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The Effect Of The Show-And-Tell Learning Model On First-Grade Elementary School Students' Interest In Learning And Speaking Skills

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ABSTRACT

Learning the Indonesian language in elementary education is crucial for enhancing students' communication abilities, motivating them to learn, and improving their speaking skills. This research aimed to investigate the influence of the Show-and-Tell educational model on first-grade students' interest in learning and their speaking proficiency at UPTD SDN Kemayoran 1 Bangkalan. A quantitative experimental approach was utilized, which included both control and experimental groups. Data collection was carried out using observation checklists and performance evaluations, then analyzed with an independent samples t-test and MANOVA. Results indicated that the students who experienced the Show-and-Tell approach had higher average scores in their learning interest (M = 23.97) than those in the traditional model (M = 15.21), revealing a notable difference (p < 0.001). Likewise, the experimental group demonstrated superior speaking abilities (M = 15.56) compared to the control group (M = 7.50), also indicating significant differences (p < 0.001). The results from MANOVA also confirmed that the Show-and-Tell approach had a significant impact on both learning interest and speaking skills together. To sum up, the Show-and-Tell educational model can serve as an effective strategy focused on students to enhance their motivation and communication skills in primary education. Future research is encouraged to include more participants and a longer duration of intervention.

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1. INTRODUCTION

Elementary education serves as the primary foundation for shaping students' character, attitudes, and learning abilities from an early age. Speaking skills among elementary school students are a crucial language competency because they help students convey ideas, interact with their social environment, and support cognitive development and the learning process in the classroom (Wulansari & Hardianto, 2025). Meanwhile, a high interest in learning can encourage students to participate more actively in the learning process, thereby enhancing their confidence and ability to express ideas or opinions verbally (Lestari, 2020). At this stage, students undergo rapid development across cognitive, social, emotional, and linguistic domains, necessitating appropriate, targeted learning stimulation. Therefore, teachers are

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expected to instill foundational learning and communication skills so that students grow into active, confident individuals capable of effectively interacting within their social environment. Speaking skills in elementary school-aged children must be developed through appropriate instruction, as these skills play a crucial role in helping students express their thoughts and experiences and communicate effectively with others (Rozy & Sukardi, 2023). Two aspects that play a crucial role in supporting learning success in elementary school, particularly in first grade, are interest in learning and speaking ability. These two aspects are interrelated and serve as key indicators of the success of the learning process in the early grades.

At the elementary school level, particularly in first grade, the development of learning interest and speaking skills is a top priority because both serve as the foundation for academic success in subsequent stages. Speaking skills in elementary school students are an important language skill to develop because, through these skills, students can express ideas, communicate with others, and boost their self-confidence in the learning process (Saldaria et al., 2019). Motivation and interest in learning are critical factors in the elementary education process, as both influence student engagement in learning activities and contribute to increased participation and academic success in the classroom (Edu et al., 2021). Learning interest can be defined as students' tendency to pay attention to and take an interest in learning activities, which generates a sense of enjoyment and a desire to actively participate. Elementary school students' interest in learning can increase when lessons are designed to be engaging and interactive, as such conditions encourage students to be more active, enthusiastic, and involved in various classroom learning activities (Syahrir et al., 2025). Students with a high interest in learning tend to demonstrate active participation, enthusiasm, and ease in understanding the material, whereas students with a low interest tend to be passive and less motivated. In line with this, education, as a systematic process, aims to develop students' potential comprehensively, encompassing knowledge, skills, and attitudes, as emphasized in Law No. 20 of 2003 on the National Education System.

The urgency of developing speaking skills is also increasingly relevant to curriculum demands that emphasize communication skills as a core competency in elementary school. Learning in first grade should provide ample space for students to practice speaking through meaningful and enjoyable activities. However, the reality on the ground shows that learning is still dominated by teacher-centered lecture methods, thereby limiting student engagement. Based on observations at UPTD SDN Kemayoran 1 Bangkalan, the majority of students did not meet the Minimum Competency Criteria (KKM): 33 students failed, while only 23 achieved it. This situation indicates low student interest in learning and poor speaking skills, as evidenced by students' difficulties asking questions, answering, and expressing ideas orally.

Learning interest is an internal drive that influences student engagement in the learning process. Learning interest is not solely associated with enjoyment; it also includes attention, curiosity, and active engagement in learning (Andhika, 2021); (Ndraha et al., 2022); (Abustang, 2020); (Setiawan et al., 2022). Students with high

learning interest will be more focused, diligent, and highly motivated to achieve learning objectives (Korompot et al., 2020). On the other hand, speaking ability is a productive language skill that enables students to express ideas, thoughts, and feelings orally (Sulistyawati & Amelia, 2021); (Eldiana S, & Kherunisa, 2023). This ability requires courage, self-confidence, and a strong vocabulary, so it needs to be trained continuously from an early age.

