



# The Application of the Show and Tell Technique on English Speaking Skills: An Experimental Study

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## Abstract

*The implementation of the show-and-tell technique is a learning technique that aims to improve English speaking skills actively and productively. This study aims to determine the results of improving the English speaking skills of students of the D4 Hotel Management Study Program at Politeknik Pariwisata Prima Internasional. The method used is a quantitative method with an experimental study (quasi-experimental) control group and experimental group design by comparing the results of the pre-test and post-test of English speaking skills. The implementation of the show-and-tell learning technique has an effect on English-speaking skills, with an increase in the average pretest score before the show-and-tell technique was implemented in the control class of 60.27. In the experimental class the results were 64.30. After the application of the show-and-tell learning technique in both the control and experimental classes, there was an increase; namely, in the control class the average result was 70.87, while in the experimental class the average result was 90.90. With these results, it can be concluded that using the show-and-tell technique has an effect on the average results of English-speaking skills. Therefore, the application of the show-and-tell technique can be implemented in English learning, especially speaking skills.*

## 1. INTRODUCTION

Learning techniques are considered important in the learning process because they can determine the results a learner achieves. The right learning techniques will benefit for learner in absorbing the knowledge presented during the learning process. However, despite using what are considered appropriate learning techniques, many learners, in this study, students from Politeknik Pariwisata Prima Internasional, still find it difficult to express their opinions or describe objects in English. This has been researched by [1] that speaking skills have several difficulties, including pronunciation, vocabulary, confidence, and grammar, both when writing and speaking. Difficulties in speaking English will reduce self-confidence during the learning process in the classroom[2]. For example, when students are about to cook, they don't yet know the English names of the equipment. Additionally, star-rated hotels have specific communication guidelines. Language requirements for foreign languages are tailored to the specific hotel's location, such as international standard hotels that require every chef to master the names, functions, and even descriptions of the equipment used. If students do not master this, there will be misunderstandings between the chefs and staff preparing food in the kitchen.

At the Politeknik Pariwisata Prima Internasional, there is a Diploma 4 Hotel Management Study Program where students are expected to be able to describe various tools used when cooking and serving food. This is very necessary because in the hospitality industry, active speaking skills are required to be able to explain the function and description of the cooking utensils that will be used. Because when cooking in the kitchen, a chef must understand the function of each cooking tool to avoid incidents during the cooking process and

prevent workplace accidents while cooking. Stated add by [3] they identified a number of factors, such as incorrect handling or storage of ingredients during food preparation, burns and cuts sustained during cooking, accidents caused by wet floors or different types of floors, and injuries related to cleaning utensils. They discovered that the working conditions put chefs and kitchen employees at risk for accidents and injury.

In this study, the researcher will use the show-and-tell learning technique with descriptive text to help students become much more fluent and to make them aware of the shape, color, and function of the cooking equipment that will be used when cooking and serving food to guests later. Because every chef and waiter is required to know the type and description of the use of each piece of equipment. In addition, the opinion of [4] stated kinds materials of kitchen tools were also found to have different effects on kitchen task performance.

By using descriptive text, the researcher hopes students will be able to explain general descriptions related to the function of the chosen cooking utensil and describe it using adjectives, such as mentioning the color, the materials used, or the texture of the cooking utensil's surface (rough or smooth). The impact of this lack of student knowledge will later affect their ability to work in five-star hotels with a minimum English language standard. However, based on initial observations, students still find it difficult to explain the functions and describe the objects in the kitchen and the cooking utensils that will be used in English. In English language learning, one of the skills that must be mastered is speaking. However, students in the Diploma 4 Hospitality Management program at the Politeknik Pariwisata Prima Internasional have not mastered these components of speaking skills, including pronunciation, fluency, vocabulary, grammar, and understanding their interlocutor during both dialog and monolog. In practice, the researcher will use show and tell thru descriptive text.

By using this learning technique, it is hoped that students will be able to identify the functions and describe the cooking equipment used in English according to the established rules. Expressions of learning goal success can be assessed by the extent to which students, in this case university students, can use language flexibly based on context and culture, and effectively express ideas, which can improve their comprehension skills, language fluency, or communication during the learning process [5]. In addition

[6] Communication is a tool used by humans to interact both verbally and nonverbally. The existence of language as a means of communication should ideally be implemented in daily life[7], included in the English language learning process[8].

