

How Does the Show and Tell Method Enhance Public Speaking Skills? A Case Study of Third-Grade Students at Muhammadiyah Noyokerten Elementary School

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Article Info	Abstract
Received: 04/08/2025 Accepted: 09/10/2025 Published: 29/11/2025	This qualitative case study investigates the impact of the Show and Tell method on the public speaking skills development of third-grade students at SD Muhammadiyah Noyokerten, Sleman, Yogyakarta, conducted from April to May 2025. Participants included the school principal, two third-grade teachers (Classes III A and B), and 48 students. Data collection involved systematic observations, semi-structured interviews, and documentation analysis, with triangulation ensuring data validity. The analysis followed Miles and Huberman's interactive model. Results indicated that Show and Tell significantly improved students' public speaking competencies. Quantitative results showed increased student confidence (from 45% to 78%), enhanced vocabulary (15-20 new words per student per month), and improved fluency (mean speaking assessment scores rose from 62.3 to 81.7 over two semesters). Qualitative findings highlighted the importance of interactive teaching methods, supportive teacher facilitation, and a positive peer environment in skill development. However, challenges such as initial self-confidence issues (62% of students), limited vocabulary (58%), fear of errors (54%), and limited practice time due to scheduling constraints persisted. Positive supporting factors included teacher encouragement, scaffolding, parental involvement, and a psychologically safe classroom environment. In conclusion, the Show and Tell method is effective in fostering public speaking skills in elementary students when combined with appropriate teaching strategies and a conducive learning environment. Success is dependent on addressing individual barriers, offering ample practice opportunities, and ensuring collaboration between teachers, parents, and school administrators.
Keywords: <i>public speaking skills; Show and Tell method; elementary education; speaking confidence; vocabulary development; qualitative case study</i>	



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1. INTRODUCTION

1.1 Background of the Study

Speaking ability constitutes one of the fundamental language competencies that enables individuals to participate actively and effectively in communication processes (Musta'in et al., 2024). As a productive language skill, speaking allows individuals to express thoughts, convey information, articulate opinions, and engage in meaningful social interactions (Suryaningrum, 2024). According to Poerwadarminta, as cited in Arifudin (2023), communication encompasses the processes of talking, speaking, and verbally expressing ideas, thoughts, and desired messages to others. In the context of elementary education, developing children's speaking abilities represents a critical educational priority, as oral communication serves as the primary medium through which young learners interact with their environment, construct knowledge, and develop social relationships (Hamidah & Fauziah, 2020).

Contemporary educational research increasingly recognizes that speaking skills extend beyond mere vocabulary mastery or grammatical accuracy; they encompass complex cognitive, affective, and social dimensions (Harianto, 2020). Children must learn not only to articulate words correctly but also to organize thoughts coherently, adapt language to different contexts and audiences, employ appropriate non-verbal communication, and manage the emotional aspects of public performance (Palupi & Oktaviarini, 2024). Consequently, educators face the challenge of designing learning experiences that address these multifaceted dimensions while accommodating the developmental characteristics and individual differences of young learners.

Among the various speaking competencies, public speaking skills hold particular significance in the 21st-century educational landscape. Public speaking, defined in communication science as the art of delivering messages effectively before an audience, requires speakers to demonstrate fluency, emotional control, appropriate word choice and intonation, audience management, and content mastery (Marzuqi, 2019). For elementary students, developing these competencies contributes not only to academic success but also to broader life skills including self-confidence, critical thinking, and leadership potential (Amir & Idris, 2023; Nadila et al., 2023). Research by Kristimus and Meylisa (2024) emphasizes that public speaking training in elementary schools helps children build self-confidence, enhance verbal expression, and develop creative thinking abilities that prove valuable throughout their educational journey and future careers.

Despite the recognized importance of public speaking skills, many elementary students experience significant difficulties in this domain. Wagu and Riko (2020) note that while speaking before audiences represents a necessary skill for all students, not all possess the ability to communicate effectively in public settings. Multiple factors contribute to these challenges, with research identifying several primary obstacles. First, insufficient self-confidence emerges as a predominant barrier, causing students to feel embarrassed, anxious, and nervous when speaking before others (Febriana et al., 2024). This affective dimension significantly impacts performance, as students who lack confidence often avoid speaking opportunities, creating a detrimental cycle of limited practice and persistent anxiety.

Second, limited vocabulary constrains students' ability to express ideas clearly and

precisely. When students possess insufficient lexical resources, they struggle to find appropriate words to convey their thoughts, resulting in unclear, confusing, or incomplete communication (Hamidah & Fauziah, 2020). This linguistic limitation not only affects message clarity but also diminishes speaker confidence, as students become acutely aware of their expressive inadequacies during public speaking situations. Third, inadequate opportunities for systematic practice prevent students from developing and refining their public speaking competencies. Many schools provide limited structured occasions for students to practice speaking before audiences, and when opportunities do exist, they often lack the pedagogical scaffolding necessary for effective skill development (Seli & Santosa, 2023).

Additional contributing factors include conventional teaching approaches that fail to engage students actively, uninnovative learning media that do not stimulate interest or provide adequate support, and insufficient teacher motivation and guidance (Seli & Santosa, 2023). Furthermore, Hasanah et al. (2022) highlight that differentiated instruction approaches remain underutilized in many classrooms, meaning that teaching methods often fail to accommodate the diverse learning needs, abilities, and confidence levels present among students. This one-size-fits-all approach proves particularly problematic for developing public speaking skills, where individual differences in personality, prior experiences, and linguistic competence significantly influence learning trajectories.

Recent educational research has explored various pedagogical interventions to address these challenges and enhance elementary students' public speaking competencies. Among these approaches, the Show and Tell

method has garnered increasing attention as a developmentally appropriate and pedagogically effective strategy (Asiyah, 2024; Dewi & Subrata, 2021). Show and Tell, a teaching method that requires students to bring objects from home and present information about these items to classmates, provides authentic contexts for oral language practice while maintaining age-appropriate simplicity and personal relevance (Putri & Nadhif, 2023). According to Naqiyah et al. (2024), public speaking methods that align with children's characteristics can effectively build self-confidence within pleasant learning environments, and Show and Tell exemplifies such an approach by combining familiar content (personal objects) with structured speaking practice.

The theoretical foundations supporting Show and Tell's effectiveness draw from multiple educational frameworks. From a social constructivist perspective, as articulated by Vygotsky, learning occurs through social interaction and scaffolded experiences within learners' zones of proximal development (Fadlyka & Hemawati, 2025). Show and Tell operationalizes these principles by providing structured yet flexible opportunities for students to practice oral communication with peer and teacher support. Additionally, experiential learning theories emphasize the importance of hands-on, meaningful activities that connect to students' lived experiences (Mu'arif, 2023). Show and Tell aligns with this framework by centering presentations on objects and experiences personally meaningful to students, thereby increasing motivation and engagement.

Empirical research provides growing evidence of Show and Tell's effectiveness in elementary education contexts. Hayani (2025) documented significant

improvements in third-grade students' basic public speaking abilities and self-confidence following Show and Tell implementation, with mean speaking scores increasing from 60.75 to 79.95 across two instructional cycles. Similarly, Oktavia et al. (2025) found that combining Project-Based Learning with Show and Tell produced substantial gains in fifth-grade students' speaking skills, with class averages rising from 69 (pre-intervention) to 83 (Cycle II), and the proportion of students meeting competency standards increasing from 32% to 92%. A three-cycle implementation study by Innah et al. (2021) reported progressive improvements in speaking proficiency rates, reaching 86.36% by the third cycle. These quantitative findings suggest that Show and Tell, particularly when implemented systematically over multiple cycles with appropriate pedagogical support, can produce meaningful improvements in elementary students' speaking competencies.

However, despite accumulating evidence of Show and Tell's potential benefits, several gaps remain in the research literature. First, most existing studies employ action research or quasi-experimental designs that focus primarily on quantitative outcome measures, providing limited insight into the qualitative processes, experiences, and contextual factors that shape implementation and outcomes (Aprilia, 2024). Second, insufficient attention has been devoted to understanding the specific mechanisms through which Show and Tell influences different dimensions of public speaking skills, including confidence, vocabulary, fluency, and audience engagement. Third, research has inadequately explored the challenges and barriers that emerge during implementation from multiple stakeholder perspectives, including students, teachers, and

administrators. Finally, limited investigation has examined how contextual factors—including school culture, teacher pedagogical knowledge, parental involvement, and resource availability—mediate Show and Tell's effectiveness.

1.2 Research Context

SD Muhammadiyah Noyokerten, located in Noyokerten Village, Sendangtirto, Berbah, Sleman, Yogyakarta, represents a private Islamic elementary school operating under the Muhammadiyah educational foundation. The school serves approximately 280 students from diverse socioeconomic backgrounds across grades one through six. As part of its commitment to holistic student development, the school has implemented Show and Tell as a specialized local content curriculum subject, allocating one instructional hour per week for this purpose across all grade levels. This institutional commitment to oral communication development through Show and Tell provides an ideal context for investigating the method's implementation and effects.

Preliminary observations conducted during the researcher's teaching practicum at SD Muhammadiyah Noyokerten from August 1-30, 2024, revealed several concerning patterns regarding third-grade students' speaking behaviors and competencies. First, many students demonstrated limited active participation in oral activities during regular classroom instruction and group discussions. These students typically remained silent unless directly prompted by teachers or peers, suggesting possible confidence issues or lack of engagement. Second, classroom dynamics appeared unbalanced, with a small number of highly verbal students dominating discussions while the majority remained passive. This pattern risked creating a reinforcing cycle wherein confident students gained additional

practice and improvement while reticent students fell further behind.

Third, when asked to express ideas, opinions, or feelings, many students exhibited visible signs of anxiety, including hesitation, nervous body language, and incomplete or fragmented responses. Fourth, attention and engagement issues emerged, with numerous students engaging in off-task behaviors such as conversing with neighbors, appearing distracted, or expressing boredom during lessons. These behavioral patterns suggested potential motivational issues or instructional approaches that failed to capture student interest effectively. Finally, when teachers asked students to explain or summarize previously presented content, many could not accurately recall or articulate the information, indicating possible comprehension difficulties or insufficient active processing during initial instruction.

These observations raised important questions about the factors contributing to students' speaking difficulties and the potential role of specialized interventions such as Show and Tell in addressing these challenges. While the school had implemented Show and Tell as a dedicated subject, systematic investigation was needed to understand how this program functioned in practice, what outcomes it produced, what challenges emerged during implementation, and what factors facilitated or hindered its effectiveness. Such investigation could provide valuable insights for improving the program at SD Muhammadiyah Noyokerten while also contributing to broader understanding of Show and Tell's potential as a pedagogical approach for developing elementary students' public speaking competencies.

This study addresses three main research questions: 1) How is the Show and Tell subject implemented at SD Muhammadiyah

Noyokerten, including the learning activities, instructional methods, student participation, and challenges encountered? 2) What changes occur in third-grade students' public speaking skills, including confidence, vocabulary, fluency, and audience engagement, as a result of their participation in the Show and Tell subject? 3) What factors, both inhibiting and facilitating, influence the development of public speaking skills through the Show and Tell subject at SD Muhammadiyah Noyokerten?

The study has three primary objectives aligned with the research questions: 1) To comprehensively analyze the implementation of the Show and Tell subject at SD Muhammadiyah Noyokerten, focusing on learning processes, teaching methods, student activities, and challenges in implementation. 2) To investigate the development of public speaking skills in third-grade students involved in Show and Tell, documenting changes in various aspects of competence. 3) To identify and examine the inhibiting and facilitating factors that affect the development of public speaking skills through Show and Tell, offering insights for program improvement and broader applications.

This research contributes to theory, practice, and policy in elementary education. Theoretically, it enhances understanding of how pedagogical interventions impact the development of oral communication skills in elementary students, specifically exploring how Show and Tell influences different aspects of public speaking. The qualitative approach provides detailed insights into processes and outcomes, complementing existing quantitative studies. Practically, the findings offer guidance for teachers implementing Show and Tell or similar programs, detailing effective strategies, common challenges, solutions, and methods

for differentiated instruction. The research also provides administrators with evidence of program effectiveness to inform curricular decisions. In terms of policy, the results contribute to discussions on the importance of dedicated time for oral communication skills in elementary education, the resources required for effective implementation, and the potential for Show and Tell to be scaled in various school settings. Specifically for SD Muhammadiyah Noyokerten, the study evaluates the strengths and areas for improvement in their Show and Tell program, supporting evidence-based development of the program.

2. LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Social Constructivist Theory of Learning

The theoretical foundation for understanding how Show and Tell influences public speaking development draws primarily from social constructivist perspectives on learning, particularly Vygotsky's sociocultural theory. Vygotsky (1978) argued that cognitive development, including language acquisition and communication competencies, occurs fundamentally through social interaction within cultural contexts. This perspective emphasizes that learning is not merely an individual cognitive process but a socially mediated activity wherein learners construct knowledge through interaction with more knowledgeable others and cultural tools.

Central to Vygotsky's framework is the concept of the Zone of Proximal Development (ZPD), defined as the distance between what learners can accomplish independently and what they can achieve with guidance and support from teachers or more capable peers. Effective instruction operates within this zone, providing

scaffolding that enables learners to perform tasks currently beyond their independent capabilities while gradually transferring responsibility to the learner. Applied to public speaking development, this framework suggests that Show and Tell provides structured opportunities for students to practice oral presentation skills within supportive contexts that scaffold performance through teacher guidance, peer modeling, and routine structures (Fadlyka & Hemawati, 2025).

Recent research by Fadlyka and Hemawati (2025) explicitly frames speaking skill development within this social constructivist paradigm, demonstrating that interactive storytelling and peer exchanges scaffold oral production while reducing anxiety. Their study of chain-storytelling interventions found that collaborative oral activities created safe spaces for practice, with peer interaction serving as a key mechanism for skill development. This aligns with Vygotsky's emphasis on the social nature of learning and suggests that Show and Tell's effectiveness may derive partly from its inherently social structure, wherein students present to authentic audiences of peers and receive immediate feedback and support.

2.1.2 Experiential Learning Theory

Experiential learning theory, articulated by Kolb (1984) and Dewey (1938), provides additional theoretical grounding for understanding Show and Tell's pedagogical value. This framework emphasizes that meaningful learning occurs through cycles of concrete experience, reflective observation, abstract conceptualization, and active experimentation. Learning proves most effective when it connects to learners' lived experiences and provides opportunities for hands-on engagement with meaningful content.

Show and Tell operationalizes experiential learning principles by centering presentations on objects and experiences personally meaningful to students. Rather than practicing public speaking with abstract or teacher-imposed content, students select items from their own lives, prepare presentations based on personal knowledge and experience, and receive authentic feedback from peer audiences. This personal relevance increases motivation and engagement while providing concrete material that students can discuss with confidence and interest (Mu'arif, 2023). Additionally, the iterative nature of Show and Tell—with students presenting multiple times throughout the school year—creates opportunities for the reflective practice and progressive refinement emphasized in experiential learning cycles.

2.1.3 Self-Determination Theory and Motivation

Self-Determination Theory (SDT), developed by Deci and Ryan (2000), offers insights into the motivational dynamics that influence students' engagement with public speaking activities. SDT posits that human motivation and psychological well-being depend on satisfying three basic psychological needs: autonomy (experiencing choice and volition), competence (feeling effective and capable), and relatedness (experiencing connection with others). Educational activities that support these needs foster intrinsic motivation, engagement, and positive learning outcomes.

Show and Tell potentially addresses all three psychological needs identified in SDT. Autonomy is supported through students' choice of presentation objects and freedom to structure their presentations according to personal interests and styles. Competence needs are met as students experience success in presenting, receive positive

feedback, and observe their progressive improvement over time. Relatedness develops through the social nature of presentations, wherein students share personal aspects of their lives with classmates and teachers, fostering connection and community. Research by Naqiyah et al. (2024) supports this theoretical connection, demonstrating that public speaking methods aligned with children's characteristics and implemented in pleasant learning environments effectively build self-confidence, a key indicator of competence need satisfaction.

2.2 Public Speaking Skills in Elementary Education

2.2.1 Defining Public Speaking Skills

Public speaking, as conceptualized in communication studies, refers to the art and practice of delivering messages effectively to audiences (Marzuqi, 2019). For elementary students, public speaking skills encompass multiple interrelated competencies:

Verbal competencies include clear articulation and pronunciation, appropriate volume and pace, varied intonation and expression, grammatically correct language use, and logical organization of ideas. These linguistic dimensions enable speakers to convey messages clearly and maintain audience attention and comprehension (Harianto, 2020).

Non-verbal competencies encompass eye contact with audience members, appropriate facial expressions, purposeful gestures and body language, confident posture, and effective use of space. Research demonstrates that non-verbal communication significantly influences audience perceptions of speaker credibility, confidence, and message effectiveness (Fahrani, 2021).

Cognitive competencies involve content knowledge and preparation, logical structuring of presentations, adaptation to audience characteristics and needs, and effective response to questions or feedback. These higher-order thinking skills distinguish competent public speakers from those who merely recite memorized information (Suryaningrum, 2024).

Affective competencies include emotional regulation and anxiety management, self-confidence and positive self-perception, enthusiasm and engagement with content, and resilience in managing mistakes or challenges. These psychological dimensions significantly influence students' willingness to engage in public speaking and their performance quality (Febriana et al., 2024).

2.2.2 Developmental Considerations

Understanding public speaking development in elementary students requires attention to age-appropriate expectations and developmental trajectories. Research on children's oral language development indicates that elementary-aged children (approximately 6-12 years) demonstrate rapidly expanding vocabulary, increasingly complex syntactic structures, growing metalinguistic awareness, and developing pragmatic competence in adapting language to social contexts (Hamidah & Fauziah, 2020).

However, significant individual variation exists in speaking abilities and confidence levels, influenced by factors including temperament and personality traits, prior experiences with oral communication, home language environment and parental modeling, and cultural background and communication norms. Effective public speaking instruction must accommodate this diversity through differentiated approaches that meet students where they are

developmentally while providing appropriate challenges for growth (Hasanah et al., 2022).

2.2.3 Importance of Public Speaking Skills

Research identifies multiple benefits of developing public speaking competencies during elementary years:

Academic benefits include enhanced oral language proficiency, improved reading comprehension and vocabulary, stronger critical thinking and organization skills, and increased classroom participation and engagement (Musta'in et al., 2024).

Social-emotional benefits encompass increased self-confidence and self-efficacy, reduced social anxiety in group situations, enhanced perspective-taking and empathy, and stronger peer relationships through effective communication (Amir & Idris, 2023).

Future-oriented benefits involve preparation for academic presentations in higher education, development of leadership and advocacy skills, enhanced career readiness and professional competencies, and cultivation of civic engagement and democratic participation skills (Kristimus & Meylisa, 2024).

2.3 The Show and Tell Method

2.3.1 Conceptual Overview

Show and Tell, also known as "bring and tell" or "show and share," is a pedagogical approach wherein students bring objects from home and present information about these items to classmates (Asiyah, 2024). Typically implemented as a regular classroom routine, Show and Tell provides structured opportunities for oral language practice in authentic communicative contexts. The method's defining

characteristics include personal relevance (students select objects meaningful to them), concrete focus (physical objects serve as presentation anchors), audience engagement (classmates serve as authentic audiences), and structured flexibility (basic format is consistent while allowing individual variation) (Dewi & Subrata, 2021).

2.3.2 Theoretical Rationale

Show and Tell's effectiveness derives from several theoretical principles. As discussed earlier, the method operationalizes social constructivist learning through peer interaction and scaffolded practice. It also embodies experiential learning by connecting to students' lived experiences and providing concrete engagement opportunities. Additionally, Show and Tell addresses language acquisition principles by providing comprehensible input through peer presentations, opportunities for meaningful output through personal presentations, and authentic communicative purposes beyond mere language practice (Putri & Nadhif, 2023).

2.3.3 Implementation Variations

While maintaining core characteristics, Show and Tell implementations vary across contexts in several dimensions:

Frequency and duration: Some programs implement daily brief sessions (5-10 minutes), while others conduct weekly extended sessions (20-30 minutes), or monthly comprehensive presentations (30-45 minutes). Research suggests that more frequent, shorter sessions may prove optimal for younger students, while older elementary students benefit from less frequent but more substantial presentations (Innah et al., 2021).

Object selection: Approaches range from completely free choice by students, to

teacher-provided themes or categories (e.g., "something from nature," "a family treasure"), to curriculum-integrated topics connecting to academic content. Thematic approaches can enhance curriculum coherence while maintaining personal relevance (Hayani, 2025).

Presentation structure: Programs vary in required components, from informal sharing with minimal structure, to structured formats requiring specific elements (description, personal significance, questions), to formal presentations with preparation requirements and assessment rubrics. More structured approaches may support skill development more effectively but require careful implementation to avoid excessive anxiety (Oktavia et al., 2025).

Audience participation: Methods differ in how classmates engage, including passive listening only, designated question periods following presentations, peer feedback or evaluation, and collaborative discussion of presented objects. Active audience participation enhances engagement and provides additional speaking opportunities (Aprilia, 2024).

2.3.4 Empirical Evidence

Recent research provides substantial evidence of Show and Tell's effectiveness for developing elementary students' speaking skills. Hayani's (2025) classroom action research with third-grade students documented mean speaking scores increasing from 60.75 (pre-intervention) to 79.95 (post-intervention) following systematic Show and Tell implementation across two instructional cycles. The study identified teacher scaffolding, repeated practice opportunities, and supportive classroom climate as key success factors.

Oktavia et al. (2025) investigated Show and Tell integrated with Project-Based Learning among fifth-grade students, finding that this combined approach produced substantial improvements in speaking competencies. Class average scores rose from 69 (pre-action) to 76 (Cycle I) and 83 (Cycle II), while the proportion of students meeting competency standards increased from 32% to 92% across cycles. The researchers attributed these gains to the authentic communicative purpose provided by project contexts and the scaffolded practice opportunities inherent in Show and Tell.

A three-cycle implementation study by Innah et al. (2021) reported progressive improvements in elementary students' speaking proficiency, with rates of 63.64% (Cycle I), 79.55% (Cycle II), and 86.36% (Cycle III). This pattern of continued improvement across cycles suggests that sustained implementation with iterative practice produces cumulative benefits. The study also noted that student confidence and enthusiasm increased alongside skill development, indicating positive affective outcomes accompanying cognitive gains.

Research with younger students demonstrates Show and Tell's applicability across elementary age ranges. Asiyah (2024) found that kindergarten implementation yielded substantial proficiency gains, with approximately 77% of students achieving target competencies by Cycle II. This suggests that Show and Tell can be adapted effectively for diverse developmental levels when implementation considers age-appropriate expectations and support structures.

2.4 Factors Influencing Public Speaking Development

2.4.1 Individual Student Factors

Research identifies multiple individual characteristics that influence public speaking skill development:

Confidence and self-efficacy: Students' beliefs about their speaking abilities significantly predict their engagement with public speaking opportunities and their performance quality. Febriana et al. (2024) found that lack of self-confidence emerged as the primary barrier to effective public speaking among elementary students, manifesting in embarrassment, anxiety, and avoidance behaviors. Conversely, students with higher self-efficacy demonstrate greater willingness to take risks, persist through challenges, and engage actively in speaking activities.

Language proficiency and vocabulary: Students' existing language competencies, particularly vocabulary breadth and depth, constrain or enable their speaking performance. Limited vocabulary makes it difficult for students to express ideas precisely and fluently, leading to frustration and reduced confidence (Hamidah & Fauziah, 2020). Research by Suryaningrum (2024) emphasizes that diverse, high-quality learning materials and experiences support vocabulary development, which in turn enhances speaking competencies.

Temperament and personality: Individual differences in temperament, including introversion-extraversion, behavioral inhibition, and emotional reactivity, influence students' comfort with public performance and their response to speaking activities. While all students can develop public speaking skills, instructional approaches may need differentiation to

accommodate temperamental variations (Hasanah et al., 2022).

Prior experiences: Students' previous experiences with oral communication—both positive and negative—shape their attitudes, confidence, and skill levels. Students with histories of negative experiences (e.g., being laughed at, criticized, or ignored) may develop speaking anxiety and avoidance patterns that require explicit intervention to overcome (Seli & Santosa, 2023).

