


The Application of the Show and Tell Method in Improving Arabic Speaking Skills of Seventh-Grade Students at MTs Nabatussalam Dorowati, Lampung

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KEYWORDS:

Arabic speaking skills; show and tell method; *maharah al-kalam*; student-centered learning.

ABSTRACT

This study examines the application of the *show and tell* method to improve Arabic speaking skills among seventh-grade students at MTs Nabatussalam Dorowati. The study was motivated by the need to address students' low confidence, limited vocabulary, passive classroom participation, and difficulty in expressing ideas orally in Arabic. A descriptive qualitative design was employed involving 12 students and one Arabic teacher. Data were collected through classroom observation, interviews, and documentation, and were analyzed using data reduction, data display, and conclusion drawing. The findings show that the *show and tell* method improved students' speaking confidence, vocabulary mastery, participation, and ability to construct simple Arabic sentences. The method also created a more interactive and communicative classroom atmosphere by shifting learning from teacher-centered explanation to student-centered oral performance using concrete objects. These results suggest that the method is a practical and effective strategy for strengthening *maharah al-kalam* at the junior secondary level and for supporting more active Arabic language learning.

KATA KUNCI:

keterampilan berbicara bahasa Arab; metode *show and tell*; *maharah al-kalam*; pembelajaran berpusat pada siswa.

ABSTRAK

Penelitian ini mengkaji penerapan metode *show and tell* untuk meningkatkan keterampilan berbicara bahasa Arab pada siswa kelas VII di MTs Nabatussalam Dorowati. Penelitian ini dilatarbelakangi oleh kebutuhan untuk mengatasi rendahnya kepercayaan diri siswa, keterbatasan kosakata, partisipasi kelas yang pasif, serta kesulitan dalam mengungkapkan gagasan secara lisan dalam bahasa Arab. Penelitian ini menggunakan desain kualitatif deskriptif dengan melibatkan 12 siswa dan 1 guru bahasa Arab. Data dikumpulkan melalui observasi kelas, wawancara, dan dokumentasi, kemudian dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa metode *show and tell* mampu meningkatkan kepercayaan diri siswa dalam berbicara, penguasaan kosakata, partisipasi belajar, serta kemampuan menyusun kalimat sederhana dalam bahasa Arab. Metode ini juga menciptakan suasana kelas yang lebih interaktif dan komunikatif dengan menggeser pembelajaran dari penjelasan yang berpusat pada guru menuju performa lisan yang berpusat pada siswa melalui penggunaan benda konkret. Hasil ini menunjukkan bahwa metode tersebut merupakan strategi yang praktis dan efektif untuk memperkuat *maharah al-kalam* pada jenjang sekolah menengah pertama serta mendukung pembelajaran bahasa Arab yang lebih aktif.

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INTRODUCTION

Education is a deliberate process through which learners' potential is developed by means of planned learning activities (Kapur, 2024). In Arabic language education, one of the most essential competencies to be cultivated is speaking skill or *maharah al-kalam* because it functions as the main medium for expressing ideas, opinions, and feelings in real communication (Sa'diyah, et al, 2024; Rashidova, 2025). At the madrasah tsanawiyah level, Arabic learning is expected to develop four core skills, namely listening, speaking, reading, and writing, with speaking occupying a particularly strategic position because it reflects learners' ability to use language meaningfully in oral interaction (Atabik et al., 2023). Recent literature also shows that the development of foreign language speaking ability at the junior secondary level is strongly shaped by affective and pedagogical variables. High speaking anxiety, fear of negative evaluation, pronunciation concerns, and low perceived competence frequently reduce learners' willingness to speak and weaken classroom performance (Okyar, 2023; Wahyuni, 2023). At the same time, speaking self-efficacy consistently predicts participation, persistence, and speaking outcomes, while supportive classroom interaction and active practice opportunities improve engagement and confidence (Klassen & Marx, 2020). These findings indicate that Arabic speaking instruction requires not only linguistic input, but also classroom designs that reduce anxiety and expand meaningful opportunities for oral expression.

In practice, however, the teaching of Arabic speaking in many Indonesian madrasah settings still faces serious obstacles. Students often struggle to express ideas in Arabic because of limited vocabulary, inadequate speaking practice, and low confidence when speaking in front of peers. Such conditions make learners passive and place them more often in the role of listeners than active language users. Another persistent issue is the continued use of conventional, teacher-centered instruction in which learning is dominated by grammar explanation, translation, and teacher talk rather than communicative interaction. This pattern limits authentic speaking practice and often neglects affective dimensions such as anxiety, willingness to communicate, and self-efficacy, all of which are central to speaking development (Muslimah et al., 2024). Teacher-centered approaches also tend to reduce peer interaction, narrow discourse opportunities, and weaken the connection between classroom Arabic and real communicative needs (Xu et al., 2023). For this reason, Arabic language learning needs more interactive and communicative methods that can encourage active participation, improve confidence, and give students wider opportunities to practice speaking (Ateiyeh, 2025; Wijaya & Trisnawati, 2025). In the context of MTs Nabatussalam Dorowati, preliminary observation showed that seventh-grade students still had low Arabic speaking ability, were shy about expressing ideas, and were insufficiently involved in classroom activities. Therefore, a pedagogical solution is needed that is simple, concrete, and capable of activating students' oral performance.