The show and tell learning technique can be implemented during teaching and learning activities because this technique can develop students' creativity and explain or describe various functions and adjectives of an object that will be explained. Using the show and tell learning technique can foster self-confidence and create a positive learning environment [9]. From another perspective, the availability of learning techniques makes students much more engaged in attending the courses they take. Adding from the statement [10] stating that the effectiveness of a teacher's teaching techniques for fulfill teaching practices.

Beside boosting self-confidence, the show-and-tell learning technique can illustrate interest in the object being described by conveying expressions and emotions [11]. Research on show and tell has been conducted, and the results indicate that when students engage in the show and tell learning technique, they are able to describe the color, shape, size, and composition of the objects they are talking about, and it fosters creative thinking. This significantly impacts the results of English-speaking skills[12]. The difference between this research and previous studies can be examined from the perspective of the function of using descriptive text, as it has a descriptive structure that progresses from general to specific, which can make it easier for students as respondents to provide detailed explanations in English.

The implementation of show and tell will involve students descriptively demonstrating an object or kitchen utensil they have chosen to show (show) and narrating (tell) in detail. By describing in detail and complexity, each student will gain a much deeper understanding of communication. According to research of [13] showing significant results with complex interactions between communication and describing specific objects. Research related to the implementation of show and tell was conducted by [14] which implements show and tell for English speaking skills. By using show and tell, it can make it easier for students to express creative ideas and increase their motivation to speak English.

However, English speaking skills are often difficult to master, including for students, because they often lack confidence to speak in public, fear making mistakes, and choose to remain silent when spoken to. The limited vocabulary also makes communication between speakers less effective[15]. Not only about lack vocabulary. But also [16] add, that an anxiety when speaking English can include several factors, such as a

stressful classroom environment, anxiety about delivering material or content, feelings and technology, self-perception, student beliefs, and anxiety when communicating. This is in stark contrast to the needs of the tourism industry market, which is in dire need of workers who can speak English actively.

Therefore, this research is based on the importance of English language skills in the tourism industry, particularly in the hospitality sector, where diploma graduates are expected to master English for communication. Add from [17] reinforcing that speaking skills influence successful communication and the ability to adapt in a social environment. The purpose of this study is to identify the influence of the show and tell technique on English speaking skills based on a quasi-experimental study.

## 2. METHOD

This research uses a quantitative approach, an experimental study with a quasi-experimental design. The implementation of this method will show the significance of its application before and after the show and tell technique on English speaking skills.

With the presence of pre-tests and post-tests, it will be evident in the control group design and the experimental group design. A quasi-experimental research method has been conducted by [18] In its implementation, the experimental class uses specific techniques. In the research used by the author, it is show and tell, while the control class does not apply the show and tell technique to English speaking skills.

Tabel 1 Pre-test Post Test Control Group Design

Class Group	Pretest	Treatment	Posttest
Experiment Class	O1	X	O2
Control Class	O3	-	O4

Explanation

X = Experimental class treatment

O1 = Experimental class pretest using the Show and Tell technique

O2 = Experimental class posttest using the Show and Tell technique

O3 = Control class pretest without using the Show and Tell technique

O4 = Control class posttest without using the Show and Tell technique

The sampling technique used is purposive sampling, where the sample has already been determined. The sample used was students at Politeknik Pariwisata Prima Internasional, with a population of 71. To obtain the required sample size for each class, the researcher used Slovin's formula with an error rate of 5% or 0.05 [19] To determine the sample size, use Slovin's formula as follows:

$$n = \frac{N}{1+N(e)^2} \quad (1)$$

$$n = \frac{71}{1+71(0.05)^2} \quad (2)$$

$$n = 60,29$$

With n being the sample size, N the total population, and the standard error used to be 0.05, the resulting sample size obtained is 60 students, divided into 30 students in the control group and 30 students in the experimental group. The research instrument used is an English-speaking skills test using descriptive text with the medium of cooking utensils used in the kitchen. Assessing speaking skills includes fluency, pronunciation, vocabulary, word delivery, and grammar. English speaking skills rubric assessment using [9] as a reference for measuring English speaking skills.

The research findings related to the application of the Show and Tell learning technique on English speaking skills can be in the form of speaking skills performed by describing the tools found in the kitchen and restaurant at the Prima International Tourism Polytechnic. This research was tested statistically using several tests thru a quasi-experimental design with control and experimental classes as the test subjects. The control class used conventional techniques or without the show and tell treatment. Meanwhile, the experimental class used the show and tell technique during the research. Test each data used using SPSS 20 [20]. The tests used were normality test, homogeneity test, T-test, and Gain test to measure the improvement made in both the control and experimental classes.

