Exploring the Impact of the Show and Tell Method on Student Engagement in *Maharah Kalam*

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Abstract

This study investigates the effectiveness of the Show and Tell method in improving the *Maharah Kalam* skills of grade X students of MAN 2 Bandar Lampung. Using Classroom Action Research (PTK) and a mixed method approach (70% quantitative, 30% qualitative), this study collected quantitative data through oral tests of *Maharah Kalam* at the pre-action stage until cycle 2 to measure the numerical improvement of students' speaking ability. Qualitative data, obtained through observation and descriptive questionnaires, was used to understand more deeply the perceptions and reasons behind students' interest in learning. The results showed significant improvement in *Maharah Kalam* proficiency, as evidenced by the increase in the average score of the oral test from pre-action to cycle 2. The qualitative data provided context that reinforced these quantitative findings, explaining how Show and Tell impacted on students' motivation, confidence and interaction in learning *Maharah Kalam*. This study concludes that Show and Tell is an effective learning alternative to improve students' Arabic speaking skills.

Keywords: *Show and Tell, Maharah Kalam, Learning Interest*

Abstrak

Penelitian ini menyelidiki efektivitas metode Show and Tell dalam meningkatkan kemampuan *Maharah Kalam* siswa kelas X MAN 2 Bandar Lampung. Dengan menggunakan Penelitian Tindakan Kelas (PTK) dan pendekatan mixed method (70% kuantitatif, 30% kualitatif), penelitian ini mengumpulkan data kuantitatif melalui tes lisan *Maharah Kalam* pada tahap pra-tindakan sampai siklus 2 untuk mengukur peningkatan numerik kemampuan berbicara siswa. Data kualitatif, yang diperoleh melalui observasi dan angket deskriptif, digunakan untuk memahami lebih dalam persepsi dan alasan di balik minat belajar siswa. Hasil penelitian menunjukkan peningkatan signifikan dalam kemampuan *Maharah Kalam*, yang dibuktikan dengan kenaikan skor rata-rata tes lisan dari pra-tindakan hingga siklus 2. Data kualitatif memberikan konteks yang memperkuat temuan kuantitatif ini, menjelaskan bagaimana Show and Tell berdampak pada motivasi, kepercayaan diri, dan interaksi siswa dalam pembelajaran *Maharah Kalam*. Penelitian ini menyimpulkan bahwa Show and Tell merupakan alternatif pembelajaran yang efektif untuk meningkatkan kemampuan berbicara bahasa Arab siswa.

Kata kunci: *Show and Tell, Maharah Kalam, Minat Belajar*

Introduction

There are several factors that cause students' difficulties in learning Arabic. First, students' lack of interest in learning Arabic.[1] Second, students' difficulties in reading and understanding the meaning of each Arabic vocabulary.[2] Third, the teaching methods used by teachers do not involve students in learning.[3] Fourth, the previous educational background of students who have never studied Arabic formally.[4] Fifth, difficulties in memorizing and remembering Arabic vocabulary which makes it difficult for students to understand lessons.[5] Thus, some of the factors mentioned above are the main causes of students' difficulties in learning Arabic.

Tenth-grade students at MAN 2 Bandar Lampung demonstrate unsatisfactory Arabic speaking skills (*Maharah Kalam*), with 12 out of 16 struggling with oral expression, showing hesitation, lack of confidence, and difficulty forming correct sentences. Innovative teaching methods are needed to improve their participation and confidence in communication.[6]

In language learning theory, speaking skills are considered as one of the productive skills that are very important to master.[7] In addition, speaking skills are essential for students' personal and professional development in modern education.[8] The ability to speak clearly and convincingly in front of others is a highly valued skill in the world of work and social.[9]

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[1] aditia Saputra, M. Halim Lukman Rasyid, And Muhammad Abdul Yunus, "Analisis Kesulitan Belajar Bahasa Arab Siswa Smp Ix Perguruan Islam Modern Amanah 1," *Jurnal Syiar-Syiar* 3, no. 1 (April 3, 2023): 71–80, https://doi.org/10.36490/syiar.v3i1.562.

[2] Muhammad Farid, Abdul Wahab, and Ansar Ansar, "Analisis Kesulitan Belajar Bahasa Arab Siswa Kelas IX Di SMP IT Insan Cendikia Makassar," *Education and Learning Journal* 3, no. 1 (July 26, 2022): 36, https://doi.org/10.33096/eljour.v3i1.138.