2.4.2 Instructional Factors

Teaching practices significantly influence public speaking development:

Pedagogical approaches: Research consistently demonstrates that interactive, student-centered approaches prove more effective than traditional teacher-centered methods for developing speaking skills. Fadlyka and Hemawati (2025) found that storytelling methods employing interactive peer exchanges and scaffolded practice significantly improved students' public speaking abilities and reduced anxiety. Similarly, studies document the effectiveness of drama activities (Chaib Taleb, 2024), role-play and simulation (Flores Salcedo, 2025), and project-based approaches (Oktavia et al., 2025) for fostering oral communication development.

Teacher scaffolding and support: The quality and appropriateness of teacher support critically influence student outcomes. Effective scaffolding includes modeling skilled speaking behaviors, providing explicit instruction in speaking strategies, offering constructive feedback focused on specific improvements, and gradually releasing responsibility as students develop competence (Arni et al., 2023). Research by Naqiyah et al. (2024) emphasizes that teacher coaching and

mentoring significantly enhance students' self-confidence in public speaking.

Practice opportunities: Sufficient, varied practice opportunities prove essential for skill development. Students require multiple occasions to practice speaking before audiences, with opportunities distributed across time rather than massed, varied in format and purpose to prevent monotony, and scaffolded to provide appropriate challenges (Innah et al., 2021). Insufficient practice time emerges as a common barrier in many educational contexts (Seli & Santosa, 2023).

Assessment and feedback: The nature of assessment and feedback influences both student motivation and skill development. Effective approaches include formative assessment focusing on growth and improvement, specific, actionable feedback on particular skill dimensions, peer feedback opportunities alongside teacher evaluation, and self-assessment to promote metacognitive awareness (Gaas, 2024).

2.4.3 Environmental Factors

Contextual factors shape public speaking development:

Classroom climate: The psychological environment significantly influences students' willingness to take risks inherent in public speaking. Supportive climates characterized by mutual respect, psychological safety, celebration of effort and growth, and normalization of mistakes foster greater engagement and learning (Naqiyah et al., 2024). Conversely, classrooms where students fear judgment or ridicule inhibit participation and development.

Peer dynamics: Classmate behaviors and attitudes influence individual students' speaking experiences. Supportive peer

audiences that listen attentively and respond positively encourage continued participation, while disruptive or critical peer responses discourage engagement (Aprilia, 2024). Teaching students to be supportive audience members proves as important as teaching presentation skills.

Resource availability: Material resources including appropriate spaces for presentations, multimedia tools and technology, diverse objects and materials for Show and Tell, and time allocated for speaking activities influence implementation quality and outcomes (Hadi, 2019).

Home environment and parental involvement: Family factors significantly impact speaking development. Parental support, home language practices, and family encouragement of communication contribute to students' vocabulary, confidence, and motivation (Arni et al., 2023). Schools can enhance outcomes by fostering family engagement in supporting oral language development.

2.5 Challenges in Developing Public Speaking Skills

Research identifies several persistent challenges in fostering elementary students' public speaking competencies:

Student-level challenges include speaking anxiety and fear of negative evaluation, limited vocabulary and language resources, lack of confidence and self-efficacy, and insufficient prior practice and experience (Febriana et al., 2024; Seli & Santosa, 2023).

Instructional challenges encompass conventional teaching methods that inadequately engage students, insufficient teacher training in oral language pedagogy, limited instructional time dedicated to speaking practice, and lack of systematic,

scaffolded speaking curricula (Seli & Santosa, 2023).

Systemic challenges involve curricular emphasis on reading and writing over oral language, limited resources and materials for speaking instruction, large class sizes that reduce individual practice opportunities, and insufficient assessment tools for speaking competencies (Hadi, 2019).

Addressing these challenges requires coordinated efforts at multiple levels, including professional development for teachers in effective oral language pedagogy, curricular reforms that prioritize speaking alongside other language modes, resource allocation supporting speaking instruction, and evidence-based interventions such as Show and Tell that provide structured, supportive contexts for skill development.

3. RESEARCH METHODOLOGY

3.1 Research Design

This study employed a qualitative research approach, specifically utilizing a case study design. Qualitative research provides depth of understanding regarding complex phenomena, focusing on meanings, experiences, and processes rather than quantification and statistical relationships (Creswell & Poth, 2018). Case study methodology, as defined by Yin (2018), involves intensive, detailed examination of a bounded system—in this instance, the Show and Tell program at SD Muhammadiyah Noyokerten—within its real-world context. This design proves particularly appropriate when research questions focus on “how” and “why” phenomena occur and when understanding contextual conditions proves essential to comprehending the phenomenon under investigation.

The case study approach enabled comprehensive examination of Show and Tell implementation from multiple perspectives (students, teachers, administrators) using multiple data sources (observations, interviews, documents), thereby providing rich, contextualized understanding of the program's functioning, effects, challenges, and influencing factors. The bounded nature of the case—a specific grade level in a particular school during a defined time period—allowed for manageable yet thorough investigation while maintaining sufficient contextual detail to support meaningful interpretation and transferability of findings.

3.2 Research Setting

The research was conducted at SD Muhammadiyah Noyokerten, a private Islamic elementary school located in Noyokerten Village, Sendangtirto, Berbah, Sleman, Special Region of Yogyakarta, Indonesia. The school operates under the Muhammadiyah educational foundation, one of Indonesia's largest Islamic social organizations with extensive educational networks nationwide. SD Muhammadiyah Noyokerten serves approximately 280 students from diverse socioeconomic backgrounds across grades one through six, with two parallel classes at each grade level.

The school implements a comprehensive curriculum combining the national curriculum mandated by Indonesia's Ministry of Education with Islamic religious education and specialized local content subjects. Show and Tell represents one such local content subject, allocated one instructional hour (35 minutes) per week for each class from grades one through six. Third-grade classes were selected as the focus of this study because students at this level (typically 8-9 years old) have developed sufficient language proficiency to

engage meaningfully in public speaking activities while still representing the early stages of formal oral communication skill development, making them an ideal population for investigating intervention effects.

3.3 Research Participants

Participants were selected through purposive sampling, a non-probability sampling technique wherein researchers intentionally select information-rich cases that can provide in-depth understanding of the phenomenon under investigation (Patton, 2015). The study included multiple participant categories to ensure comprehensive perspectives:

Primary participants: - Two third-grade classroom teachers (one from Class III A, one from Class III B), both female, with teaching experience ranging from 5-8 years - Forty-eight third-grade students (24 from Class III A, 24 from Class III B), including 26 male and 22 female students, aged 8-9 years

Secondary participants: - The school principal, who provided institutional perspectives on program goals and support structures - Selected parents (n=6) who participated in follow-up interviews regarding home support for speaking development

All participants provided informed consent (or parental consent for minors) following ethical protocols approved by the university's research ethics committee. Pseudonyms are used throughout this report to protect participant confidentiality.

3.4 Data Collection Methods

Data collection occurred from April through May 2025, employing three primary methods to ensure triangulation and comprehensive understanding:

3.4.1 Observation

Systematic classroom observations were conducted during Show and Tell sessions to document implementation processes, teaching strategies, student behaviors and participation patterns, and classroom interactions and dynamics. The researcher served as a non-participant observer, positioning herself unobtrusively in the classroom to minimize disruption while maintaining clear view of activities. Observations were recorded through detailed field notes documenting chronological sequences of activities, verbatim quotes of significant statements, descriptions of non-verbal behaviors and interactions, and reflective memos capturing preliminary interpretations and questions.

A total of 16 observation sessions were conducted (8 per class) across the two-month period, with each session lasting 35-45 minutes. Observations followed a semi-structured protocol focusing on predetermined categories (e.g., teacher scaffolding behaviors, student confidence indicators, peer interactions) while remaining open to emergent patterns and unexpected phenomena. Field notes were transcribed and expanded within 24 hours of each observation to ensure accuracy and detail.

3.4.2 Interviews

Semi-structured interviews were conducted with teachers, students, and administrators to gather perspectives on experiences, perceptions, challenges, and outcomes related to Show and Tell. Semi-structured interviews employ predetermined questions while maintaining flexibility to pursue emergent topics and probe responses for depth and clarity (Merriam & Tisdell, 2016).

Teacher interviews: Each teacher participated in three in-depth interviews (initial, mid-point, final), each lasting 45-60 minutes. Interview protocols addressed topics including teaching goals and strategies for Show and Tell, perceptions of student progress and challenges, factors facilitating or hindering implementation, and suggestions for program improvement. Interviews were audio-recorded with permission and transcribed verbatim.

Student interviews: Given the participants' age and developmental level, student interviews were conducted in small groups (4-5 students) to reduce anxiety and encourage natural conversation. Six group interviews were conducted per class (12 total), each lasting 20-30 minutes. Student interview protocols used developmentally appropriate language and included questions about feelings about Show and Tell, perceived changes in speaking abilities and confidence, challenges encountered, and preferences regarding activities and support. Interviews were audio-recorded and transcribed.

Administrator interview: One extended interview (90 minutes) was conducted with the school principal to understand institutional perspectives on Show and Tell's purposes, implementation history, resource allocation, and perceived outcomes. This interview was audio-recorded and transcribed.

3.4.3 Documentation

Various documents were collected and analyzed to provide additional context and triangulation:

Instructional documents: Show and Tell curriculum guidelines, lesson plans, teaching materials, and assessment rubrics used by teachers.

Student work: Student-created materials related to Show and Tell presentations, including preparation notes, drawings, and written reflections.

Assessment records: Teachers' assessment records documenting student performance across the study period, including rubric scores, anecdotal notes, and progress reports.

Institutional documents: School policies, schedules, and communications related to Show and Tell implementation.

Photographic documentation: With appropriate permissions, photographs were taken during observations to document classroom arrangements, materials, and activities (with student faces obscured to protect privacy).

3.5 Data Analysis

Data analysis followed the interactive model proposed by Miles, Huberman, and Saldaña (2014), consisting of four concurrent activities: data collection, data reduction, data display, and conclusion drawing/verification.

Data reduction: The substantial volume of qualitative data (observation notes, interview transcripts, documents) was systematically reduced through coding and categorization processes. Initial open coding involved reading through all data and assigning descriptive codes to meaningful segments. Codes were then organized into broader categories representing themes and patterns. For example, codes such as "student hesitation," "fear of mistakes," "nervous body language," and "avoiding eye contact" were grouped under the category "confidence challenges." This iterative process continued throughout data collection, with codes and categories refined as understanding deepened.

Data display: To facilitate pattern recognition and interpretation, data were organized into various visual displays including matrices comparing patterns across participants or time periods, networks showing relationships among concepts, and chronological charts documenting sequences and changes. For instance, a matrix was created comparing teacher and student perspectives on implementation challenges, revealing areas of convergence and divergence.

Conclusion drawing and verification: Throughout analysis, preliminary conclusions were drawn regarding patterns, relationships, and meanings in the data. These tentative conclusions were continuously verified against additional data, with the researcher actively seeking disconfirming evidence and alternative explanations. Final conclusions emerged through iterative cycles of proposing interpretations, testing them against comprehensive data, and refining understanding.

3.6 Data Validity and Trustworthiness

Multiple strategies were employed to ensure research quality and trustworthiness:

Triangulation: Data source triangulation was achieved by collecting data from multiple participant types (teachers, students, administrators). Method triangulation was accomplished through multiple data collection techniques (observations, interviews, documents). This multi-faceted approach allowed cross-checking of findings and enhanced confidence in conclusions.

Prolonged engagement: The researcher spent two months intensively engaged with the research setting, developing rapport with participants, understanding contextual

nuances, and observing patterns across time. This extended engagement enhanced data quality and interpretive validity.

Member checking: Preliminary findings were shared with teacher participants, who provided feedback regarding accuracy and resonance with their experiences. This process confirmed that interpretations reflected participants' perspectives authentically.

Peer debriefing: The researcher regularly discussed data collection and analysis with academic advisors and peer researchers, who provided critical feedback, challenged assumptions, and suggested alternative interpretations.