One alternative solution to address the issues of low learning motivation and speaking skills among students is to implement an interactive and participatory learning model, such as the “show and tell” learning model. “Show and tell” is a learning activity in which students present an object and describe it to their peers (Husna, 2022). This model has been proven to offer various advantages, including boosting self-confidence, developing public speaking skills, and fostering active interaction among students (Surini, 2023); (Ariska & Suyadi, 2020). Additionally, the use of concrete objects in “show and tell” activities helps students understand the material in a more tangible and meaningful way.

Several studies (Soliha et al., 2025). Have suggested that show-and-tell gives primary school pupils an opportunity to demonstrate their work and explain concepts to classmates, which may improve their public speaking skills. The show-and-tell model from education, which includes simple presentation features and classroom interaction, may improve the speaking skills of primary school children (Naibaho & Faisal, 2024). Previous studies have shown that public speaking improves significantly, as the show-and-tell approach encourages students to speak in front of the class about their ideas and experiences (Bia, 2025). While the show-and-tell method has been studied to some extent for its effectiveness in teaching public speaking skills, most of the literature either involved students of different grades or focused on a single variable, such as students' speaking ability or self-confidence. No research exists that investigates the relationship between a show-and-tell technique, first graders' motivation to learn, and their speaking skills. This highlights an area of research that could be addressed in trialling this model to lower-grade students, particularly in relation to the Indonesian language.

Based on the description above, this research aimed to determine the effect of the show-and-tell learning model on interest in learning and speaking skills among first-grade students at UPTD 3 STATE elementary school, Kemayoran 1, Bangkalan. The objectives of this research are to be: (1) identify how the image results model influences students' motivation for learning, (2) identify how the model influences students' ability to explain their ideas clearly and (3) find a relation between students' motivation for learning and their ability to explain their ideas clearly. This project contributes, both theoretically and practically, to innovative learning models for elementary schools that improve the quality of Indonesian language learning.

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2. METHOD

Given the numerical nature of the data and the statistical analysis, this research employed a quantitative method with a quasi-experimental design (Sugiyono, 2015). This investigation aimed to evaluate how the show-and-tell teaching model influences students' motivation to learn and their speaking abilities. A Nonequivalent Control Group Design was chosen because the researcher could not randomly assign participants to similar groups (Arinda et al., 2019). As a result, saturated sampling was used, in which all individuals in the population were included in the research sample. The population comprised all 56 first-grade pupils from UPTD SDN Kemayoran 1 Bangkalan, consisting of 28 students in Class 1A, serving as the control group, and 28 students in Class 1B, serving as the experimental group.

Prior to starting the study, ethical approval and consent from the school administration were acquired. Additionally, parental consent was obtained, as the study participants were elementary school children. The experimental intervention, which applied the show-and-tell learning model, took place over four weeks, with a total of eight sessions. During this period, students in the experimental group were motivated to orally present objects, photographs, or personal stories to the class, while teachers led questioning, discussions, and feedback activities. In contrast, the control group participated in traditional learning methods without the show-and-tell approach.

The tools used in this study included a questionnaire on learning motivation and a rubric for assessing speaking skills, both developed based on pertinent theoretical frameworks (Solo et al., 2025). The motivation questionnaire featured six statements rated on a 5-point Likert scale, addressing indicators like enthusiasm, involvement, focus, and learning discipline. Speaking skills were evaluated based on indicators such as clarity of pronunciation, accuracy of vocabulary, fluency, and understanding of sentences, using a scale from 1 to 5. Before the actual study began, these tools were pilot-tested on 10 students who were not part of the research sample. Validity of the instruments was assessed via Pearson Product-Moment correlation, while reliability was evaluated through Cronbach's Alpha using SPSS. All items in the questionnaire had correlation coefficients exceeding the critical value (r-table = 0.632), indicating their validity. Moreover, the reliability analysis yielded Cronbach's Alpha coefficients greater than 0.70, confirming the instruments' reliability.

Data analysis was performed using SPSS with a significance threshold of 0.05. Initial analyses included tests for normality and homogeneity to verify that the data adhered to parametric assumptions. Afterward, hypothesis testing was conducted using an independent-samples t-test to identify differences between groups for each dependent variable, while MANOVA was used to assess the overall effect of the show-and-tell model on students' learning motivation and speaking skills (Sutrisno & Wulandari, 2018). The hypothesis was accepted if the p-value was below 0.05, indicating a significant effect of the intervention on the assessed variables.

3. RESULT AND DISCUSSION

3.1 Result

Learning Indonesian in primary schools focuses on enhancing students' communication abilities through activities that involve listening, speaking, reading, and writing. Students who are highly motivated to learn typically engage more actively during lessons, which can positively impact their speaking abilities. Thus, this research explored how the Show-and-Tell teaching approach affects the motivation and speaking skills of first graders at UPTD SDN Kemayoran 1 Bangkalan.

