

# The Influence of the Show and Tell Method on the Speaking Skills of Elementary School Students: A Meta-Analysis Study

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## ABSTRACT

This meta-analysis investigates the empirical impact of the "Show and Tell" method on the speaking skills of elementary school students. Synthesizing data from various academic libraries, books, and journals, the study aims to evaluate the method's effectiveness across primary education levels. The results reveal an overall average effect size of 2.316, placing the intervention in the "large" category. Specifically, the experimental group consistently outperformed the control group, demonstrating that the "Show and Tell" method significantly enhances oral communication proficiency. Furthermore, analysis based on grade level yielded a score of 2.46, further reinforcing its efficacy. These findings indicate that the "Show and Tell" method exerts a more substantial influence compared to traditional approaches and should be prioritized in the speaking curriculum. Consequently, this method serves as a robust pedagogical alternative for educators seeking to improve students' speaking skills through interactive and structured learning.

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## 1. INTRODUCTION

Language proficiency is a fundamental human potential, characterized by diverse grammatical habits influenced by an individual's primary linguistic environment. The process of language development encompasses the acquisition of a first language (L1) and a second language (L2). While L1 acquisition typically occurs subconsciously through natural environmental interaction, L2 acquisition is generally a conscious, formal process facilitated by educational institutions. In this context, elementary schools serve as pivotal formal environments that shape a student's mastery of a second language through structured pedagogical activities designed to optimize physical and mental potential based on established values.

In the Indonesian educational framework, language learning prioritizes four essential skills: listening, speaking, reading, and writing. According to the Ministry of Education and Culture (Permendikbud) standards, a key competency involves the ability to present various texts orally and in writing. Speaking, in particular, is a critical skill for effective information exchange and social interaction. In an academic setting, the success of the learning process depends heavily on the quality of oral communication between teachers and students; teachers utilize speaking to disseminate knowledge, while students employ it to articulate their comprehension and sentiments [6].

Despite its importance, many elementary students encounter significant barriers in oral expression. Research by Bangun identifies limited vocabulary, low classroom participation, and difficulty in articulating ideas as primary challenges [2]. To address these deficiencies, the selection

of an appropriate instructional strategy is paramount. The "Show and Tell" method emerges as a highly engaging pedagogical tool that encourages active student involvement. To validate its effectiveness, a meta-analysis can be employed to synthesize existing research data from various academic journals. This approach not only strengthens previous findings but also fosters the development of robust educational theories regarding oral proficiency [5].

## 2. METHOD

The methodology employed in this study is a meta-analysis, also referred to as meta-research. According to Dahlan, this approach utilizes a systematic or narrative review to analyze existing national research outcomes, specifically focusing on the implementation of the "Show and Tell" method in enhancing speaking skills [3]. The population for this study, as defined by Arikunto [1] and [7], comprises all nationally published educational journal articles discussing the "Show and Tell" method and oral proficiency. From this population, a specific sample was selected—consisting of national journal articles published between 2013 and 2020—that empirically examine the method's impact on elementary school students' speaking abilities.

The primary research instrument used is a validated coding sheet. Based on Kadir's framework, the coding process captures six essential variables: (1) article metadata (author, title, journal name, year), (2) sample characteristics (location, subjects, size), (3) research design and instruments (independent/dependent variables, hypothesis testing methods), (4) instructional interventions for experimental and control groups, (5) individual effect sizes, and (6) the mean effect size.

The research was conducted through five systematic stages as outlined by Sukardi [8]:

1. **Problem Identification:** Defining the research focus on the efficacy of the "Show and Tell" method.
2. **Data Collection:** Gathering relevant national journals and theses published between 2013 and 2020.
3. **Selection and Evaluation:** Reviewing reports to ensure alignment with research objectives and categorizing them by methodology.
4. **Effect Size Determination:** Calculating the magnitude of influence for each selected study.
5. **Meta-Analysis:** Synthesizing the data to formulate comprehensive conclusions.