Thick description: Findings are presented with substantial contextual detail and participant quotations, enabling readers to assess transferability to their own contexts and evaluate the credibility of interpretations.

Reflexivity: Throughout the research process, the researcher maintained a reflexive journal documenting personal reactions, assumptions, and potential biases, and considered how these might influence data collection and interpretation.

3.7 Ethical Considerations

The study adhered to ethical principles for research with human subjects:

Informed consent: All participants received clear information about research purposes, procedures, risks, and benefits, and provided voluntary consent. For minor participants, parental consent and student assent were obtained.

Confidentiality: Participant identities are protected through pseudonyms and removal of identifying details. Data are stored

securely and accessible only to the research team.

Beneficence and non-maleficence: The research was designed to avoid harm to participants. Observations and interviews were conducted in ways that minimized disruption to educational activities. Findings are reported in ways that respect participants' dignity and avoid stigmatization.

Institutional approval: The research received approval from the university's research ethics committee and permission from school administrators before data collection commenced.

4. RESULTS

This section presents findings organized according to the three research questions, drawing on data from observations, interviews, and documentation to provide comprehensive understanding of Show and Tell implementation and its effects on students' public speaking skills at SD Muhammadiyah Noyokerten.

4.1 Implementation of Show and Tell

4.1.1 Program Structure and Organization

Show and Tell at SD Muhammadiyah Noyokerten operates as a specialized local content subject allocated one instructional hour (35 minutes) weekly for each class. The program extends across all elementary grades (I-VI), with grade-level teachers responsible for instruction in their respective classes. For third grade, Show and Tell sessions occur on Wednesdays for Class III A (period 3, 08:45-09:20) and Thursdays for Class III B (period 4, 09:35-10:10).

The curriculum follows a thematic structure aligned with academic calendar divisions. During the study period (April-May 2025),

themes included “My Favorite Things” (April weeks 1-2), “Family Treasures” (April weeks 3-4), and “Things from Nature” (May weeks 1-4). These themes provide organizational frameworks while maintaining flexibility for personal choice within parameters.

According to the principal, Show and Tell was introduced at SD Muhammadiyah Noyokerten five years ago (2020) as part of institutional efforts to develop students’ communication competencies and self-confidence:

“We recognized that many students, even those academically strong, struggled when asked to speak before groups. This concerned us because communication skills are essential for success in further education and life. Show and Tell provides systematic opportunities for every child to practice speaking in supportive contexts.” (Principal interview, April 15, 2025)

4.1.2 Instructional Methods and Processes

Observations and teacher interviews revealed consistent instructional patterns across both third-grade classes, though with individual teacher variations:

Session structure: Typical Show and Tell sessions followed a predictable sequence that students came to anticipate. Sessions began with a brief teacher introduction (2-3 minutes) reviewing the current theme and reminding students of presentation expectations and audience behaviors. The core activity consisted of student presentations (20-25 minutes total), with 4-5 students presenting each week on a rotating schedule, ensuring each student presented approximately twice monthly. Each presentation lasted 4-5 minutes,

including 2-3 minutes for the student’s talk and 1-2 minutes for peer questions. Sessions concluded with brief teacher feedback and reflection (5-7 minutes), during which the teacher highlighted strengths observed, provided constructive suggestions, and led brief discussion of lessons learned.

Teaching methods: Both teachers employed interactive, student-centered approaches emphasizing active participation and supportive environments. Teacher MH (Class III A) described her methodology:

“I use several methods together. First is discussion—before presentations, we discuss what makes good presentations and good audience behavior. Second is modeling—I often demonstrate presentation techniques, showing students how to stand, make eye contact, speak clearly. Third is what I call Focus Group Discussion for children—after presentations, we discuss together what worked well and what could improve. Finally, there’s collaborative problem-solving—when students face challenges, we work together to find solutions.” (Teacher MH interview, April 18, 2025)

Teacher RA (Class III B) articulated a similar multi-step approach:

“My method is very two-way and interactive. First, we introduce the theme and concepts. Second, I explain and demonstrate what students will do. Third, students practice—this is the core, where they actually present. Fourth, we reflect together on what they’ve done, what went well, what they learned. This cycle repeats each week, and students gradually

improve.” (Teacher RA interview, April 19, 2025)

Both teachers emphasized scaffolding and gradual release of responsibility. Early in the school year, teachers provided substantial support including detailed presentation templates, practice sessions with teacher feedback before formal presentations, and extensive modeling. As students developed competence and confidence, support was gradually reduced, with students taking more ownership of presentation planning and delivery.

Classroom environment: Both teachers deliberately cultivated supportive, psychologically safe classroom climates. Observations documented numerous instances of teachers and students offering encouragement, celebrating effort and improvement, responding positively to mistakes, and modeling respectful audience behaviors. For example, when a student forgot part of his presentation and stood silently looking distressed, Teacher MH calmly said, “Take a deep breath. It’s okay. What can you tell us about your object?” After the student completed his presentation, she commented, “Everyone, let’s appreciate how [student name] handled that challenge. He stayed calm and finished his presentation. That takes courage.” (Observation, Class III A, April 24, 2025)

4.1.3 Student Activities and Participation

Student engagement and participation patterns evolved across the study period:

Presentation preparation: Students received advance notice (one week) before their scheduled presentations, allowing time for object selection and preparation. Teachers provided guidance on preparation through whole-class instruction and individual consultation. Preparation

activities included selecting appropriate objects related to current themes, thinking about what to say about objects (description, personal significance, interesting facts), practicing presentations at home (some students reported practicing with family members), and preparing for potential audience questions.

However, preparation quality varied considerably. Some students prepared thoroughly, bringing well-chosen objects and delivering organized, confident presentations. Others prepared minimally, sometimes forgetting to bring objects or arriving with hastily selected items and little planned content. Teachers addressed this variation through reminders, parent communication, and in-class preparation time for students who struggled with home preparation.

Presentation delivery: During presentations, students stood at the front of the classroom, typically beside the teacher’s desk, holding or displaying their objects. Presentation quality and confidence varied substantially both across students and within individual students over time.

Initial observations (April) revealed widespread confidence challenges. Many students exhibited nervous behaviors including speaking very softly or rapidly, avoiding eye contact with classmates, fidgeting or displaying tense body language, forgetting prepared content, and rushing through presentations to finish quickly. For example, during an April 17 observation in Class III A, a female student presented a stuffed animal but spoke so quietly that classmates repeatedly asked her to speak louder. She appeared increasingly uncomfortable with these requests and concluded her presentation in less than two minutes, providing minimal information.

However, later observations (May) showed notable improvements for many students. Repeated practice, teacher encouragement, and positive peer responses appeared to reduce anxiety and increase confidence. By late May, the same student who had struggled in April presented a flower from her garden with noticeably greater confidence, speaking at appropriate volume, making occasional eye contact, and providing detailed description of the flower's characteristics and how her family cared for it. (Observation, Class III A, May 22, 2025)

Audience participation: Students serving as audience members were expected to listen attentively, ask relevant questions, and provide supportive responses. Teachers explicitly taught and reinforced appropriate audience behaviors, praising students who demonstrated good listening and asking thoughtful questions.

Audience engagement varied by presenter and topic. When students presented interesting objects and delivered engaging presentations, classmates appeared attentive and asked numerous questions. However, when presentations were brief, unclear, or about less interesting topics, some audience members became restless or inattentive. Teachers managed this through proximity, gentle reminders, and reinforcing expectations.

4.1.4 Challenges in Implementation

Both teachers identified several persistent implementation challenges:

Time constraints: The 35-minute weekly allocation proved insufficient for all desired activities. Teacher RA explained:

“Thirty-five minutes sounds adequate, but it goes very quickly. With 4-5 presentations plus introduction and reflection, there’s

little time for extended practice or individual coaching. Some students need more support than I can provide during the session.” (Teacher RA interview, May 15, 2025)

Variable student preparation: Despite reminders and parent communication, some students consistently arrived unprepared, without objects or with minimal preparation. This created challenges in maintaining session flow and ensuring all students received adequate practice opportunities.

Diverse confidence and ability levels: The wide range of student confidence and speaking abilities made differentiation challenging. As Teacher MH noted:

“I have students who love presenting and do so confidently, and others who are terrified and need extensive encouragement just to stand before the class. Meeting all these different needs simultaneously is difficult.” (Teacher MH interview, May 16, 2025)

Limited parental involvement: Teachers indicated that while some families actively supported Show and Tell by helping children prepare and practice, others provided minimal support. This variation contributed to disparities in student preparation and progress.

Assessment challenges: Both teachers struggled with balancing formative and summative assessment, providing sufficient feedback to support improvement while managing assessment workload, and evaluating speaking skills reliably and validly. Teacher RA commented:

“Assessing speaking is more complex than assessing written

work. There are so many dimensions—content, delivery, confidence, audience engagement. I use rubrics, but it’s still somewhat subjective and time-consuming.” (Teacher RA interview, May 15, 2025)

Confidence and self-presentation: Perhaps the most striking changes occurred in students’ confidence and comfort with public speaking. Teacher assessment records showed that at the beginning of the school year (August 2024), only 45% of third-grade students demonstrated confident presentation behaviors (appropriate volume, eye contact, relaxed body language). By the end of the study period (May 2025), this proportion had increased to 78%.

4.2 Development of Public Speaking Skills

4.2.1 Observed Changes in Speaking Competencies

Multiple data sources documented improvements in students’ public speaking skills across the study period:

Figure 1. Development of Student Confidence in Public Speaking Across Academic Year 2024-2025

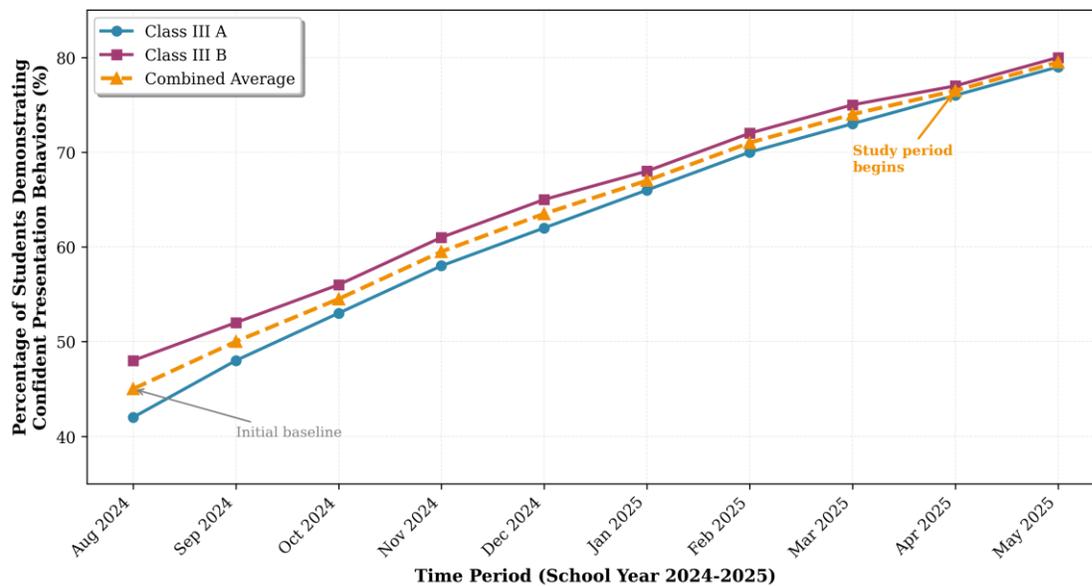


Figure 1. Development of Student Confidence in Public Speaking Across Academic Year 2024-2025

Figure 1. Line graph showing the progression of student confidence (percentage demonstrating confident presentation behaviors) across the academic year 2024-2025 for Class III A, Class III B, and combined average. The graph demonstrates

steady upward trajectory from 45% in August 2024 to 79.5% in May 2025, with the study period (April-May 2025) highlighted.

