are afraid of making mistakes. These difficulties reduce their participation in speaking activities and negatively affect their learning outcomes. Therefore, an appropriate teaching strategy is needed to create a supportive learning environment that encourages students to speak more actively.

One strategy that can be used to improve students' speaking skills is the Show-and-Tell strategy. This strategy allows students to present objects, pictures, or personal experiences and describe them orally in front of the class, which helps them organize their ideas, enrich their vocabulary, improve pronunciation, and build confidence (Adhitya & Mivtahuljanah, 2022; Julita, 2024). Show and Tell also promotes meaningful communication because students talk about familiar topics and real objects, making the learning process more engaging and interactive (Ummah et al., 2023). In addition, this strategy provides opportunities for students to practice speaking in a structured yet enjoyable way, which can reduce anxiety and increase their willingness to communicate.

Several studies have reported positive effects of the Show-and-Tell strategy on students' language development. It has been found to enhance vocabulary mastery, improve speaking fluency, and increase students' confidence in expressing their ideas (Simamora, 2021; Julita, 2024). Furthermore, interactive speaking activities such as Show and Tell align with communicative language teaching principles, which emphasize student-centered learning and real communication practice (Adem & Berkessa, 2022; Hang & Van, 2020).

Based on the explanation above, it is clear that speaking is an essential skill that needs to be developed through appropriate and engaging teaching strategies. The problems faced by students at SMA Negeri 2 Seberida indicate the need for an interactive approach that can improve their speaking skills. Therefore, this study aims to examine the correlation between

the implementation of the Show-and-Tell strategy and students' speaking skills at the third grade of SMA Negeri 2 Seberida..

2. LITERATURE REVIEW

Speaking is a component of everyday language skill. People frequently choose to communicate verbally because it is more effective. Speaking is a crucial part of everyday life. Some linguists define "speaking" as follows Adhitya & Mivtahuljanah (2022), talking is the transfer of dialect through the mouth. To speak, we make sounds with several parts of our bodies, including the lungs, vocal tract, vocal lines, tongue, teeth, and lips. This vocalised frame of dialect often requires at least one audience.

Julita (2024) defined Show and Tell as a game used to develop language skill, especially oral language skill. Show and Tell is often used in activities that develop children's skill in conveying and expressing knowledge about something. Show and Tell is an activity carried out by showing an item to others. The item depicted can be either real or imitation.

Anggraeni et al. (2020) Explanation teaching is a means of communicating facts about a topic that student would learn. The teaching-learning process aims to provide students with both understanding and the skill to acquire that knowledge. To meet the aim of teaching, the instructor must be innovative in selecting resources and teaching procedures that allow students to easily understand the knowledge (Hang & Van, 2020).

Adem & Berkessa (2022) outlines key principles for teaching speaking, emphasizing the importance of understanding different learning contexts. In an external language learning environment, where the target language is not used for communication in society, students face challenges in developing speaking skills due to limited opportunities for practice.

3. RESEARCH METHOD

This study applied a quantitative correlational design to examine the correlation between the Show and Tell strategy (X) and students' speaking skill (Y). The population include all third-grade students of SMA Negeri 2 Seberida (108 students), and simple random sampling was used. The instrument was, first A Show and tell strategy questionnaire consist of 9 items that adoptep from Adhitya & Mivtahuljanah (2022) And second is a Speaking test that adopted from Ilinawati et al.(2021) and Nurhayatin et al. (2023): Data were analyzed with SPSS version 25 using Normality, linearity, and Pearson Product Moment Correlation test.

4. RESULTS AND DISCUSSION

Results

Normality Test

The normality test aimed to determine whether the data had a normal distribution or not. This test was very important because it affected the accuracy of choosing the appropriate statistical test. The following were the results of the normality test analyzed using SPSS 25.

Table 1. Normality Test.

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		108
Normal Parameters ^{a, b}	Mean	0,0000000
	Std. Deviation	3,80785186
Most Extreme Differences	Absolute	0,72
	Positive	0,72
	Negative	-0,44
Test Statistic		0,72
Asymp. Sig. (2-tailed)		0,200^{c, d}

Based on the results of the normality test shown in Table 4.3, the test had been carried out using the One-Sample Kolmogorov-Smirnov Test on 108 residual data with an Asymp value. Sig. (2-tailed) of 0.200. Since the significance value was greater than 0.05, it could be concluded that the residual data was normally distributed. Thus, the assumption of normality had been fulfilled, allowing the parametric analysis to proceed.