In control class, it was done using lecture techniques or simply assigning tasks in stages for each meeting. And all the students learn about kinds of kitchen equipment but did not use the Show and Tell technique.

As general, for the meeting was held by seven weeks in experimental class which used Show and Tell technique include; First meeting: kitchen pans and pots. Second meeting: types of knives. Third meeting: kitchen ladle. Fourth, the use of vocabulary for speaking English. Fifth, knowing the function of each cooking utensil. Sixth, knowing the cooking utensils in detail, including their size, shape, and color. Seventh, students are asked to choose one type of kitchen utensil and describe it in English, providing a general identification and a more detailed description mentioning its size, shape, and color.

The teaching technique procedure for show and tell can be broken down into several stages, including: 1) Preliminary stage a) The lecturer provides instructions and delivers the material to be taught. b) The lecturer directs students to choose an object to be described using the show and tell teaching technique, such as tools to be used when cooking in the kitchen or eating utensils. For example, frying pans, spoons, plates, glasses, and so on. 2) Core activity a) Students choose an object or item, such as kitchen equipment, to be the subject of their description, considering its size, shape, color, and components. b) Students show the chosen item. c) Students describe the item in detail using the concept of descriptive text. In the first paragraph or first explanation, students provide an explanation of the function of the item they will describe. Second, students explain or describe the parts of the item, including the type of components, shape, color, texture, and size. 3) Closing activity, a) The lecturer evaluates students' speaking skills and descriptive text components according to applicable rules [21].



Picture 1. Kitchen Appliances vocabulary  
 Taken from <https://www.oysterenglish.com/kitchen-appliances-vocabulary.html>

Table 2. Rubric for Assessing English Speaking Skills

Speaking Aspects	Very Poor	Poor	Quite Good	Good	Very Good
Pronunciation	10-39 No correct Pronunciation	40-60 Makes many pronunciation mistakes	61-70 Makes several pronunciation mistakes in conversation	71-80 Makes few pronunciation mistakes in conversation	81-100 No pronunciation mistakes in conversation
Fluency	No correct speech production	Doesn't speak fluently, takes too long to think	Speaks somewhat fluently, with some hesitations	Speaks quite fluently with occasional pauses	Speaks very fluently
Vocabulary	Knows required vocabulary	Knows few required vocabulary words	Knows several required vocabulary words	Knows many required vocabulary words	Knows all required vocabulary words
Word Order	No correct order	Poor Order	Quite good order	Good order	Very good order
Grammar	No correct grammar	Makes many grammar mistakes	Makes several grammar mistakes	Makes few grammar mistakes	No grammar mistakes

The research hypotheses are:  $H_0$ : There is no significant difference between the English-speaking skills of students taught using the Show and Tell technique and those taught using the conventional method at the Politeknik Pariwisata Prima Internasional.  $H_1$ : There is a significant difference between the English-speaking skills of students taught using the Show and Tell technique and those taught using the conventional method at the Prima International Tourism Polytechnic.

### 3. RESULT AND DISCUSSION

#### 3.1. Research Results

The research conducted from October 15, 2025, to November 31, 2025, on D4 Hotel Management students at Politeknik Pariwisata Prima Internasional, went thru several stages, including: 1) English speaking test stages for the control and experimental groups; 2) several prerequisite tests were conducted, including Normality Test, Homogeneity Test, T-Test, and Gain Test.

#### 3.2 Normality Test Results

The normality test was conducted in this study using the Kolmogorov-Smirnov test with SPSS software. The data is normally distributed if the obtained significance value is greater than the significance level of 0.05[22].

Tabel 3. The Result of Normality Kolmogorov-Smirnov<sup>a</sup>

Class	Statistic	Df	Sig.	Shapiro-Wilk			
				Statistic	df	Sig.	
Pretest	Control Class	.104	30	.200*	.965	30	.412
	Experiment Class	.161	30	.047	.946	30	.131
Posstest	Control Class	.096	30	.200*	.972	30	.602
	Experiment Class	.131	30	.199	.954	30	.219
Improvement	Control Class	.134	30	.178	.942	30	.101
	Experiment Class	.178	30	.017	.945	30	.120

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the Shapiro-Wilk test, all data (pretest, posttest, and improvement) in both the control and experimental groups are normally distributed, as all Sig. values are  $> 0.05$ . This can be seen from the pretest values in the control group, which is  $0.412 > 0.05$ , and in the experimental group, which is  $0.131 > 0.05$ . Then, in the posttest in the control group, the significance is  $0.602 > 0.05$ . In the experimental group, the significance result is  $0.219 > 0.05$ . From the improvement values in the control and experimental groups, the control group value is  $0.101 > 0.05$ , and in the experimental group, the improvement is  $0.120 > 0.05$ . Therefore, the conclusion from the data on the use of the show and tell technique in English speaking skills is that the data is normally distributed.