Interview data corroborated these quantitative patterns. Teacher MH observed:

“The transformation in some students has been remarkable. Children who initially could barely whisper their names are now presenting with enthusiasm and confidence. It doesn’t happen overnight, but with consistent practice and encouragement, most students show real growth.” (Teacher MH interview, May 16, 2025)

Students themselves recognized these changes. In a group interview, one student commented:

“At first I was so scared. My hands were shaking and I thought everyone would laugh at me. But now I’m used to it. It’s not scary anymore. I know my friends will listen nicely.” (Student focus group, Class III B, May 20, 2025)

Vocabulary and language use: Teachers reported observable expansion in students’ vocabulary and increasingly sophisticated language use. Teacher RA noted:

“Students are using more varied and precise vocabulary in their presentations. Initially, descriptions were very basic—‘This is my toy. I like it.’ Now they provide much richer descriptions—‘This is my toy robot. It has articulated joints so the arms and legs can move. I received it for my birthday and it’s special because my grandfather, who lives far away, sent it to me.’ The language is more complex and specific.” (Teacher RA interview, May 15, 2025)

Documentation analysis supported this observation. Comparing early and late presentations through video recordings showed clear increases in mean length of utterance, vocabulary diversity, and use of descriptive language. Students averaged 15-20 new vocabulary words per month that appeared in their presentations, according to teachers’ tracking.

Figure 4. Vocabulary Development Through Show and Tell Participation

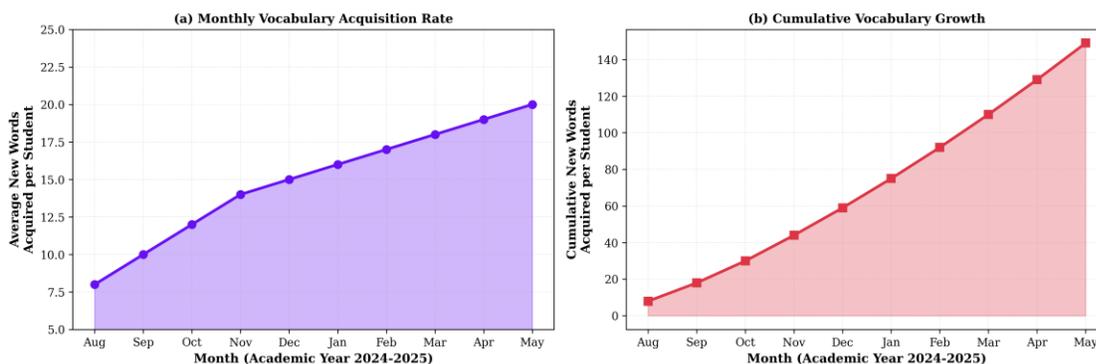


Figure 4. Vocabulary Development Through Show and Tell Participation

Figure 4. Dual-panel figure showing vocabulary development across the academic year. Panel (a) displays the monthly vocabulary acquisition rate, demonstrating accelerating growth from an average of 8 new words per student per

month in August 2024 to 20 words per month by May 2025. Panel (b) illustrates cumulative vocabulary growth, showing that students acquired an average of 149 new words over the academic year through their participation in Show and Tell activities. The shaded areas under the curves emphasize the substantial and progressive nature of vocabulary development.

Organization and coherence: Presentation organization improved noticeably. Early presentations often lacked clear structure, jumping between ideas without logical connections. Later presentations demonstrated clearer organization, with students typically following a pattern of introducing the object, describing its physical characteristics, explaining its personal significance, and concluding with a summary or question invitation.

Teacher MH attributed this improvement partly to explicit instruction:

“We worked on presentation structure explicitly. I created a simple template—‘First, tell us what your object is. Second, describe it. Third, explain why it’s important to you. Fourth, ask if anyone has questions.’ With this scaffold, students’ presentations became much more organized.” (Teacher MH interview, May 16, 2025)

Fluency and delivery: Speech fluency improved for most students, with reductions in long pauses, false starts, and filler words (“um,” “uh”). Delivery quality also enhanced, including more appropriate pace and volume, varied intonation and expression, and improved articulation and pronunciation. These improvements appeared gradual and incremental, with

students showing progressive refinement across multiple presentations.

Audience engagement: Students became increasingly skilled at engaging audiences through eye contact, responsive adjustments to audience reactions, encouraging and responding to questions, and using humor or interesting details to maintain attention. These higher-level skills emerged more slowly than basic competencies and showed greater individual variation.

4.2.2 Quantitative Assessment Data

Teachers’ formal assessments using standardized rubrics provided quantitative documentation of skill development. The rubric evaluated five dimensions (content knowledge, organization, delivery, language use, audience engagement) on 4-point scales, yielding total scores of 0-20.

Table 2. Mean Public Speaking Assessment Scores Across Semesters

Class	Seme ster 1 (Aug- Dec 2024) Mean (SD)	Seme ster 2 (Jan- May 2025) Mean (SD)	Cha nge	Perenta ge Improve ment
III A (n=24)	62.3 (11.4)	81.7 (8.6)	+19. 4	+31.1%
III B (n=24)	64.1 (10.8)	83.2 (9.2)	+19. 1	+29.8%
Combi ned (n=48)	63.2 (11.1)	82.5 (8.9)	+19. 3	+30.5%

Note: Scores represent percentage of maximum possible points (0-100 scale). SD = Standard Deviation.

Figure 2. Progression of Public Speaking Assessment Scores Across Academic Year 2024-2025

Figure 2. Line graph depicting mean speaking assessment scores across six assessment periods from August 2024 to May 2025. The graph shows consistent improvement for both classes and combined average, with total improvement of +30.5%. The study period (April-May 2025) is highlighted with a shaded area, demonstrating the continued positive trajectory during the intensive observation phase.

These data demonstrate substantial improvements in public speaking competencies across both classes, with mean scores increasing approximately 30% from first to second semester. Standard deviations

decreased slightly, suggesting that improvements occurred broadly across students rather than being concentrated among initially high-performing students.

Table 3. Distribution of Students Across Proficiency Levels

Proficiency Level	Semester 1 (Aug-Dec 2024)	Semester 2 (Jan-May 2025)
Emerging (0-59%)	18 students (37.5%)	3 students (6.3%)
Developing (60-74%)	21 students (43.8%)	7 students (14.6%)
Proficient (75-89%)	8 students (16.7%)	28 students (58.3%)
Advanced (90-100%)	1 student (2.1%)	10 students (20.8%)

Note: n=48 total students across both third-grade classes.

Figure 5. Distribution of Students Across Proficiency Levels Comparison Between Semesters

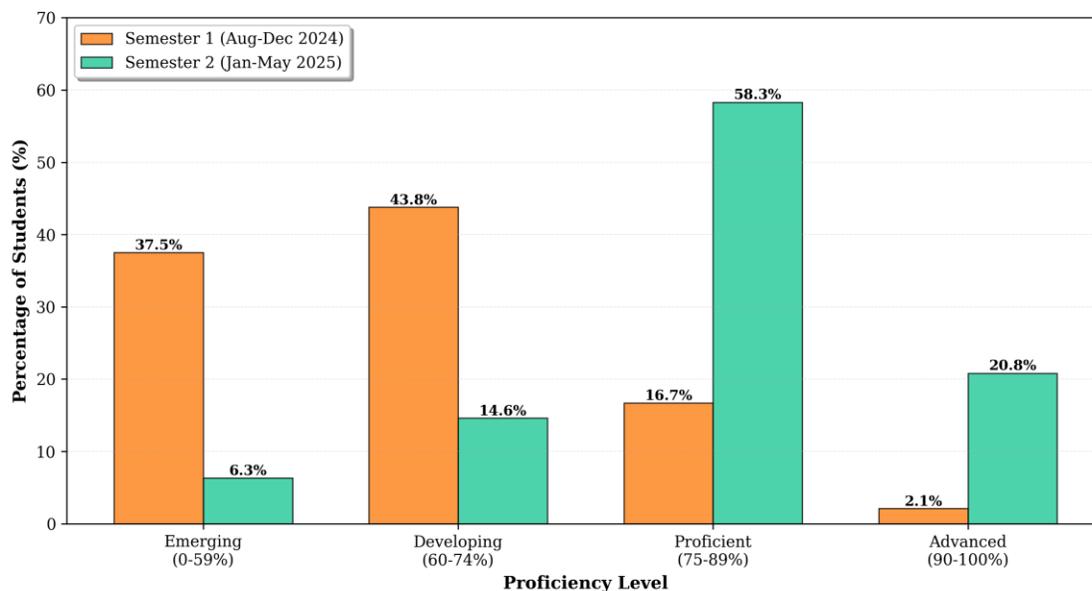


Figure 5. Distribution of Students Across Proficiency Levels: Comparison Between Semesters

Figure 5. Bar chart comparing the distribution of students across four proficiency levels (Emerging, Developing, Proficient, Advanced) between Semester 1 (August-December 2024) and Semester 2 (January-May 2025). The chart dramatically illustrates the upward shift in student performance, with the proportion in the Emerging category decreasing from 37.5% to 6.3%, while students achieving Proficient or Advanced levels increased from 18.8% to 79.1%. This visual representation underscores the substantial impact of sustained Show and Tell implementation on public speaking skill development.

This table reveals substantial shifts in the distribution of proficiency levels. The proportion of students in the lowest category (Emerging) decreased from 37.5% to 6.3%, while students achieving Proficient or Advanced levels increased from 18.8% to 79.1%. These patterns suggest that Show and Tell implementation successfully moved most students toward higher competency levels.

4.2.3 Dimension-Specific Changes

Analysis of rubric subscales revealed that improvements varied across competency dimensions:

Table 4. Mean Scores by Public Speaking Competency Dimension

Competency Dimension	Semester 1 Mean	Semester 2 Mean	Change	Effect Size (Cohen's d)
Content Knowledge	3.2	3.6	+0.4	0.51 (medium)
Organization	2.8	3.7	+0.9	1.12 (large)
Delivery	2.4	3.4	+1.0	1.35 (large)
Language Use	2.9	3.5	+0.6	0.74 (medium)
Audience Engagement	2.3	3.2	+0.9	1.08 (large)

Note: Scores on 4-point scale (1=Beginning, 2=Developing, 3=Proficient, 4=Advanced). n=48. Effect sizes calculated using pooled standard deviations.

Figure 3. Comparison of Public Speaking Competency Dimensions Between Semester 1 and Semester 2

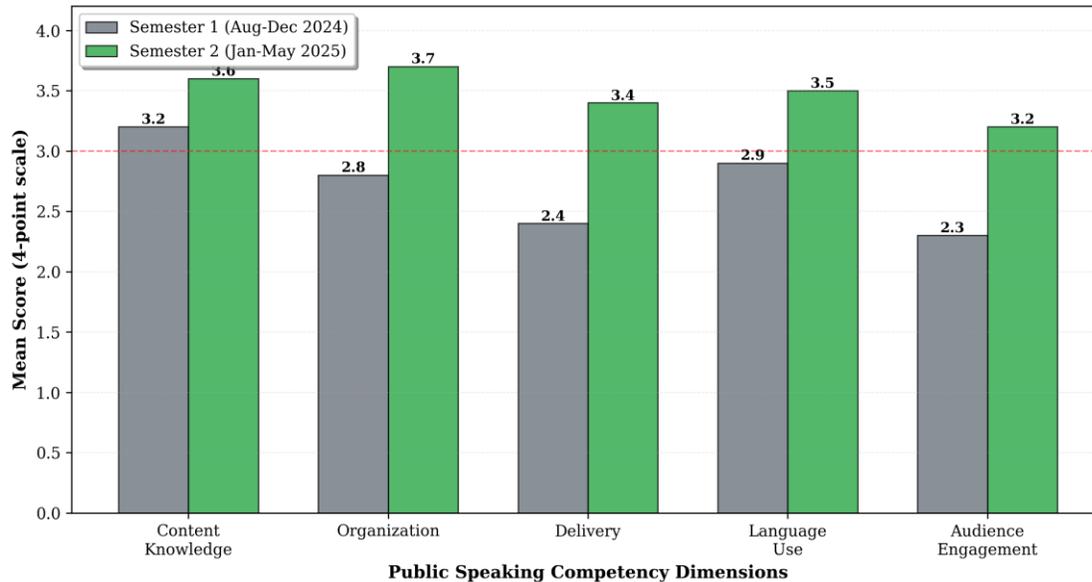


Figure 3. Comparison of Public Speaking Competency Dimensions Between Semester 1 and Semester 2

Figure 3. Bar chart comparing mean scores across five public speaking competency dimensions (Content Knowledge, Organization, Delivery, Language Use, Audience Engagement) between Semester 1 (August-December 2024) and Semester 2 (January-May 2025). The chart clearly illustrates the largest improvements occurred in Delivery (+1.0 points), Organization (+0.9 points), and Audience Engagement (+0.9 points), while moderate gains were observed in Language Use (+0.6 points) and Content Knowledge (+0.4 points). The horizontal dashed line indicates the proficient level (3.0), showing that all dimensions reached or approached proficiency by Semester 2.