[3] Faturahman Fuad, "Analisis Kesulitan Belajar Bahasa Arab (Studi di MTs. N. 1 Bandar Lampung)," 2019.

[4] Ismail Darimi, "Diagnosis Kesulitan Belajar Siswa Dalam Pembelajaran Aktif Di Sekolah," *Jurnal Edukasi: Jurnal Bimbingan Konseling* 2, no. 1 (August 30, 2016): 30, https://doi.org/10.22373/je.v2i1.689.

[5] Amanah Noor Pauseh, Nanda Nurul Azmi, And Alvira Pranata, "Analisis Faktor-Faktor Kesulitan Belajar Bahasa Arab Serta Solusinya Untuk Meningkatkan Hasil Belajar," Vol 3, No. 1. 2022.

[6] Dedy Yusuf Aditya, "Pengaruh Penerapan Metode Pembelajaran Resitasi terhadap Hasil Belajar Matematika Siswa," *SAP (Susunan Artikel Pendidikan)* 1, no. 2 (December 5, 2016), https://doi.org/10.30998/sap.v1i2.1023.

[7] Irene Fitriana Wahyuni, Prana Dwija Iswara, and Cucun Sunaengsih, "Upaya Meningkatkan Kemampuan Berbicara Siswa Dalam Menceritakan Peristiwa Yang Dialami Menggunakan Metode Talking Stick Berbantuan Media Gambar Seri" 2, no. 1 (2017).

[8] Ina Magdalena, Nurul Ulfi, And Sapitri Awaliah, "Analisis Pentingnya Keterampilan Berbahasa Pada Siswa Kelas IV Di SDN Gondrong 2" 3 (2021).

[9] Karmila Br Sembiring, Yasinta Theresya Claudia Malau, and Safinatul Hasanah Harahap, "Inovasi Pemikiran: Meningkatkan Kemampuan Berbicara dan Menulis di Era Digital," *IJEDR: Indonesian Journal of Education and Development Research* 2, no. 1 (January 1, 2024): 432–44, https://doi.org/10.57235/ijedr.v2i1.1800.

One way that can be used to improve speaking skills is the use of appropriate learning methods.[10]

Mortlock in Rahmawati & Gusniwati said, the Show and Tell method refers to activities in which students are given the opportunity to verbally convey personal experiences or descriptions of an object originating from everyday life in front of classmates.[11] Others explain that the Show and Tell method is an activity of showing an object or picture simultaneously along with the activity of explaining.[12]

According to Vygotsky's theory of the zone of proximal development, new skills can develop more effectively when students are given support and guidance in a conducive environment.[13] In the context of the Show and Tell method, students get direct guidance from the teacher and feedback from classmates, which can help them in developing speaking skills more quickly and effectively.[14]

Based on research conducted at SDN 145 Barru by Fajriyanti shows that the application of the show and tell method in learning advertising material can significantly improve students' speaking skills.[15] According to Surini, this research proves that the use of the Show and Tell method has a significant positive impact on improving students' English speaking skills.[16] Followed by research conducted by Momon it was found that the application of the show and tell method was effectively able to improve the speaking skills of third grade students of MIN 4 Sukabumi.[17] Not only that, teaching and learning activities in the classroom also became more active. In addition to improving students' speaking skills,

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[10] Isna Maulida Rahmayanti and Desak Putu Parmiti, "Penerapan Metode Show And Tell untuk Meningkatkan Keterampilan Berbicara Tema 7 Indahnya Keragaman di Negeriku," *Indonesian Gender and Society Journal* 1, no. 2 (September 2, 2021): 50–54, https://doi.org/10.23887/igsj.v1i2.39086.

[11] Eva Yuni Rahmawati and Mira Gusniwati, "Meningkatkan Keterampilan Berbicara (Speaking Skill) Mahasiswa melalui Metode Show and Tell," 2020.

[12] Mayang Adinda Wulandari and Vevy Liansari, "Efektifitas Metode Show And Tell Dalam Kemampuan Berpidato Berdasarkan Gender Di Sekolah Dasar" Vol 9, (2024).

[13] Muhammad Syarif, "Penggunaan Teori Vygotsky Dalam Pembelajaran Materi Anggota Tubuh Pada Siswa R.A Dayah Ilmi Lampoih Saka Kec. Peukan Baro Kabupaten Pidie" Vol 6, no. 01 (2020).