Before testing the hypothesis, assumptions were tested. The normality assessment indicated that all variables were normally distributed ($p > 0.05$). Additionally, Levene's Test revealed equal variances across groups for both learning motivation and speaking proficiency ($p > 0.05$). For the MANOVA analysis, Box's M test also confirmed the homogeneity of the variance-covariance matrices ($p > 0.05$), suggesting that the assumptions for MANOVA were met.

Table 1 displays descriptive statistics for students' learning motivation. Students who were taught using the Show-and-Tell method achieved a higher average score ($M = 23.97$, $SD = 5.64$) than those taught with the traditional teaching approach ($M = 15.21$, $SD = 2.36$).

Table 1. Descriptive Statistics of Learning Motivation

Learning Model	N	Mean	SD	SE
Conventional Learning Model	28	15.21	2.36	0.45
Show-and-Tell Learning Model	28	23.97	5.64	0.94

The outcomes of the independent samples t-test revealed a meaningful difference in the motivation for learning among students from the two groups, $t(54) = -7.69$, $p < 0.001$, 95% CI [-11.04, -6.47]. Additionally, the analysis of effect size presented a Cohen's d of 2.05, which suggests an extremely large impact of the treatment.

Table 2. Independent Samples t-Test of Learning Motivation

Variable	t	df	Sig. (2-tailed)	Mean Difference	95% CI	Cohen's
Learning Motivation	-7.69	54	.000	-8.76	[-11.04, -6.47]	2.05

Table 3 displays the summary statistics for the speaking abilities of students. The group that participated in the experiment obtained a greater mean score ($M = 15.56$, $SD = 9.77$) compared to the control group ($M = 7.50$, $SD = 1.37$).

Table 3. Descriptive Statistics of Speaking Skills

Learning Model	N	Mean	SD	SE
Conventional Learning Model	28	7.50	1.37	0.26

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Show-and-Tell Learning Model	28	15.56	9.77	1.85

The independent samples t-test revealed a notable difference in the speaking abilities of students between the experimental and control groups, $t(54) = -4.31$, $p < 0.001$, 95% CI [-11.80, -4.31]. The Cohen's d value of 1.15 illustrated a sizable effect size, suggesting that the Show-and-Tell learning model significantly enhanced the speaking skills of students.

Table 4. Independent Samples t-Test of Speaking Skills

Variable	t	df	Sig. (2-tailed)	Mean Difference	95% CI	Cohen's
Speaking Skills	-4.31	54	.000	-8.06	[-11.80, -4.31]	1.15

In order to assess the simultaneous impact of the Show-and-Tell learning model on motivation for learning and speaking abilities, a MANOVA analysis was carried out. The results of the multivariate test showed a noteworthy effect of the learning model on the combined dependent variables, with Wilks' $\Lambda = 0.321$, $F(2, 53) = 56.14$, $p < 0.001$, and partial $\eta^2 = 0.679$. This finding suggests that around 67.9% of the changes in learning motivation and speaking abilities were affected by the treatment.

Additional examination through Tests of Between-Subjects Effects indicated that the Show-and-Tell learning model had a substantial impact on both learning motivation, $F(1,54) = 59.14$, $p < 0.001$, partial $\eta^2 = 0.523$, and speaking abilities, $F(1,54) = 18.57$, $p < 0.001$, partial $\eta^2 = 0.256$.

Table 5. MANOVA Results and Between-Subjects Effects

Dependent Variable	F	Sig.	Partial Eta Squared
Learning Motivation	59.14	.000	0.523
Speaking Skills	18.57	.000	0.256

In summary, the results demonstrate that the Show-and-Tell learning approach had a significant and substantial effect on improving motivation to learn and speaking skills among first-grade students at UPTD SDN Kemayoran 1 Bangkalan. The substantial effect sizes further suggest that engaging, student-centered learning activities were instrumental in increasing students' participation in class and their verbal communication abilities.

3.2 DISCUSSION

The results of this research indicated that the Show-and-Tell educational approach greatly enhanced the motivation for learning and speaking skills among first-grade pupils at UPTD SDN Kemayoran 1 Bangkalan. The data analysis revealed notable differences between the groups involved in the experiment and those not involved, with significant effect sizes. These results suggest that the Show-and-Tell method not only yielded significant statistical results but also had a

considerable practical influence on students' participation in class and their performance in verbal communication.