Data were retrieved via online academic databases, screening articles that met the predefined coding criteria. Although 20 articles were initially identified, only five journals met the strict inclusion criteria: quantitative experimental designs published between 2013 and 2023. These selected studies were then analyzed to determine their effect sizes, categorized as small ( $0.001 - 0.009$ ), moderate ( $0.009 - 0.25$ ), or large ( $> 0.25$ ).

## 3. RESULTS AND DISCUSSION

The Effect Size (ES) data from scientific publications regarding the influence of the "Show and Tell" method on the speaking skills of elementary school students (SD/MI) are categorized into three criteria: small effect ( $0.001 - 0.009$ ), moderate effect ( $0.009 - 0.25$ ), and large effect ( $> 0.25$ ). These details are presented in the following tables.

Tabel 4.4

No.	Kode Artikel	Effect Size	Kategori
1.	A1	4,93	Besar
2.	A2	3,64	Besar
3.	A3	0,122	Sedang
4.	A4	1,72	Besar
5.	A5	1,17	Besar
Rata-rata		2,316	Besar

The grouping of effect size calculations into large, moderate, and small categories refers to the criteria established by Gravetter and Wallnau. The analysis reveals that the overall average effect size from the five experimental research articles regarding the influence of the "Show and Tell" method on elementary school students' speaking skills is 2.316, which falls into the **large category**. This average reinforces the finding that the "Show and Tell" method exerts a significant influence on the speaking skills of elementary school students.

The "Show and Tell" learning model in the analyzed journals and theses was tested against several different dependent variables. The data is presented as follows:

No.	Variabel Terikat Penelitian	N Artikel	Rerata <i>Effect Size</i>
1.	Keterampilan Berbicara	3	2,89
2.	Keterampilan Mengemukakan Pendapat	1	1,72
3.	Keterampilan Komunikasi	1	1,17
Rata-rata			1,92

The data analysis in **Table 4.5** shows that the average Effect Size of the "Show and Tell" method based on the dependent variables, ranked from highest to lowest, includes speaking skills, opinion-expression skills, and communication skills. The influence of the "Show and Tell" method on these dependent variables is categorized as high, with an average value of **1.92**.

Furthermore, the "Show and Tell" model was tested across different elementary school grade levels.

Tabel 4.6

No.	Jenjang Kelas	N Artikel	Rerata <i>Effect Size</i>
1.	Kelas V	2	3,32
2.	Kelas IV	3	1,64
Rata-rata			2,48

The data analysis in **Table 4.6** indicates that the average Effect Size, from highest to lowest, is Grade V, followed by Grade IV. The influence of the "Show and Tell" method based on grade level is categorized as high, with an average value of **2.48**.

Tabel 4.7

No.	Wilayah	N Artikel	Rerata <i>Effect Size</i>
1.	Bali	1	4,93
2.	Jawa Barat	1	3,64
3.	Jawa Tengah	2	1,44
4.	Yogyakarta	1	0,122
Rata-rata			2,53

Based on geographical regions, the data analysis in **Table 4.7** shows that the average Effect Size, ranked from highest to lowest, is Bali, West Java, Central Java, and Yogyakarta. The influence of the "Show and Tell" method across these regions is categorized as high, with an average value of **2.53**.

Research in the field of education regarding the "Show and Tell" method has been widely conducted and published in journals and theses, ranging from experimental research to classroom action research. While data regarding this method can be found in various sources, further meta-analysis to evaluate and strengthen these findings remains limited. Therefore, this meta-analysis was conducted to assess and evaluate previous studies systematically.

Based on the five analyzed articles, four articles reported effect sizes in the large category, while one article fell into the moderate category. The **largest effect size (4.93)** originated from a study titled "*The Influence of the Show and Tell Learning Method on the Speaking Skills of Grade V*

*Students in the 2013/2014 Academic Year at SDN 1 Sangsit.*" Conversely, the **smallest effect size (0.122)** was found in the study titled *"The Influence of the Show and Tell Learning Method on the Speaking Skills of Grade IV Students at SD Muhammadiyah Condongcatur."*

Based on the research findings presented in **Table 4.5**, the meta-analysis of the influence of the "Show and Tell" method on students' speaking skills based on the dependent variables is described as follows:

1. **The Influence of the Show and Tell Method on Speaking Skills** Based on three research articles concerning the influence of the "Show and Tell" method on the speaking skills of elementary school students—which yielded an average effect size of **2.89** (Large Category)—it is demonstrated that the "Show and Tell" method has a significant impact on students' speaking proficiency.
2. **The Influence of the Show and Tell Method on Opinion-Expression Skills** Based on one research article regarding the influence of the "Show and Tell" method on elementary students' ability to express opinions—which yielded an average effect size of **1.72** (Large Category)—it is indicated that the "Show and Tell" method significantly enhances students' skills in articulating their thoughts.
3. **The Influence of the Show and Tell Method on Communication Skills** Based on one research article regarding the influence of the "Show and Tell" method on the communication skills of elementary school students—which yielded an average effect size of **1.17** (Large Category)—it is shown that the "Show and Tell" method exerts a substantial influence on students' overall communication competence.

Based on the research findings in **Table 4.6**, the meta-analysis of the influence of the "Show and Tell" method on students' speaking skills based on grade levels is as follows:

1. **The Influence of the Show and Tell Method in Grade V** Based on two research articles concerning the implementation of the "Show and Tell" method in Grade V—which yielded an average effect size of **3.32** (Large Category)—it is demonstrated that the method has a profound impact on the speaking skills of fifth-grade students.
2. **The Influence of the Show and Tell Method in Grade IV** Based on three research articles concerning the implementation of the "Show and Tell" method in Grade IV—which yielded an average effect size of **1.64** (Large Category)—it is shown that the method significantly improves the speaking skills of fourth-grade students.

Based on the research findings in **Table 4.7**, the meta-analysis of the influence of the "Show and Tell" method on the speaking skills of elementary school students (SD/MI) based on geographical region is as follows:

1. **The Influence of the Show and Tell Method in Bali** Based on one research article in Bali, which yielded an average effect size of **4.93** (Large Category), it is evident that the "Show and Tell" method is highly effective for students in this region.
2. **The Influence of the Show and Tell Method in West Java** Based on one research article in West Java, which yielded an average effect size of **3.64** (Large Category), the findings show that the "Show and Tell" method significantly influences students' speaking proficiency.
3. **The Influence of the Show and Tell Method in Central Java** Based on two research articles in Central Java, which yielded an average effect size of **1.44** (Large Category), it is indicated that the "Show and Tell" method has a substantial impact on students' speaking skills.
4. **The Influence of the Show and Tell Method in Yogyakarta** Based on one research article in Yogyakarta, which yielded an average effect size of **0.122** (Large Category\*), it is shown that

the "Show and Tell" method maintains a significant influence on students' speaking skills in this region.

Overall, the average effect size of 2.316 proves that the "Show and Tell" method has a substantial impact on students' speaking skills. This indicates that the application of the "Show and Tell" method is more effective compared to conventional learning models.

#### 4. CONCLUSION

Based on the findings and the comprehensive analysis conducted, the following conclusions can be drawn:

First, the "Show and Tell" method significantly enhances the speaking skills of students in the experimental group compared to the control group, yielding an **effect size of 2.316**, which is classified as a **large effect**. This demonstrates that the "Show and Tell" method is highly effective and serves as a superior pedagogical intervention for oral language instruction. Consequently, this method is recommended as a viable learning alternative to optimize students' speaking proficiency.

Second, when analyzed through the lens of dependent variables, the "Show and Tell" method exhibits a more substantial impact on speaking skills than the conventional models used in control groups. The application of this method across various dependent variables resulted in a **large category effect size of 1.92**. These results further confirm that the "Show and Tell" approach provides a more effective learning framework and should be integrated into the speaking skills curriculum to improve student outcomes.

Finally, the influence of the "Show and Tell" method based on grade levels also falls into the **large category, with an effect size of 2.46**. This indicates that the method's efficacy remains consistent across different primary education stages. Given its significant positive influence, the "Show and Tell" method is a robust instructional tool that educators should adopt to foster better communication skills in elementary school students.

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