[14] Thafa Nazla and Nila Fitria, "Pengembangan Kepercayaan Diri Melalui Metode Show And Tell Pada Anak," *Jurnal Anak Usia Dini Holistik Integratif (AUDHI)* 3, no. 1 (January 20, 2021): 31, https://doi.org/10.36722/jaudhi.v3i1.590.

[15] Nurdini Fajriyanti, "Penerapan Metode Pembelajaran Show and Tell pada Materi Iklanuntuk Meningkatkan Keterampilan Berbicara Siswa Kelas V Sekolah Dasar," 2022.

[16] Surini Surini, "Upaya Meningkatkan Keterampilan Berbicara Siswa dengan Menggunakan Metode Show and Tell dalam Pembelajaran Bahasa Inggris," *Indonesian Journal of Action Research* 2, no. 2 (October 26, 2023): 161–66, https://doi.org/10.14421/ijar.2023.22-01.

[17] Momon Momon, "Meningkatkan Keterampilan Berbicara Dan Aktivitas Pembelajaran Melalui Metode Menunjukkan Dan Bercerita (Show And Tell) Siswa Kelas Iii Madrasah Ibtidaiyah Negeri 4 Sukabumi," *Jurnal Teknologi Pendidikan* 9, no. 1 (January 10, 2020), https://doi.org/10.32832/tek.pend.v9i1.2766.

the Show and Tell method can also liven up the learning process in the classroom. This is in line with research conducted by Rahmawati & Gusniwati the Show and Tell method is proven to be able to significantly improve students' English speaking skills.[18] Not only does it improve speaking skills and liven up the atmosphere during the learning process, the Show and Tell method has a positive influence on student learning outcomes. Nejawati & Pd explained in their research that the results of the study proved that the use of the Show and Tell method succeeded in improving the learning outcomes of Indonesian language students in grade II SDN Majasari.[19]

Although this method has been widely applied in various educational contexts in various countries, this method was first applied in Arabic language learning in MAN 2 Bandar Lampung, especially for grade X students. In contrast to previous studies, this study applies the Show and Tell method with a more innovative and distinctive approach. In the previous studies, the researchers chose to use picture media as a tool in the learning process.[20] However, in this study, the researchers took a different step by encouraging students to practice their ideas directly through body movements, without relying on physical objects as the initial media.

This approach focuses on students' active engagement, where they are encouraged to express their ideas and experiences through gestures that illustrate the concepts they want to convey. In this way, students not only learn to speak in Arabic, but also practice communicating non-verbally, which improves their understanding and confidence and creates a more interactive and enjoyable learning atmosphere.[21] Students become more engaged in the learning process, show greater enthusiasm and increase their participation in classroom activities.

Meanwhile, this study aims to evaluate the effectiveness of the Show and Tell method in improving speaking skills (*Maharah Kalam*) of class X students of MAN 2 Bandar

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[18] Eva Yuni Rahmawati and Mira Gusniwati, "Meningkatkan Keterampilan Berbicara (Speaking Skill) Mahasiswa melalui Metode Show and Tell," 2020.

[19] Aneja Nejawati and S Pd, "Upaya Meningkatkan Keterampilan Berbicara Siswa Dengan Menerapkan Metode Show And Tell Pada Pembelajaran Bahasa Dan Sastra Indonesia" 3, no. 2 (2017).

[20] Nur Widia Ningsih, Rokhmaniyah Rokhmaniyah, and Tri Saptuti Susiani, "Penerapan Metode Show and Tell untuk Meningkatkan Keterampilan Berbicara Mata Pelajaran Bahasa Indonesia pada Siswa Kelas IV SDN Jemur Tahun Ajaran 2022/2023," *Kalam Cendekia: Jurnal Ilmiah Kependidikan* 11, no. 3 (December 3, 2023), https://doi.org/10.20961/jkc.v11i3.75128.

[21] Cicih Suarsih, "Upaya Meningkatkan Keterampilan Berbicara Siswa Dengan Menerapkan Metode Show And Tell Pada Pembelajaran Bahasa Dan Sastra Indonesia" 1, no. 1 (2018).

Lampung. Specifically, this study aims to find out the extent to which the Show and Tell method can improve students' ability to express their ideas and thoughts orally in Arabic.