The rise in students' motivation to learn can be understood through the features of the Show-and-Tell approach, which emphasize active involvement, interaction, and learning in context. Show-and-Tell is a classroom exercise that motivates students to share ideas by verbally presenting and explaining various objects or experiences (Riyana Putri et al., 2023). Throughout the learning sessions, students were encouraged to bring items, narrate personal stories, and share their ideas directly with their peers. This approach fostered a more meaningful, student-focused learning environment than traditional teaching methods. This conclusion aligns with constructivist learning principles, which suggest that students become more engaged when they actively participate in gaining knowledge through hands-on experiences and social interactions. In this investigation, students seemed more eager, focused, and self-assured because they were directly participating in their learning rather than being just passive observers.

The notable rise in student motivation further illustrates the success of the rewarding and engaging experiences created through the Show-and-Tell method. Students were given chances to engage actively, connect with others, and receive positive feedback from teachers and classmates alike. This conclusion supports the idea that active participation in learning activities can enhance students' concentration, enthusiasm, involvement, and self-discipline in the classroom. Show-and-Tell proved to be effective in boosting students' motivation and engagement because they actively took part in presenting items and verbally explaining their significance (Soliha et al., 2025). As a result, this teaching method may address the shortcomings of traditional, teacher-focused instruction, which often reduces student involvement.

The enhancement in speaking abilities signifies that Show-and-Tell activities offered real chances for students to practice their verbal communication. The ongoing practice of showcasing items and clarifying ideas helped students enhance their clarity in pronunciation, the use of vocabulary, fluency, and confidence when addressing an audience. This finding is in accordance with earlier studies that have demonstrated how the Show-and-Tell technique can strengthen students' speaking skills, confidence, and command of vocabulary (Betty, 2018). Activities that imitate genuine communication scenarios seem to aid elementary learners in structuring their thoughts and expressing them in a clearer manner. Furthermore, the incorporation of tangible objects during presentations can assist students in linking language with real-world experiences, simplifying the process of forming sentences and conveying ideas effectively.

The results of this research also reinforce the idea that social interaction and observation play a key role in the development of communication abilities. In Show-and-Tell sessions, students not only worked on expressing their own thoughts but also noted the speaking techniques and presentation methods used by their classmates. This engaging process aligns with social learning theory, which

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highlights that language development occurs through watching, mimicking, and engaging with others. According to (Riyana Putri et al., 2023), Show-and-Tell activities help students enhance their communication skills via direct expression and interaction. Therefore, the cooperative environment fostered during classroom presentations may positively influence the growth of both verbal and nonverbal communication skills in students.

The significant effect sizes found in this study further solidify the view that the Show-and-Tell learning model had a significant educational effect. The values of Cohen's d and results for partial eta squared indicate that the intervention significantly affected students' motivation to learn and their speaking abilities. These results align with earlier studies that show Show-and-Tell activities can boost students' confidence, communication skills, and involvement in learning (Betaubun & Rokhmah, 2024). Students who feel motivated and self-assured are more likely to engage actively in class discussions and activities. Therefore, the Show-and-Tell learning model appears to support both cognitive and emotional growth among elementary students.

From a theoretical perspective, this research contributes to the expanding body of knowledge concerning active learning and communication-centered methodologies in early childhood education. The findings corroborate the notion that young learners derive greater benefits from engaging in and from contextualized learning environments than from passive instructional approaches. Moreover, the use of tangible objects and personal storytelling activities can foster both cognitive and emotional dimensions of learning, thereby elucidating the concurrent enhancement in motivation and oral communication skills observed in this study.

Nevertheless, certain limitations must be acknowledged. Firstly, the research sample was relatively small and derived from a single elementary school, which may limit the generalizability of the findings to other educational contexts. Secondly, the duration of the treatment was limited, thereby restricting the ability to thoroughly evaluate the long-term effects of the Show-and-Tell learning model on students' communicative development. Thirdly, the study was confined to examining learning motivation and speaking skills, without investigating other significant factors such as self-confidence, critical thinking, or teamwork abilities. Furthermore, the classroom assessments employed may still encompass subjective elements despite prior validation and reliability testing.

Therefore, future research should encompass larger, more diverse samples, longer intervention durations, and additional variables related to students' cognitive, emotional, and social development. Further investigations might also compare the efficacy of the Show-and-Tell method with other interactive instructional strategies to identify the most effective approaches for advancing communication skills in primary education. Overall, the present study indicates that the Show-and-Tell pedagogical model can serve as an effective, student-centered approach for enhancing both motivation to learn and speaking skills among elementary school students.

4. CONCLUSION

The findings of this research indicate that the implementation of the 'show and tell' learning paradigm significantly influences both the interest in learning among first-grade children and their speaking abilities at UPTD SDN Kemayoran 1 Bangkalan. An additional noteworthy observation is the emergence of visually engaging spears, which further demonstrate that the 'show and tell' model positively impacts students' interest in learning and their speaking skills at the same institution. This suggests that the adoption of this pedagogical approach could be effective in enhancing students' engagement, emotional intelligence, and language proficiency in primary education.

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