These data indicate that the largest improvements occurred in delivery skills, audience engagement, and presentation organization—dimensions directly targeted through Show and Tell instruction. Moderate

improvements occurred in content knowledge and language use, which may require longer-term development and additional instructional support beyond Show and Tell alone.

4.2.4 Individual Variation in Progress

While aggregate data demonstrated overall improvements, individual trajectories varied considerably. Three patterns emerged:

Rapid improvers (approximately 35% of students): These students showed substantial gains quickly, typically moving from Emerging or Developing to Proficient levels within one semester. These students generally entered with moderate baseline confidence, responded positively to teacher encouragement, prepared thoroughly for presentations, and demonstrated intrinsic interest in public speaking.

Steady progressors (approximately 50% of students): The majority of students showed consistent, gradual improvement

across the school year. These students typically advanced one proficiency level per semester with continued practice and support. This group included students with various baseline levels but characterized by consistent effort and responsiveness to instruction.

Persistent strugglers (approximately 15% of students): A minority of students continued to experience significant challenges despite instruction and support. These students typically remained in Emerging or low Developing levels, showing minimal progress. Common characteristics included severe speaking anxiety, very limited vocabulary or language proficiency, inconsistent attendance or preparation, and minimal home support. These students appeared to require more intensive, individualized intervention beyond whole-class Show and Tell instruction.

Teacher MH reflected on this variation:

“I celebrate the progress most students make, but I worry about those who continue struggling. They need more than I can provide in our weekly sessions—perhaps individual coaching, smaller audience settings initially, or different approaches altogether. One size doesn’t fit all.” (Teacher MH interview, May 16, 2025)

4.3 Factors Influencing Public Speaking Development

Analysis of interview and observation data identified multiple factors that facilitated or inhibited students’ public speaking skill development through Show and Tell:

4.3.1 Inhibiting Factors

Lack of self-confidence: This emerged as the most frequently cited barrier, mentioned

by both teachers and students. Many students entered third grade with limited confidence in their speaking abilities, often stemming from negative prior experiences or lack of previous public speaking opportunities. This lack of confidence manifested in various ways including reluctance to volunteer for presentations, visible anxiety during presentations (trembling, sweating, voice shaking), avoidance behaviors (claiming to have forgotten objects, requesting to skip turns), and negative self-talk (“I’m bad at this,” “Everyone will think I’m stupid”).

One student articulated this challenge:

“I don’t like standing in front of everyone. I feel like they’re all looking at me and thinking bad things. My face gets hot and I forget what I wanted to say. I wish I could just stay at my desk.” (Student interview, Class III A, May 8, 2025)

Teacher RA noted that confidence issues affected not only presentation quality but also preparation and participation:

“Students who lack confidence often don’t prepare well, perhaps unconsciously hoping they’ll be absent or the session will be cancelled. During presentations, their anxiety interferes with performance, creating a self-fulfilling prophecy—they expect to do poorly, perform poorly due to anxiety, and then their negative self-beliefs are reinforced.” (Teacher RA interview, May 15, 2025)

Limited vocabulary: Both teachers identified vocabulary limitations as significant constraints on students’ expressive abilities. Students with limited

vocabulary struggled to describe objects precisely, explain abstract concepts like personal significance, respond elaborately to audience questions, and sustain presentations for expected durations. These limitations proved particularly challenging when themes required specific vocabulary (e.g., “Things from Nature” required terms for plants, animals, and natural phenomena that some students lacked).

Teacher MH explained:

“When students want to express ideas but lack the words, it’s frustrating for them and limits what they can communicate. I see students gesturing or using very general terms—‘thing,’ ‘stuff,’ ‘like that’—because they don’t know more specific vocabulary. This makes their presentations less clear and interesting.” (Teacher MH interview, May 16, 2025)

Vocabulary limitations appeared particularly pronounced among students from less language-rich home environments and those with limited exposure to Indonesian language (some students spoke primarily Javanese at home).

Fear of making mistakes: Many students expressed concern about making errors during presentations, including mispronouncing words, providing incorrect information, forgetting content, or saying something embarrassing. This fear sometimes led to avoidance or overly cautious, minimal presentations.

A student explained:

“I’m afraid I’ll say something wrong and everyone will laugh. Last year in second grade, I said a word wrong and some kids laughed. I felt so embarrassed. Now I worry it will

happen again.” (Student interview, Class III B, May 13, 2025)

Teacher RA observed that fear of mistakes particularly affected perfectionist students and those who had experienced negative peer responses previously:

“Some students are so afraid of making mistakes that they say as little as possible to minimize risk. They give brief, safe presentations rather than taking chances with more elaborate or creative content. This fear inhibits their learning and growth.” (Teacher RA interview, May 15, 2025)

Insufficient practice time: Time constraints limited the frequency and duration of individual students’ presentations. With 4-5 students presenting weekly in 35-minute sessions, each student presented only 6-8 times across the school year—approximately every 3-4 weeks. Both teachers felt this frequency proved insufficient for optimal skill development, particularly for students who needed more intensive practice.

Teacher MH commented:

“Ideally, students would present more frequently, perhaps weekly or bi-weekly. More practice would accelerate skill development and help students become more comfortable with public speaking. But with time constraints and the number of students, we can’t provide more frequent opportunities within Show and Tell alone.” (Teacher MH interview, May 16, 2025)

Limited home support: Teachers noted substantial variation in family support for Show and Tell preparation and practice.

Some parents actively engaged by helping children select objects, discussing what to say, listening to practice presentations, and providing encouragement. However, many families provided minimal support due to various factors including limited parental time due to work obligations, lack of understanding about Show and Tell's importance, limited parental education or language proficiency, and family dynamics or priorities that did not emphasize speaking skills.

Teacher RA explained:

“Students whose families support Show and Tell preparation consistently perform better and improve more rapidly. They arrive with well-chosen objects, have practiced their presentations, and demonstrate confidence. Students without this support struggle more and progress more slowly. Family involvement makes a real difference.” (Teacher RA interview, May 15, 2025)

Peer dynamics and social concerns: Classroom social dynamics influenced students' comfort and performance. Concerns about peer judgment or ridicule, desire to maintain social status or avoid embarrassment, competition or comparison with classmates, and responses to peers' presentations (laughter, inattention, criticism) all affected students' experiences and engagement.

Observations documented instances where negative peer responses appeared to discourage students. For example, when a student presented a simple toy and several classmates made disparaging comments (“That’s a baby toy,” “That’s boring”), the presenting student appeared hurt and subsequent presentations by other students

noticeably focused on more impressive objects, suggesting that peer judgments influenced object selection and presentation approaches. (Observation, Class III A, April 30, 2025)

Individual temperament and personality: Teachers recognized that temperamental factors influenced students' responses to Show and Tell. Introverted students or those with behavioral inhibition found public performance more challenging than extroverted peers. While teachers emphasized that all students could develop public speaking skills regardless of temperament, they acknowledged that approaches needed adaptation to accommodate these individual differences.

4.3.2 Facilitating Factors

Teacher encouragement and support: Both teachers emphasized that their encouragement, positive feedback, and supportive presence significantly influenced students' confidence and progress. Specific supportive practices included providing specific, positive feedback highlighting strengths and improvements, offering constructive suggestions focused on actionable next steps, maintaining calm, supportive demeanor during students' presentations, celebrating effort and courage alongside performance quality, and providing individual coaching for struggling students.

Students confirmed the importance of teacher support. One student stated:

“Miss [Teacher MH] always says nice things about my presentations. She tells me what I did well and gives me ideas for improving. That makes me feel good and want to try harder next time.” (Student interview, Class III A, May 8, 2025)

Teacher RA reflected on her deliberate approach to encouragement:

“I’m very conscious about creating a supportive environment where students feel safe taking risks. I always find something positive to say, even for struggling students. I emphasize that mistakes are learning opportunities, not failures. This positive approach helps students develop confidence gradually.” (Teacher RA interview, May 15, 2025)

Structured, predictable routines: The consistent structure and predictability of Show and Tell sessions appeared to reduce anxiety and support skill development. Students knew what to expect, understood requirements and procedures, had opportunities to observe peers before their own turns, and could prepare specifically for known expectations. This predictability contrasted with more spontaneous speaking situations that some students found more anxiety-provoking.

Teacher MH explained:

“The routine nature of Show and Tell helps students feel secure. They know the format, understand what’s expected, and can prepare accordingly. This predictability reduces anxiety and allows students to focus on skill development rather than worrying about unknown expectations.” (Teacher MH interview, May 16, 2025)

Supportive peer environment: While peer dynamics sometimes inhibited participation, positive peer responses served as powerful facilitators. Attentive, respectful listening from classmates, genuine interest and

thoughtful questions about presented objects, positive comments and encouragement from peers, and modeling of effective presentation behaviors by peer exemplars all supported students’ confidence and motivation.

Teachers deliberately cultivated supportive peer cultures through explicit instruction in audience behaviors, reinforcement of positive peer responses, addressing negative peer behaviors promptly, and creating norms of mutual respect and encouragement. These efforts appeared successful; observations documented numerous instances of students spontaneously encouraging nervous classmates, asking thoughtful questions, and responding positively to presentations.

Personal relevance and choice: The personal nature of Show and Tell—students selecting meaningful objects from their own lives—appeared to enhance motivation and engagement. Students demonstrated greater enthusiasm and confidence when presenting objects personally significant to them compared to teacher-assigned topics. This personal investment translated into more thorough preparation, more elaborate presentations, and greater emotional engagement during delivery.

A student articulated this factor:

“I like that we can choose what to bring. I bring things that are special to me, so I have a lot to say about them. It’s easier to talk about something I care about than something the teacher chooses.” (Student interview, Class III B, May 13, 2025)

Repeated practice opportunities: Despite limitations in frequency, the regular, ongoing nature of Show and Tell provided multiple

practice opportunities across the school year. This repetition allowed students to apply feedback from previous presentations, observe their own improvement over time, gradually build confidence through successful experiences, and develop automaticity in presentation routines and behaviors.

Teacher MH noted:

“The cumulative effect of repeated presentations is powerful. Students who are terrified initially gradually become comfortable through repeated exposure and practice. Each successful experience builds confidence for the next. This wouldn’t happen with just one or two presentations—it requires sustained, ongoing practice.” (Teacher MH interview, May 16, 2025)

Parental involvement and home support:

As noted earlier, students whose families actively supported Show and Tell demonstrated stronger performance and greater improvement. Effective home support included discussing object selection and presentation planning, listening to practice presentations and providing feedback, expressing interest and enthusiasm about Show and Tell, and attending school events where students presented (when opportunities existed).

The school attempted to enhance parental involvement through parent meetings explaining Show and Tell’s purposes and importance, written communications providing preparation tips and schedules, and invitations to occasional “Show and Tell showcase” events. However, teachers felt more could be done to engage families as partners in developing students’ speaking skills.

Appropriate challenge and differentiation: Both teachers recognized that optimal learning occurred when tasks matched students’ current abilities while providing appropriate challenge—operating within students’ zones of proximal development. Teachers differentiated support by providing additional scaffolding for struggling students (templates, practice opportunities, reduced audience size initially), offering extensions for advanced students (longer presentations, more complex content, peer mentoring roles), and adjusting expectations based on individual readiness and needs.

Teacher RA explained her differentiation approach:

“I don’t expect the same from all students. For very anxious students, I might initially have them present to just me or a small group before the whole class. For confident students, I might challenge them to present without notes or to teach classmates something. Meeting students where they are while pushing them to grow is key.” (Teacher RA interview, May 15, 2025)

Integration with broader curriculum:

Teachers noted that Show and Tell’s effectiveness was enhanced when connected to other learning areas. For example, when science topics involved natural objects, Show and Tell themes aligned with science content, allowing students to present science-related items and reinforcing academic learning. Similarly, language arts instruction in descriptive writing complemented Show and Tell’s oral description focus. These connections created synergies that strengthened both Show and Tell and other subject areas.