Method

This type of research is Classroom Action Research (PTK) with a mixed data analysis approach, namely descriptive quantitative as much as 70% and descriptive qualitative as much as 30% (Mustaqim, 2016).[22] This research was conducted to improve the effectiveness of learning in the classroom by teachers conducting research on their own learning practices and then making improvements.[23] This research used the PTK model from Kemmis and McTaggart. According to Kemmis and McTaggart (Agustin), this design consists of four continuous components: planning, action, observation, and reflection. [24] These four components form one research cycle. This study consisted of two cycles to ensure continuous improvement.[25]

The main respondents in this study were students of class X.J who participated in Arabic language learning with the Show and Tell method. The number of students who participated in this study was 16 people, consisting of 9 male students and 7 female students. Demographically, these students have an age range between 15 to 17 years old, which is the typical age of grade X students in high school. They came from various socio-economic backgrounds, reflecting the diversity of the community in which the school is located. In addition, they also have diverse educational backgrounds, with some students having previous experience learning Arabic, while others may be just starting out. Their language skills also vary, from those who are fluent to those who still have a lot to learn, creating a heterogeneous learning group. All the students who participated in this study were Muslim, which provided a relevant cultural and religious context for learning Arabic. It is important to note that they are not native Arabic speakers, so learning Arabic for them is a foreign language learning.

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[22] Mustaqim, "Metode Penelitian Gabungan Kuantitatif Kualitatif/Mixed Methods Suatu Pendekatan Alternatif," Vol 4, No. 1. 2016

[23] rihwatus Setya Dewi And Delia Indrawati, "Peningkatan Pemahaman Konsep Nilai Tempat Bilangan Melalui Media Kantong Bilangan Pada Peserta Didik Kelas I SDN Sukodono 1 Sidoarjo," 2023.

[24] Rina Agustin, "Peningkatan Hasil Belajar Peserta Didik Dalam Pelajaran Hak Dan Kewajiban Dirumah Melalui Model Pjbl Pada Kelas Iii Di Sdn Junrejo 2 Kota Batu Tahun Ajaran 2022/2023" 08 (2023).

[25] Vindy Sunny, Fitri Siti Sundari, and Mia Kurniasih, "Penerapan Model Project Based Learning Dengan Media Konkret Untuk Meningkatkan Hasil Belajar Matematika Kelas V E di SDN Polisi 1 Kota Bogor," *Didaktik: Jurnal Ilmiah PGSD STKIP Subang* 9, no. 2 (May 20, 2023): 1070–79, https://doi.org/10.36989/didaktik.v9i2.788.

This study used several data collection methods to measure the effectiveness of the Show and Tell method. First, oral speaking tests were conducted before and after the application of the method to measure the improvement of students' speaking ability.[26] Second, direct observation was conducted to observe learning activities and students' engagement during the learning process.[27] Finally, an assessment questionnaire was given to determine students' perceptions of the Show and Tell method and its impact on learning interest.[28] By combining these three methods, the researcher can obtain comprehensive data regarding the effectiveness of the Show and Tell method in improving students' speaking ability and interest in learning.

This research adopts a mixed methods approach to data analysis to gain a more comprehensive understanding of the research results.[29] Quantitative analysis, which uses numerical data such as test scores, will be processed statistically to see significant changes.[30] Meanwhile, qualitative analysis will be used to dig deeper into non-numerical data such as observation results and student responses.[31] By combining these two types of analysis, researchers can get a clearer picture of the effectiveness of the applied learning method, both in terms of improving students' abilities and their perceptions of the learning process.[32] Test scores in percentages are obtained by counting the number of correct answers from test takers, then dividing it by the total number of questions, and then multiplying by 100.

The percentage of students who achieved the minimum standard of 78 can be calculated by dividing the number of students who scored 78 or higher by the total number of students who took the test, then multiplying the result by 100. This will show how large a proportion of students met the minimum standard that has been set.

Qualitative descriptive analysis was applied to analyze observation data and describe variables of Show and Tell media usage. The analysis process involved observing teacher and

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[26] Elan Elan, Sumardi Sumardi, and Amanda Salsabila Juandi, "Penyusunan Instrumen Penelitian Tindakan Kelas dalam Upaya Peningkatan Keterampilan Sosial," *Jurnal Paud Agapedia,* Vol 6, no. 1 (June 30, 2022): 91–98, https://doi.org/10.17509/jpa.v6i1.51339.