#### 3.3 Homogeneity Test

Homogeneity test can be use for [23] This test aims to determine whether the variance (diversity) of data from two or more groups is homogeneous (the same) or heterogeneous (not the same). In this study, the test is used to determine whether the variance of posttest data from the experimental class (Show and Tell) and the posttest data from the control class (conventional) is homogeneous or not. Basis for Decision-Making [24]

- If Sig. (p-value)  $> 0.05$ , then the data is homogeneous (equal variance between groups).
- If Sig. (p-value)  $\leq 0.05$ , then the data is not homogeneous (unequal variance between groups).

Tabel 4. The result of Homogeneity Test of Homogeneity of Variance

		Levene			Sig.
		Statistic	df1	df2	
Pretest	Based on Mean	1.452	1	58	.233
	Based on Median	1.366	1	58	.247
	Based on Median and with adjusted df	1.366	1	54.92 4	.248
	Based on trimmed mean	1.467	1	58	.231
Posstest	Based on Mean	.075	1	58	.785
	Based on Median	.065	1	58	.800

	Based on Median and with adjusted df	.065	1	57.96 2	.800
	Based on trimmed mean	.052	1	58	.821
Improvement	Based on Mean	1.880	1	58	.176
	Based on Median	1.076	1	58	.304
	Based on Median and with adjusted df	1.076	1	55.20 2	.304
	Based on trimmed mean	1.793	1	58	.186

From the results of the homogeneity test, it was found that the significance value at pretest was  $0.233 > 0.05$ , and it can be concluded that the pretest data is homogeneous. The significance test for posttest yielded a value of  $0.785 > 0.05$ , indicating that the posttest data is homogeneous. The normality test for the increase data (Gain) yielded a result of  $0.176 > 0.05$ , indicating that the increase is homogeneous. Based on the data obtained, it can be concluded that there is significant data.

### 3.4 T-Test

T-test can be use [25] The statistical technique used to test the significance of the difference between two means from two distributions. This hypothesis testing technique is used when the researcher wants to evaluate the difference between two effects. In this study, a t-test was conducted on two groups: the experimental group (the class receiving treatment) and the control group as a comparison (the class not receiving treatment). At the end of the experiment, the results of both groups were analyzed by comparing their averages.

Tabel 5 The Result of T-Test

T-Test Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
pretest	Control Class	30	60.27	5.533	1.010
	Experiment Class	30	64.30	4.466	.815
posttest	Control Class	30	70.87	4.377	.799
	Experiment Class	30	90.90	4.278	.781
Improvement	Control Class	30	10.60	4.882	.891
	Experiment Class	30	27.67	6.008	1.097

Based on the t-test results, it can be explained that the average score for the control class during the pre-test was 60.27, while the experimental class scored 64.30. This means that the initial score of the experimental class was higher and still considered the same because they had not yet received treatment. In the post-test stage, the control class scored 70.87, while the experimental class, after being given the show and tell learning technique treatment, scored an average of 90.90. This indicates a significant effect after the treatment was administered. The control and experimental classes showed significantly different levels of improvement. The control class had an improvement of 10.60, while the experimental class had an improvement of 26.27. Based on the nearly three times greater improvement value, it can be concluded that there is a significant effect from the show and tell learning technique used.

### 3.5 Gain Test

The next test is the Gain Test, which functions to determine if there is an improvement between before and after the treatment or learning technique used, which is the show-and-tell technique. The difference in scores between the posttest and pretest indicates an improvement in English-speaking skills. [26]

Tabel 6 The result of Gain Test

	Class	Maximum Score	Minimum Score	Average Score
N Gain Score	Experiment	93	44	74.47
	Control	48	9	26.09

Based on the N-Gain test calculations, it can be interpreted that the average N-Gain score for the experimental class is 74.47 or 74.4%, which falls into the effective category with a maximum score of 96. Meanwhile, the control class only achieved an average score of 60.87, with a percentage of 60.87%, which can be categorized as moderately effective.