School culture and administrative support: The principal's commitment to Show and Tell and the school's broader emphasis on communication skills created institutional support for the program. This support manifested in dedicated curriculum time for Show and Tell, resources for materials and training, recognition and celebration of speaking skill development, and consistent messaging about communication skills' importance. This institutional backing signaled to teachers, students, and families that Show and Tell represented a valued priority rather than an optional add-on.

4.3.3 Interactions Among Factors

Analysis revealed that these factors did not operate independently but rather interacted in complex ways. For example, students with strong home support typically demonstrated greater confidence, which led to more thorough preparation and better performance, which in turn generated positive peer and teacher responses, further reinforcing confidence and motivation. Conversely, students lacking home support often struggled with preparation, leading to poorer performance and increased anxiety, which discouraged future effort and created negative cycles.

Similarly, teacher support appeared to moderate the effects of other factors. Students with limited vocabulary or high anxiety made greater progress when teachers provided intensive, individualized support compared to when such support was absent. This suggests that while some factors (e.g., vocabulary, temperament) may be relatively stable student characteristics, their impact on outcomes can be substantially modified through effective instructional support.

These complex interactions underscore that public speaking development through Show and Tell depends on configurations of factors rather than any single element. Optimal outcomes require attention to multiple dimensions simultaneously—supportive instructional practices, positive classroom climate, adequate practice opportunities, home-school partnerships, and appropriate differentiation to meet diverse needs.

5. DISCUSSION

This study investigated the implementation and effects of the Show and Tell method on third-grade students' public speaking skills at SD Muhammadiyah Noyokerten. Findings reveal that Show and Tell, when implemented with appropriate pedagogical support and environmental conditions, serves as an effective vehicle for developing elementary students' oral communication competencies. This section interprets findings in relation to existing literature, discusses theoretical and practical implications, acknowledges limitations, and suggests directions for future research.

5.1 Show and Tell as Pedagogical Intervention

Results demonstrate that systematic Show and Tell implementation produced substantial improvements in students' public speaking competencies across multiple dimensions. Mean assessment scores increased approximately 30% from first to second semester, with the proportion of students achieving proficient or advanced levels rising from less than 20% to nearly 80%. These quantitative outcomes align with previous research documenting Show and Tell's effectiveness (Hayani, 2025; Innah et al., 2021; Oktavia et al., 2025), while extending this literature through detailed qualitative examination of implementation processes and influencing factors.

The magnitude of observed improvements is noteworthy, particularly given the relatively modest intervention intensity (35 minutes weekly). This suggests that Show and Tell's effectiveness derives not merely from quantity of practice time but from the quality and nature of learning experiences provided. Several features of Show and Tell likely contribute to its effectiveness, as supported by both this study's findings and theoretical frameworks:

Authentic communicative purpose: Unlike decontextualized speaking drills, Show and Tell provides genuine communicative purposes—sharing meaningful personal information with interested audiences (Putri & Nadhif, 2023). This authenticity enhances motivation and engagement while developing pragmatic competence in real communication contexts.

Personal relevance: By centering presentations on students' own objects and experiences, Show and Tell ensures content relevance and personal investment (Asiyah, 2024). Students demonstrated greater enthusiasm and elaboration when presenting personally meaningful items, confirming self-determination theory's emphasis on autonomy and interest as motivational factors (Deci & Ryan, 2000).

Structured yet flexible format: Show and Tell provides sufficient structure to reduce anxiety and scaffold performance (clear expectations, predictable routines, explicit instruction) while maintaining flexibility for individual expression and creativity (Dewi & Subrata, 2021). This balance between structure and freedom appeared optimal for most students.

Social learning opportunities: Consistent with social constructivist theory (Vygotsky, 1978), Show and Tell creates rich social learning contexts wherein students learn

through observing peer models, receiving feedback from teachers and peers, and collaborating in supportive classroom communities (Fadlyka & Hemawati, 2025). Students explicitly mentioned learning from observing classmates' presentations, suggesting peer modeling as an important mechanism.

Repeated, distributed practice: The ongoing, regular nature of Show and Tell provides the repeated practice opportunities essential for skill development (Innah et al., 2021). While individual students presented only every 3-4 weeks, they observed 4-5 peer presentations weekly, providing vicarious learning opportunities. This combination of direct and vicarious practice supported progressive skill development.

5.2 Dimensions of Public Speaking Development

Analysis of dimension-specific changes revealed that improvements were not uniform across competency areas. The largest gains occurred in delivery skills, audience engagement, and presentation organization—dimensions directly targeted through explicit instruction and practice in Show and Tell. Moderate improvements occurred in content knowledge and language use, which may require longer developmental periods and additional instructional support beyond Show and Tell alone.

These patterns suggest that Show and Tell particularly effectively addresses the performance and structural aspects of public speaking—how to stand, speak, organize, and engage audiences. These are precisely the competencies that distinguish public speaking from everyday conversation and that many students find most challenging. The explicit instruction, modeling, and repeated practice provided through Show

and Tell directly support development in these areas.

In contrast, deeper language competencies such as vocabulary breadth and sophisticated language use showed more modest improvements. While students did expand vocabulary and use more elaborate language over time, these changes were less dramatic than delivery improvements. This pattern makes developmental sense; vocabulary and complex language structures develop gradually over extended periods through rich language exposure across multiple contexts (Suryaningrum, 2024). Show and Tell contributes to this development but cannot single-handedly produce the extensive language growth that requires comprehensive, sustained language-rich educational experiences.

These findings suggest that Show and Tell functions most effectively as one component of comprehensive oral language development programs rather than as a standalone intervention. Complementary instructional approaches focusing specifically on vocabulary development, complex syntax, and content knowledge would likely enhance students' speaking competencies beyond what Show and Tell alone achieves.

5.3 Confidence as Central Challenge and Outcome

Self-confidence emerged as both a primary barrier to public speaking and a key outcome of Show and Tell participation. Initially, lack of confidence affected approximately 62% of students, manifesting in anxiety, avoidance, and inhibited performance. However, by the study's conclusion, 78% of students demonstrated confident presentation behaviors, suggesting that Show and Tell effectively addressed this crucial affective dimension.

This finding aligns with previous research emphasizing confidence as central to public speaking development (Febriana et al., 2024; Naqiyah et al., 2024). Public speaking inherently involves social evaluation and potential judgment, making it psychologically challenging for many individuals, particularly children who are developing social-emotional competencies and self-concepts. Effective interventions must address not only cognitive and linguistic skills but also the affective barriers that prevent students from engaging with speaking opportunities and performing to their potential.

Several features of Show and Tell appeared to support confidence development:

Graduated exposure: Regular, repeated presentations provided graduated exposure to public speaking situations, allowing students to develop habituation and coping strategies. Anxiety typically decreased across multiple presentations as students gained successful experiences and realized that feared negative outcomes (e.g., ridicule, failure) rarely materialized.

Supportive environment: Teachers' deliberate cultivation of psychologically safe, supportive classroom climates—through positive feedback, mistake normalization, and peer behavior management—created conditions wherein students felt secure taking risks. This aligns with research emphasizing classroom climate's importance for speaking development (Naqiyah et al., 2024).

Success experiences: As students experienced successful presentations and received positive responses, their self-efficacy increased. These success experiences appeared to create positive cycles wherein confidence enabled better preparation and performance, which

generated positive feedback, further enhancing confidence.

Peer modeling: Observing peers successfully present, particularly peers perceived as similar to oneself, appeared to enhance confidence through vicarious experience. Students mentioned that seeing classmates present successfully made them believe they could do so as well, confirming social cognitive theory's emphasis on modeling as a source of self-efficacy (Bandura, 1997).

However, approximately 15% of students showed minimal confidence gains despite participation in Show and Tell. These persistent strugglers typically exhibited severe anxiety, very limited baseline skills, or adverse circumstances (e.g., lack of home support, peer difficulties). For these students, Show and Tell's whole-class format proved insufficient, suggesting need for more intensive, individualized interventions such as individual coaching or counseling, initial practice with smaller audiences, specific anxiety management strategies, and addressing underlying issues (e.g., language delays, social difficulties) through specialized support.

5.4 The Critical Role of Teacher Support

Findings underscore teachers' central role in Show and Tell's effectiveness. Teacher behaviors and practices significantly influenced student outcomes through multiple mechanisms:

Instructional quality: Effective instruction—including explicit teaching of presentation skills, modeling of desired behaviors, and structured scaffolding—directly supported skill development. Teachers who provided clear expectations, demonstrated techniques, and offered specific feedback facilitated greater student

learning than those using less structured approaches.

Emotional support: Teachers' encouragement, positive feedback, and supportive presence significantly influenced students' confidence and willingness to engage. Students explicitly credited teachers with helping them overcome anxiety and develop positive attitudes toward public speaking.

Classroom management: Teachers' success in cultivating supportive peer environments and managing negative peer behaviors created conditions enabling productive learning. Effective management included both proactive strategies (teaching audience behaviors, establishing norms) and responsive strategies (addressing disruptions, reinforcing positive behaviors).

Differentiation: Teachers' ability to recognize and respond to individual differences in confidence, ability, and learning needs influenced how effectively diverse students benefited from Show and Tell. Differentiation strategies—providing additional support for struggling students, offering extensions for advanced students, and adjusting expectations appropriately—enhanced outcomes.

These findings align with extensive research documenting teachers' critical influence on student learning outcomes (Arni et al., 2023; Hasanah et al., 2022). However, they also raise important considerations regarding implementation fidelity and scalability. Show and Tell's effectiveness depends substantially on skilled, committed teaching. Simply adopting Show and Tell as a curricular component without ensuring teachers possess necessary knowledge, skills, and dispositions may produce disappointing results.

This suggests that successful Show and Tell implementation requires investment in teacher professional development, including training in oral language pedagogy and speaking skill development, strategies for creating supportive classroom climates, differentiation approaches for diverse learners, and assessment methods for speaking competencies. Without such investment, the potential of Show and Tell may remain unrealized.

5.5 Home-School Partnerships

The substantial variation in parental involvement and its clear relationship to student outcomes highlight the importance of home-school partnerships for oral language development. Students whose families actively supported Show and Tell preparation consistently demonstrated stronger performance and greater improvement than peers lacking such support. This finding aligns with extensive research documenting family involvement's positive effects on student learning (Arni et al., 2023).

However, achieving meaningful family engagement presents challenges, particularly in diverse school communities where families vary in education levels, language proficiency, time availability, and understanding of school expectations. This study revealed that many families at SD Muhammadiyah Noyokerten provided minimal support for Show and Tell, not due to lack of caring but due to various constraints and barriers.

Effective home-school partnerships require schools to take proactive, sustained approaches to family engagement rather than assuming families will automatically support school programs. Promising strategies suggested by this study and broader literature include:

Clear communication: Providing families with clear, accessible information about Show and Tell's purposes, expectations, and ways to support children's preparation. Communication should be available in families' home languages and use jargon-free language.

Practical guidance: Offering specific, concrete suggestions for home support rather than vague exhortations to "help your child." For example, providing question prompts families can use when children practice presentations, or sample schedules for preparation activities.

Reducing barriers: Recognizing and addressing barriers to involvement, such as providing flexible timing for family engagement activities, offering childcare or transportation when needed, and ensuring activities respect families' cultural practices and values.

Building relationships: Developing positive, trusting relationships between school staff and families through regular communication, respect for family perspectives and expertise, and genuine partnership rather than top-down directives.

Recognizing diversity: Understanding that effective involvement may look different across families based on cultural norms, resources, and circumstances. Rather than prescribing one "right" way to support children, schools should recognize and value diverse forms of family engagement.

5.6 Implications for Practice

Findings yield several implications for educational practice:

Curriculum and policy: Results support allocating dedicated instructional time for oral communication skill development in elementary curricula. Show and Tell

represents a developmentally appropriate, effective approach deserving curricular recognition alongside traditional academic subjects. Educational policies should recognize speaking as a fundamental competency requiring systematic instruction rather than assuming it develops incidentally.