[27] Hasyim Hasanah, "Teknik-Teknik Observasi (Sebuah Alternatif Metode Pengumpulan Data Kualitatif Ilmu-ilmu Sosial)," *At-Taqaddum* 8, no. 1 (January 5, 2017): 21, https://doi.org/10.21580/at.v8i1.1163.

[28] Ahmad Rijali, "Analisis Data Kualitatif," *Alhadharah: Jurnal Ilmu Dakwah* 17, no. 33 (January 2, 2019): 81, https://doi.org/10.18592/alhadharah.v17i33.2374.

[29] Dewi Sundari and Khairil Anshari, "Pendekatan Dalam Penelitian Kuantitatif dan Kualitatif," 2024.

[30] Patrisius Afrisno Udil, "Pelatihan Penulisan Artikel Ilmiah Penelitian Tindakan Kelas untuk Publikasi pada Jurnal Ilmiah" 2, no. 1 (2021).

[31] Marinu Waruwu, "Pendekatan Penelitian Pendidikan: Metode Penelitian Kualitatif, Metode Penelitian Kuantitatif dan Metode Penelitian Kombinasi" 7 (2023).

[32] Rahmat Justan and Abdul Aziz, "Penelitian Kombinasi (Mixed Methods)," 2024.

student activities during learning activities, followed by calculating students' individual gains. The percentage of student activities observed during learning can be determined by counting the number of student activities seen, dividing it by the total expected activities, and then multiplying the result by 100.

After obtaining the observation score, the results were categorized into five categories of success rates as stated by Arikunto (2006) in a book written by Rahmadi.[33] The categories are as follows:

Score	Category
81%-100%	Very good
61%-80%	Good
41%-60%	Simply
21%-40%	Less
0%-20%	Very Less

Table 1. Score Scoring

The success of this study was determined by two main criteria. First, at least 90% of students must achieve the KKM 78 set by the school. This indicates good mastery of the subject matter by the students. Second, teacher and student activity scores during learning must exceed 70%, which is classified as excellent. This indicates a high level of engagement and interaction, as well as positive activity quality during learning. With the fulfillment of these two conditions, the research objectives are considered to have been achieved.

By using this systematic approach and method, it is expected that the results of the study can provide a clear picture of the effectiveness of the use of Show and Tell media in improving the results and interest in learning *Maharah Kalam* in class X MAN 2 Bandar Lampung.

Result and Discussion

This Classroom Action Research (CAR) was meticulously carried out at MAN 2 Bandar Lampung during November 2024. The primary objective of this study was to significantly boost both the learning interest and the speaking skills (*Maharah Kalam*) of tenth-

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[33] Rahmadi. "*Pengantar Metodologi Penelitian,*" Antasari Press. ISBN: 979-17087-6-2 2011

grade students at the institution, achieved through the strategic implementation of the Show and Tell method. This research initiative unfolded systematically across two distinct cycles, allowing for iterative observation and refinement. The subsequent discussion will delve into the profound significance of the findings, rather than merely restating the raw data. A unified Results and Discussion section is deemed appropriate for this purpose, and extensive referencing of published literature will be deliberately avoided to maintain focus on the specific outcomes of this localized research.

In the pre-action stage, the learning process was entirely reliant on the conventional lecture method. This approach yielded concerning results: a mere 4 out of 16 students (25%) managed to achieve the Minimum Completion Criteria (KKM) of 78. Consequently, the vast majority, 12 students (75%), fell short of the KKM. This stark percentage unequivocally indicates that the students' initial learning outcomes in *Maharah Kalam* were notably low, underscoring the need for an alternative pedagogical intervention.

A pre-test administered to 16 students revealed a significant disparity in their initial understanding of the material. Scores ranged from a low of 36 to a high of 80, with an average score of 58.9. This wide range and low average clearly indicated a substantial need for improvement in students' foundational comprehension. Most critically, 75% of the students scored below the Minimum Completion Criteria (KKM) of 78, highlighting a considerable knowledge gap. These pre-test results therefore served as a vital benchmark, underscoring the urgent necessity for a tailored learning strategy to effectively bridge this comprehension deficit.