Linearity Test

The variables are linear if the value of significance > 0.05. The linearity test had tested with the help of SPSS 25 for windows.

Table 2. Linearity Test.

			Sum of Squares	Df	Mean Square	F	Sig.
Student's Speaking		(Combined)	637.012	24	26.542	2.057	.009
		Linearity	156.602	1	156.602	12.136	.001
Skill *Show and Tell Strategy	Between Group	Deviation from Linearity	480.410	23	20.887	1.619	.059
	Within Groups		1071.062	83	12.904		
Total			1708.074	107			

The results show that the significance value for the Linearity component is 0,001, which is less than 0,05. This indicates that there is a significant linear correlation between the independent variable (Show and Tell strategy) and the dependent variable (students' speaking skill). Furthermore, the significance value for the Deviation from Linearity is 0,059, which is greater than 0,05. This means there is no statistically significant deviation from linearity, suggesting that the data does not follow a nonlinear pattern. Therefore, it can be concluded that

the correlation between the Show and Tell strategy and students' speaking skill is linear and meets the assumption for simple linear regression.

Correlation Analysis

The researcher used SPSS 25 to find out the result of the hypothesis test with the Pearson product moment formula. The calculation is as follows:

Table 3. Hypothesis Test (Pearson Correlation).

Correlations			
		SnT_Strategy	Speaking_Skill
SnT_Strategy	Pearson Correlation	1	0,303
	Sig. (2-tailed)		0,001
	N	108	108
Speaking_Skill	Pearson Correlation	0,303	1
	Sig. (2-tailed)	0,001	
	N	108	108

Based on the results of the hypothesis test shown in Table 4.5, Pearson's correlation analysis revealed a correlation between the Show and Tell (SnT_Strategy) strategy and speaking skill (Speaking_Skill). The Pearson correlation value of 0,303 indicated a moderate to strong positive correlation between the two variables. A significance value (Sig. 2-tailed) of 0,001, which was smaller than 005, showed that the correlation between the two variables was significant. Therefore, the proposed hypothesis was accepted, indicating a significant influence between the Show and Tell strategy and the students' speaking skill.

Discussion

The results of this research revealed a significant correlation between the Show and Tell (SnT_Strategy) strategy and students' speaking skills (Speaking_Skill), as indicated by a correlation value of 0,303 and a significance value of 0,001, which is less than the threshold of 0,05. This result indicates that the application of the Show and Tell strategy has a positive effect on improving students' speaking skills, although the strength of the correlation was categorized as weak to moderate. Despite this, the findings suggest that the strategy contributes meaningfully to the development of students' speaking skills, aligning with the principles of interactive and student-centered learning.

This finding is in line with Simamora (2021), who conducted experimental research at SMAS Nusantara Tigalingga, where students engaged in oral activities describing pictures. The results showed notable improvements in vocabulary, pronunciation, fluency, comprehension, and grammar, emphasizing that engaging students in active speaking tasks can enhance their English-speaking proficiency. Similarly, Syahfutra, Wibowo, Ardiya, and Febtiningsih (2019) highlighted that structured and practical speaking activities can help students overcome

psychological challenges such as anxiety and lack of confidence, leading to better speaking performance.

In conclusion, the findings of this research are strongly supported by previous studies, emphasizing that interactive, expressive, and structured strategies like Show and Tell can enhance students' speaking skills. However, to achieve optimal learning outcomes, it is essential to consider psychological factors and students' strategic learning behaviors, as these significantly influence the effectiveness of the strategy in improving speaking performance.

5. CONCLUSION AND SUGGESTION

Based on the results of the research, it can be concluded that there was a significant correlation between the application of the Show and Tell strategy and students' speaking skill. Although the correlation obtained was categorized as weak to moderate, it still indicates that the Show and Tell strategy has a positive contribution to the development of students' speaking skills. The implementation of this strategy allowed students to practice speaking spontaneously, helping them build greater confidence when expressing their thoughts in front of others. Furthermore, the interaction created during the Show and Tell sessions fostered active learning, where students could learn from their own experiences and from listening to their peers. Therefore, although other factors may also influence speaking skill, the Show and Tell strategy proved to be an effective strategy in promoting students' oral communication skills.

In this research, several challenges were encountered that affected the overall findings. One of the main challenges was the wide various skill in students' speaking skill. Each student came from different backgrounds, levels of confidence, and language proficiency, making it difficult to achieve uniform results. This variation influenced the outcomes and weakened the correlation between the implementation of the Show and Tell strategy and students' speaking skills.

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