Implementation guidance: Schools implementing Show and Tell should attend to several key factors identified as supporting effectiveness: sufficient frequency of implementation (weekly sessions appear optimal), adequate session duration allowing multiple presentations plus instruction and reflection (40-45 minutes preferable to 35), explicit instruction in presentation skills rather than assuming students intuitively know how to present, deliberate cultivation of supportive, psychologically safe classroom climates, differentiation to meet diverse student needs and abilities, integration with broader curriculum to create synergies and reinforce learning, and family engagement strategies to enlist home support.

Teacher preparation: Pre-service and in-service teacher education should address oral language pedagogy more substantially. Many teachers receive limited preparation for teaching speaking skills, focusing primarily on reading and writing instruction. Professional development should include theoretical foundations of oral language development, instructional strategies for developing speaking skills, assessment approaches for speaking competencies, classroom management techniques supporting productive oral activities, and differentiation strategies for diverse learners.

Assessment practices: Speaking competencies require assessment approaches different from written language

evaluation. Effective assessment includes formative assessment providing ongoing feedback to support improvement, rubrics articulating specific criteria across multiple dimensions, multiple assessment occasions recognizing that speaking performance varies across contexts, student self-assessment promoting metacognitive awareness, and portfolio approaches documenting growth over time.

Supporting struggling students: While Show and Tell benefits most students, some require additional support beyond whole-class instruction. Schools should provide tiered support systems including universal instruction through programs like Show and Tell for all students, targeted interventions for students showing inadequate progress (e.g., small-group speaking practice, peer mentoring), and intensive, individualized support for students with severe difficulties (e.g., individual coaching, speech-language services, anxiety counseling).

5.7 Theoretical Contributions

This study contributes to theoretical understanding of oral language development in several ways:

Operationalizing social constructivism: The research demonstrates how social constructivist principles can be operationalized in elementary classrooms through structured yet flexible approaches like Show and Tell. The study documents specific mechanisms through which social interaction, scaffolding, and peer modeling support learning, providing empirical grounding for theoretical constructs.

Integrating cognitive and affective dimensions: Findings underscore that public speaking development cannot be understood through purely cognitive or purely affective lenses; rather, cognitive

skills (vocabulary, organization) and affective factors (confidence, anxiety) interact dynamically. Effective interventions must address both dimensions simultaneously. This integrated perspective enriches theoretical models that sometimes artificially separate cognitive and affective aspects of learning.

Understanding skill transfer: The study raises interesting questions about skill transfer—the extent to which competencies developed in Show and Tell contexts transfer to other speaking situations. While students demonstrated improvements in Show and Tell presentations, the degree to which these gains transfer to other contexts (e.g., classroom discussions, social conversations, formal speeches) requires further investigation. Understanding conditions supporting transfer would enhance both theory and practice.

Ecological perspectives: The research emphasizes ecological perspectives recognizing that learning occurs within nested systems of influence—individual characteristics, classroom dynamics, school culture, family contexts, and broader sociocultural environments. Public speaking development cannot be understood by examining any single level in isolation; rather, it emerges from complex interactions across levels. This ecological perspective aligns with Bronfenbrenner’s bioecological model and has implications for intervention design and research methodology.

5.8 Limitations

Several limitations should be considered when interpreting findings:

Single-site case study: Research was conducted at one school with particular characteristics (private Islamic school, middle-class suburban community,

experienced teachers committed to Show and Tell). Findings may not generalize to schools with different characteristics, resources, or contexts. However, the detailed description provided enables readers to assess transferability to their own contexts.

Limited duration: The two-month data collection period, while intensive, represents a relatively brief window into Show and Tell implementation. Longer-term studies following students across multiple years would provide valuable information about sustained effects and developmental trajectories.

Researcher presence effects: The researcher’s presence during observations may have influenced teacher and student behaviors, potentially creating more positive patterns than occur typically. While efforts were made to minimize obtrusiveness, such effects cannot be entirely eliminated in observational research.

Assessment limitations: Speaking assessment presents inherent challenges including subjectivity, context-dependency, and complexity of capturing multidimensional competencies. While rubrics provided structure, assessment remained somewhat subjective. More sophisticated assessment approaches (e.g., discourse analysis, multiple raters, diverse speaking contexts) would strengthen future research.

Limited comparison: This study did not include comparison groups receiving alternative instruction or no speaking intervention. While pre-post improvements were documented, causal attribution remains tentative without experimental or quasi-experimental designs controlling for alternative explanations (e.g., maturation, other instruction).

Participant selection: Purposive sampling focused on information-rich cases but may not represent the full diversity of perspectives and experiences present in the school community. Some voices—particularly parents who were less engaged—may be underrepresented.

5.9 Directions for Future Research

Findings suggest several productive directions for future investigation:

Longitudinal research: Studies following students across multiple years would illuminate long-term trajectories of speaking development, sustained effects of Show and Tell participation, and factors predicting long-term outcomes. Such research could address questions about critical periods, cumulative effects, and transfer to later academic and life contexts.

Comparative effectiveness: Research comparing Show and Tell to alternative approaches (e.g., drama, debate, storytelling) would clarify relative effectiveness and help identify optimal approaches for different students or contexts. Such studies could also investigate whether combined approaches yield synergistic benefits.

Implementation variation: Systematic investigation of implementation variations (e.g., frequency, duration, structure, assessment methods) would provide guidance for optimizing Show and Tell design. Experimental or design-based research could test hypotheses about which features prove most essential for effectiveness.

Mechanisms of change: More fine-grained investigation of mechanisms through which Show and Tell influences speaking development would enhance theoretical understanding and practical guidance. Research questions might include: How does

peer modeling influence skill development? What types of feedback prove most beneficial? How do confidence and skill development influence each other over time?

Individual differences: Research examining how student characteristics (e.g., temperament, language proficiency, prior experiences) moderate Show and Tell effects would inform differentiation strategies. Such research could identify for whom Show and Tell works best and what adaptations support students who struggle with standard approaches.

Transfer and generalization: Investigation of the extent to which skills developed through Show and Tell transfer to other speaking contexts would address important questions about the breadth of intervention effects. Research might assess whether Show and Tell participation improves classroom discussion participation, conversational skills, or performance in other formal speaking situations.

Cultural contexts: Research in diverse cultural contexts would illuminate how cultural norms, values, and practices influence Show and Tell implementation and effectiveness. Such research would support culturally responsive adaptation of the approach across different communities.

Technology integration: Investigation of how technology might enhance Show and Tell (e.g., video recording for self-assessment, virtual audiences, multimedia presentations) would address contemporary educational contexts and potentially expand the approach's reach and effectiveness.

6. CONCLUSION

This qualitative case study examined the implementation and effects of the Show and Tell method on third-grade students' public

speaking skills at SD Muhammadiyah Noyokerten. Through systematic observations, interviews, and documentation analysis conducted over two months, the research provides comprehensive understanding of how Show and Tell functions in practice, what outcomes it produces, what challenges emerge, and what factors influence effectiveness.

6.1 Summary of Key Findings

Implementation: Show and Tell at SD Muhammadiyah Noyokerten operates as a structured yet flexible weekly subject providing students with regular opportunities to present personally meaningful objects to classmates. Teachers employ interactive, student-centered pedagogical approaches emphasizing scaffolding, modeling, and supportive feedback within psychologically safe classroom climates. Implementation challenges include time constraints, variable student preparation, diverse confidence and ability levels, and limited parental involvement.

Skill development: Participation in Show and Tell produced substantial improvements in students' public speaking competencies across multiple dimensions. Mean assessment scores increased approximately 30% from first to second semester, with nearly 80% of students achieving proficient or advanced levels by study conclusion compared to less than 20% initially. The largest gains occurred in delivery skills, audience engagement, and presentation organization, with moderate improvements in language use and content knowledge. Most notably, student confidence increased dramatically, with the proportion demonstrating confident presentation behaviors rising from 45% to 78%.

Influencing factors: Multiple interacting factors influenced public speaking development through Show and Tell. Inhibiting factors included lack of self-confidence, limited vocabulary, fear of making mistakes, insufficient practice time, limited home support, and negative peer dynamics. Facilitating factors included teacher encouragement and support, structured and predictable routines, supportive peer environments, personal relevance and choice, repeated practice opportunities, parental involvement, appropriate differentiation, curriculum integration, and supportive school culture. Optimal outcomes required attention to multiple factors simultaneously rather than focusing on any single element.

6.2 Significance and Contributions

This research makes several important contributions. Theoretically, it operationalizes social constructivist and experiential learning frameworks in elementary speaking instruction, demonstrating how these perspectives translate into effective pedagogical practice. It also integrates cognitive and affective dimensions of speaking development, providing nuanced understanding of their dynamic interaction.

Empirically, the study extends existing research on Show and Tell by providing detailed qualitative examination of implementation processes and influencing factors, complementing previous studies' quantitative outcome focus. It documents specific mechanisms through which Show and Tell influences different competency dimensions and identifies factors that facilitate or inhibit effectiveness.

Practically, findings offer concrete guidance for educators implementing Show and Tell or similar oral communication programs,

including effective instructional strategies, differentiation approaches, family engagement methods, and solutions to common challenges. The research also provides evidence supporting curricular recognition of oral communication skills and dedicated instructional time for speaking development.

6.3 Practical Recommendations

Based on findings, several recommendations emerge for educational practice:

For teachers: - Implement Show and Tell systematically and consistently rather than sporadically - Provide explicit instruction in presentation skills through modeling and guided practice - Create psychologically safe, supportive classroom climates where students feel secure taking risks - Differentiate instruction and support to meet diverse student needs and abilities - Engage families as partners through clear communication and practical guidance - Use formative assessment and specific feedback to support continuous improvement

For school administrators: - Allocate sufficient curriculum time for oral language development (minimum 35-40 minutes weekly) - Provide professional development supporting teachers' oral language pedagogy knowledge and skills - Cultivate school cultures valuing communication competencies alongside traditional academic subjects - Supply resources supporting speaking instruction (materials, technology, appropriate spaces) - Implement tiered support systems ensuring struggling students receive additional intervention

For policymakers: - Recognize oral communication skills as fundamental competencies requiring systematic instruction - Include speaking standards and learning objectives in curriculum

frameworks - Support teacher preparation programs in addressing oral language pedagogy - Allocate resources enabling schools to implement effective speaking instruction - Develop or support development of valid, reliable speaking assessment tools

For families: - Recognize the importance of public speaking skills for children's academic and life success - Support children's Show and Tell preparation through discussion, practice, and encouragement - Communicate with teachers about children's progress and challenges - Model effective communication in home environments - Attend school events celebrating children's speaking accomplishments

6.4 Final Reflections

Public speaking represents a fundamental 21st-century competency enabling individuals to express ideas, advocate for themselves and others, participate in democratic processes, and succeed in educational and professional contexts. Yet many educational systems inadequately address oral communication development, focusing predominantly on reading and writing while assuming speaking skills develop incidentally. This assumption proves problematic, as evidenced by the many students who struggle with public speaking despite adequate literacy skills.

This research demonstrates that systematic, well-implemented interventions such as Show and Tell can effectively develop elementary students' public speaking competencies when designed according to sound pedagogical principles and implemented with appropriate support. However, success requires more than simply adopting a curriculum or program; it demands skilled teaching, supportive

environments, family partnerships, adequate resources, and institutional commitment.

The third-grade students at SD Muhammadiyah Noyokerten who participated in this study demonstrated remarkable growth across the school year. Students who initially could barely whisper before classmates concluded the year presenting confidently and enthusiastically. These transformations occurred not through magic but through the systematic application of effective pedagogical practices within supportive contexts. Their success provides hope and guidance for educators seeking to develop similar competencies in their own students.

As one student eloquently expressed in a final interview: “At the beginning, I was so scared of Show and Tell. Now it’s one of my favorite subjects. I learned that I can stand in front of people and talk, and they will listen. That makes me feel strong and proud.” (Student interview, Class III B, May 27, 2025). This sentiment captures the essence of what effective public speaking instruction can achieve—not merely skill development but the confidence, self-efficacy, and sense of personal power that enable young people to find and use their voices in the world.

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