Following the initial implementation of the Show and Tell method, a first-cycle test was administered. This assessment was specifically designed to evaluate the immediate impact of the pedagogical intervention on two key aspects: students' learning interest and their developing speaking abilities (*Maharah Kalam*).

The results from the first-cycle test, administered to 16 students, showed a varied performance. The highest score achieved was 86, while the lowest recorded was 50. The average score across all students stood at 73.5. Notably, a majority of students, specifically 56.25%, successfully met or surpassed the Minimum Completion Criteria (MCC) of 78. However, a significant portion, 43.75%, still scored below this standard. This indicates that while the Show and Tell method yielded positive results for over half the class, a substantial

group of students still requires targeted support to improve their comprehension and speaking skills.

The initial cycle's test results indicated an improvement in *Maharah Kalam* learning outcomes. Specifically, out of 16 students, 9 students (56.25%) successfully met the completion criteria, while 7 students (43.75%) did not. Individual scores ranged from a high of 86 to a low of 50, with an overall average of 73.5. Despite more than half the students responding positively to the Show and Tell method, demonstrating active participation and good cooperation, the pre-determined target for mastery had not yet been fully achieved. Consequently, the research proceeded to Cycle II to further address the remaining learning gaps.

The Cycle II test was specifically designed to ascertain the full extent of improvement in students' learning interest and speaking ability following the continued implementation of the Show and Tell method.

The data collected during the second cycle provides compelling evidence of a substantial and widespread improvement in student performance. Among the 16 students assessed, the range of scores demonstrated a significant upward shift, spanning from a minimum of 74 to a maximum of 90. This resulted in a robust average score of 82.5, marking a considerable increase from previous assessments. Most notably, an overwhelming majority of students, precisely 93.75%, successfully achieved or surpassed the established Minimum Completion Criteria (KKM) of 78. This indicates that the vast majority of the class had by this point met the required learning standard. Only a very small cohort, representing 6.25% of the students, remained below the KKM. This comprehensive set of data points collectively signifies a remarkably high level of understanding and mastery achieved by the students following the continued application of the Show and Tell method.

The data from the second cycle clearly demonstrates a significant leap in student performance. Over 90% of the students successfully surpassed the Minimum Completion Criteria (KKM). The class average soared to 82.5, with individual scores ranging from 74 to 90. Specifically, 15 out of 16 students (93.75%) achieved scores above the KKM of 78, leaving only 1 student (6.25%) who did not meet the standard. This substantial improvement wasn't limited to test scores alone. A remarkable increase in learning interest for *Maharah Kalam* was also observed in Cycle II, rising by 66.67% compared to Cycle I, indicating a significantly larger number of students were highly engaged.

The compelling evidence gathered from the Cycle II actions unequivocally confirms that students' interest in learning *Maharah Kalam* experienced a profound and statistically significant increase, successfully meeting and even surpassing the pre-established research targets. This robust outcome directly leads to the definitive conclusion that the Show and Tell method is an exceptionally effective pedagogical intervention for substantially boosting the learning interest of tenth-grade students in *Maharah Kalam* at MAN 2 Bandar Lampung. Given these conclusive findings, which demonstrate both enhanced student engagement and improved learning outcomes, this research successfully achieved its objectives and is thus concluded at this stage.

Based on the compelling findings of this study, it can be definitively analyzed that the strategic implementation of the Show and Tell method is demonstrably effective in significantly increasing students' interest in learning *Maharah Kalam* within Class X at MAN 2 Bandar Lampung. This efficacy is not merely coincidental; it resonates powerfully with the core tenets of constructivist learning theory. This theory champions the idea that genuine and lasting learning occurs most effectively when students are actively engaged in constructing their own knowledge through direct, hands-on, and meaningful experiences.

The Show and Tell method inherently supports this by creating a dynamic environment where students are encouraged and empowered to speak freely, expressing their thoughts and ideas, while simultaneously adhering to a structured presentation format. This balance of freedom and structure is crucial: it allows for personal expression, which fuels intrinsic interest and motivation, while also guiding them in developing organized and coherent communication skills. The act of selecting, preparing, and presenting an object or topic directly engages students in a process of discovery and articulation, transforming them from passive recipients of information into active participants in their own learning journey. This direct experiential learning, a cornerstone of constructivism, is precisely what underpins the observed surge in both student engagement and their sustained motivation to master *Maharah Kalam*.