The increase in English speaking scores can be attributed to the enjoyment students experience when speaking using the Show and Tell technique, as they can visually observe the cooking utensils used as objects for description. The use of short sentences when describing the object made the students much more relaxed and enjoyable, without any feeling of nervousness or fear when pronouncing each word.

Based on the results of the data analysis conducted, all stages of statistical testing showed a consistent improvement in English speaking skills after the implementation of the show-and-tell technique. At the pretest stage, the test results indicated that the initial English-speaking abilities of students in the control and experimental groups were relatively equal. This confirms that before treatment was administered, the speaking skills variable had not yet been influenced by the use of the show-and-tell technique.

After the treatment was administered, the posttest results showed a significant improvement in the experimental group compared to the control group. This increase directly indicates that the independent variable, namely the show-and-tell learning technique, has a positive influence on the dependent variable, which is English-speaking skills. Students in the experimental class showed better abilities in pronunciation, fluency, vocabulary mastery, and courage in expressing ideas orally.

The t-test results showing a significant difference in means between the experimental and control groups support the answer to the research problem formulation. This difference indicates that the improvement in English speaking skills did not happen by chance but rather was the result of implementing the show and tell technique, which provided students with the opportunity to practice speaking actively and in a structured manner.

Furthermore, the N-Gain test results, which showed an effective category in the experimental class, confirmed that using the show and tell technique not only had a statistically significant effect but was also pedagogically effective. The higher N-Gain value in the experimental class indicates that the show-and-tell technique was able to facilitate the English-speaking learning process optimally compared to conventional learning.

Thus, the results of this study empirically answer the research question posed, namely that there is a significant and effective influence of using the show-and-tell learning technique on improving students' English speaking skills. The relationship between the independent and dependent variables in this study is positive, where the more optimal the application of the show-and-tell technique, the higher the improvement in students' English-speaking skills.

After conducting the research, a number of results were obtained indicating that the application of the Show and Tell technique to English speaking skills significantly affected the pre-test and post-test scores in the class that received special treatment (experimental). This can be proven by the average scores before and after the Show and Tell technique was applied. The first researcher is [27] This research was conducted in Class XI MIA 3 at MAN 1 Yogyakarta and found an improvement in English speaking learning outcomes, particularly speaking skills. This is evidenced by the difference in average scores between Cycle I and Cycle II. In Cycle I, only 10% of students scored above the minimum criteria, which is about 3 students. After implementing the Show and Tell learning technique, the results showed an improvement, with 86.7% or 26 students scoring above the minimum criteria.

Second [28] By using the show and tell technique, it was found that there was an improvement in students' English speaking skills at SD Negeri 1 Canggal. Third, research at the university level was conducted at Musamus University in Merauke, in the civil engineering department, by [29] who use show and tell to improve English speaking skills, as speaking skills will be needed in various aspects of education. When using the show and tell technique, students feel more comfortable and organized in speaking according to grammar and pronunciation. Additionally, it fosters a sense of empathy toward the learning environment. Then, the research which conduct from [30] by using two skills. In Cycle I, students did not have motivation to speak English. However, in Cycle II, there was an improvement, and students felt more active and enthusiastic when speaking English.

However, the anxiety while speaking by using English have so many factors because speaking is a complex skill that requires practice, and learners may experience anxiety and barriers in mastering it. [31] This anxiety can adversely affect both their academic performance and interest in speaking, leading to discouragement and increased speaking anxiety. Recognizing the potential negative impact of this anxiety on students' academic performance, it is crucial to implement necessary steps and relevant strategies to address this issue. So, the researcher hope that using Show and Tell can be useful to reduce the anxiety to speaking with fluently.

#### 4. CONCLUSION

The implementation of the show and tell learning technique affects English speaking skills, with an increase in the average pretest score before the show and tell technique was applied in the control class being 60.27. In the experimental class, the result was 64.30. After the show and tell learning technique was applied in

both the control and experimental classes, there was an improvement. In the control class, the average score was 70.87, while in the experimental class, the average score was 90.90. The results of the improvement in the control and experimental classes can be seen from the t-test results, with an average increase of 10.60 in the control class and 27.67 in the experimental class. The results obtained prove that the application of the Show and Tell Technique benefits students, not just in terms of improved grades, but also in terms of increased confidence, creative thinking, and enthusiasm when using English during the learning process. Additionally, implementing show and tell when describing kitchen utensils is beneficial because it will be easier to understand the functions and descriptions of the items in the kitchen when working in a hotel later on.

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