Beyond merely improving speaking proficiency, the Show and Tell method significantly boosted student involvement in the learning process. This active engagement is critical, as it directly correlates with enhanced motivation and, subsequently, better learning outcomes. The research data clearly supported this, showing a marked increase in the percentage of students demonstrating high interest during Cycle II. This rise in engagement

underscores that Show and Tell isn't just a tool for developing *Maharah Kalam*; it also cultivates a deeper interest and greater motivation for learning in general. This positive impact was evident not only through the improved test scores but also through the results of a descriptive questionnaire administered after the Show and Tell sessions. A substantial 81.25% of students (13 out of 16) found the method useful, as revealed by their responses to questions about their experiences and perspectives. The overall analysis of this feedback indicated overwhelmingly positive sentiments from the majority of students, definitively confirming the beneficial influence of Show and Tell on their learning journey.

In addition, the observation results showed that students' activities in learning also increased. Students had more opportunities to participate in learning. As a result, students are more active in teaching and learning activities and work together in groups. This is in accordance with the results of research Tulung et al, which states that the learning process using varied methods and enriched with interesting media can foster student interest in learning.[34] This is also reinforced by the opinion of Pesona that a dynamic and interesting learning atmosphere, created by the teacher, greatly determines the success of the teaching and learning process.[35] Supported by research RimahDani et al, which explains that the effectiveness of learning can be increased through the use of media that is relevant to teaching methods and materials, so that student understanding is better, boredom is overcome, and optimal learning outcomes are achieved.[36]

The results of this study are in line with the findings of Lestari et al., and Nupus & Parmiti which show that teachers can utilize the Show and Tell method as an effective strategy to improve students' speaking and communication skills in the classroom.[37] The significant increase in scores in both studies provides strong justification for adopting this method in learning practices.[38] The increase in student engagement and learning motivation

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[34] Tulung, J. M., Christianty, O., Munte, H., Alabimbang, R., Mamonto. H., "Penggunaan Media Bervariasi dalam Meningkatkan Minat Belajar Siswa," Vol 8, No. 6. 2022.

[35] Radjita Dwi Pesona, "Strategi Pembelajaran Bervariasi Dalam Mengatasi Kejenuhan Belajar Siswa Pada Mata Pelajaran Fiqih Di MA Nurul Iman Modong" 1, no. 1 (2021).

[36] Dita Elha RimahDani, Shaleh Shaleh, and Nurlaeli Nurlaeli, "Variasi Metode Dan Media Pembelajaran Dalam Kegiatan Belajar Mengajar," *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah* 7, no. 1 (February 11, 2023): 372, https://doi.org/10.35931/am.v7i1.1829.

[37] Tri Lestari, Yasbiati Yasbiati, and Bela Nurlaela Mustika, "Penggunaan Metode Show and Tell untuk Meningkatkan Keterampilan Berkomunikasi Anak Usia Dini," *JURNAL PAUD AGAPEDIA* 1, no. 1 (June 20, 2017): 129–36, https://doi.org/10.17509/jpa.v1i1.7169.

[38] Maya Hayatun Nupus and Desak Putu Parmiti, "Peningkatan Keterampilan Berbicara Melalui Penerapan Metode Show And Tell Siswa SD Negeri 3 Banjar Jawa," *Jurnal Ilmiah Sekolah Dasar* 1, no. 4 (December 15, 2017): 296, https://doi.org/10.23887/jisd.v1i4.12289.

observed in this study as well as the increase in learners' communication skills[39] which include listening, speaking and communication skills[40] also support the findings of Marlina et al, and Nazla & Fitria.

The application of the Show and Tell method in learning *Maharah Kalam* (speaking skills) can be a highly effective alternative for improving students' speaking abilities. This method actively engages students in the learning process, where they are asked to display and explain certain objects or topics in front of the class. In this way, students not only learn to speak more confidently but also understand various important elements in communication.

Through Show and Tell, students are trained to use clear and structured language when conveying information. They learn to select appropriate vocabulary and arrange sentences logically so that the message they wish to convey is well-received by the audience. Furthermore, this method also trains students to pay attention to their voice intonation, adjusting it to suit the context of the conversation and to capture the audience's attention. The use of appropriate facial expressions and body language is also a focus, helping students communicate their emotions and intentions more effectively, making communication more lively and engaging. Direct interaction with peers and teachers during Show and Tell sessions also provides students with opportunities to receive feedback, which is crucial for continuous improvement in their speaking skills.

Moreover, the Show and Tell method fosters crucial preparation skills in students. Before presenting, they are compelled to thoroughly research and critically analyze the material they intend to share, ensuring its relevance and accuracy. This not only deepens their grasp of speaking concepts but also significantly enhances their listening comprehension as they actively engage with their peers' presentations.

Participating in Show and Tell activities also substantially boosts student motivation. By feeling more empowered and directly involved in the learning process, students develop a greater sense of ownership over their education. Providing opportunities for students to share their personal experiences or objects of interest transforms the classroom into a more dynamic and interactive environment. This increased engagement, in turn, contributes to a

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[39] Thafa Nazla and Nila Fitria, "Pengembangan Kepercayaan Diri Melalui Metode Show And Tell Pada Anak," *Jurnal Anak Usia Dini Holistik Integratif (AUDHI)* 3, no. 1 (January 20, 2021): 31, https://doi.org/10.36722/jaudhi.v3i1.590.

[40] Leni Marlina, Yecha Febrieanitha Putri, and Afra Nabilah Putri, "Pengaruh Metode Show And Tell Terhadap Kemampuan Komunikasi Lisan Anak Usia Dini Kelompok B di PAUD Al-Ikhwan Palembang," 2022.

noticeable improvement in their overall learning outcomes, extending beyond just speaking proficiency to broader academic benefits.

While the Show and Tell method presents significant advantages in a learning environment, it's also important to acknowledge its inherent limitations. On the positive side, this pedagogical approach has consistently demonstrated its effectiveness in boosting learners' active engagement in the educational process, providing valuable practice in public speaking skills, and notably enhancing self-confidence. The integration of object visualization significantly aids in comprehending the presented material, while the encouragement to articulate individual ideas and experiences can powerfully stimulate creativity and strengthen social interaction among learners.

However, the implementation of this method is not without its challenges. These include the demanding requirement for thorough preparation from both students and instructors to ensure presentations are well-structured and relevant. There's also the potential for anxiety among learners who may feel uncomfortable with public speaking, which could hinder their participation and learning. A significant risk lies in the loss of focus if the displayed objects or chosen topics are not genuinely relevant or engaging for the audience, leading to disinterest. Furthermore, the inherent variation in learners' speaking abilities can impact the overall effectiveness, as some students may naturally excel while others struggle, requiring differentiated support. Lastly, in the context of a larger class, the limited time allocation for each learner can restrict the depth of their presentations and the amount of feedback they receive. A comprehensive comparative analysis of these advantages and disadvantages is therefore crucial for designing a more optimal and inclusive Show and Tell implementation strategy that maximizes its benefits while mitigating its drawbacks.

Conclusion

This study briefly evaluates the effectiveness of the Show and Tell method in improving *Maharah Kalam* (Arabic speaking skills) in class X students of MAN 2 Bandar Lampung. The main objective of this study is to find out whether the Show and Tell method is effective in increasing students' interest in learning as well as their speaking skills. The findings of this study show that the method is very effective, as evidenced by the significant increase in the average score of the *Maharah Kalam* oral test from pre-action to the second cycle quantitatively. Qualitatively, observations and descriptive questionnaires confirmed the

positive impact on students' motivation, confidence, and interaction, signaling an improvement in speaking ability after the implementation of Show and Tell.

The significant implications of these findings for the field of foreign language learning, particularly Arabic, are clear. The Show and Tell method offers a communicative and interactive learning alternative, in line with modern learning theories that underline the importance of practical approaches in the development of speaking skills. The significance of this finding lies in the concrete evidence that Show and Tell not only improves speaking skills, but also holistically motivates and boosts students' confidence, making it relevant not only for Arabic but also for other foreign language learning. This suggests that language learning should emphasize active participation and the creation of a supportive environment.

Nonetheless, there are some limitations in this study that need to be acknowledged. The use of a sample from one class and school limits the ability to generalize the findings. In addition, the relatively small sample size potentially reduces statistical validity. This study also focused on speaking skills only, neglecting other aspects of Arabic language learning. Certain contextual factors may also have influenced the results, and the absence of comparison with other methods limits comparative assessment of the effectiveness of Show and Tell. These limitations provide direction for future research to further explore the potential of this method in a wider context.

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