One method that offers such potential is the *show and tell* method. This method invites students to bring an object or visual stimulus, present it before the class, and explain it orally, thereby integrating concrete media with spoken language production (Wardani, 2024; Rikmasari et al, 2024). Previous studies have shown that *show and tell* can improve students' speaking skills because it encourages bravery, oral expression, active participation, and vocabulary use (Salsabila et al., 2022). More broadly, interactive and student-centered methods are associated with increased speaking opportunities, stronger speaking self-efficacy, higher foreign language enjoyment, and improved willingness to communicate (Ahmad, 2024). From a pedagogical perspective, *show and tell* is compatible with



translanguaging, sociocultural, and interactional views of language learning because it supports meaning-making through learner-led discourse, turn-taking, scaffolded interaction, and the mobilization of learners' linguistic resources in authentic classroom communication (Assalamah, 2024; Lokidor & Chimbutane, 2024). For junior secondary Arabic learning, the method is particularly promising because it creates structured, low-stakes speaking opportunities, allows repeated oral production, and helps build confidence through concrete, familiar topics. It also aligns with recommendations that speaking instruction should emphasize guided practice, supportive feedback, collaborative classroom culture, and meaningful tasks that lower anxiety while strengthening fluency, pronunciation, and discourse management (Almusharraf & Bailey, 2023).

Based on this background, the present study aims to analyze the application of the *show and tell* method in improving the Arabic speaking skills of seventh-grade students at MTs Nabatussalam Dorowati. The study is grounded in the assumption that structured, interactive speaking practice supported by concrete objects can improve students' confidence, vocabulary, participation, and ability to produce simple Arabic utterances. The novelty of this research lies in its focus on Arabic language learning at the madrasah level and in its qualitative emphasis on the process of implementation, student responses, and classroom dynamics, which remain underexplored in prior research. Earlier studies have mostly concentrated on English learning, quantitative outcomes, or general speaking improvement, while research specifically examining *show and tell* in Arabic *maharah al-kalam* instruction, especially in junior secondary contexts, is still limited (Tang et al., 2024). The scope of this study is therefore limited to the classroom implementation of the method, the observed changes in students' speaking participation and confidence, and the strengths and limitations of the method in one seventh-grade madrasah class. Through this focus, the study is expected to contribute to the development of more communicative, interactive, and confidence-oriented strategies for Arabic speaking instruction.

LITERATURE REVIEW

Arabic speaking skill (*maharah al-kalam*) at the junior secondary level is best understood through an integrated oracy framework that treats speaking and listening as interdependent competencies within meaningful classroom communication. This perspective is consistent with scholarship emphasizing that oral language development supports broader literacy growth and should therefore be cultivated through structured interaction rather than isolated form practice (Lacroix, 2023). In Arabic learning contexts, speaking development is also shaped by contextual variables such as instructional time, teacher competence, classroom ecology, and the extent to which students are given authentic opportunities to use the target language (Graham et al., 2017).

A second important framework is dialogic and task-based pedagogy. Dialogic practices, including collaborative talk, literary discussion, and performance-based interaction, enable learners to construct meaning through turn-taking, feedback, and negotiated interaction, all of which are essential for sustained speaking development (Santiago-Garabieta et al., 2022). Similarly, task-based perspectives emphasize purposeful communication as the main driver of language growth and explain why classroom activities that require learners to present, describe, and respond orally can enhance fluency and communicative confidence (Dastgahian et al., 2019). These frameworks support the use of *show and tell* as a pedagogical strategy because the method combines oral production, meaningful content, and structured interaction in a single activity.



Previous studies across educational contexts have shown that show-and-tell-type activities and other oral-productive interventions tend to improve students' speaking performance when they are embedded in interactive and supportive classroom environments. Their effectiveness is linked not only to increased speaking practice, but also to reduced anxiety, stronger self-efficacy, and greater willingness to communicate (Qasserras, 2023). In multilingual settings, translanguaging theory further explains how learners' full linguistic repertoires may support oral meaning-making and facilitate more confident target-language production (García & Sylvan, 2011). However, the literature also indicates that evidence remains limited in Arabic junior secondary settings, especially regarding process-based classroom studies on *show and tell*. This gap justifies the present study, which examines the method as a student-centered strategy for improving Arabic speaking skills in a madrasah context.

RESEARCH METHODS

This study employed a descriptive qualitative approach to examine the implementation of the show and tell method in improving the Arabic speaking skills of seventh-grade students at MTs Nabatussalam Dorowati, North Lampung, during the second semester of the 2024/2025 academic year. A qualitative descriptive design was selected because it is appropriate for investigating classroom-based language interventions in ways that preserve participants' experiences, instructional context, and naturally occurring meanings without imposing an overly abstract theoretical structure (Mirhosseini & Pearson, 2024). This approach is particularly relevant for research on language pedagogy because it allows the researcher to produce a rich account of classroom processes, learner responses, and contextual constraints, while also generating practical implications for teaching and learning (Hayashi et al., 2021).

The participants in this study were 12 students of Grade VII and one Arabic language teacher. These participants were selected because they were directly involved in the implementation of the instructional method under investigation. The focus of the study was not merely on learning outcomes in a narrow sense, but on how the method was applied in the classroom, how students responded to it, and how the interactional process contributed to the development of *maharah al-kalam*. In this sense, the design was suitable for capturing both pedagogical practice and affective dimensions of speaking development in an authentic school setting.

Data were collected through observation, interviews, and documentation (Saczynski et al., 2013). Observation was conducted to examine the actual learning process during the implementation of the show and tell method, including classroom timing, teacher guidance, student participation, and interactional patterns (Karunia, 2024). Interviews were carried out with the Arabic teacher to obtain in-depth information about the rationale for using the method, the instructional procedures, and its perceived impact on students' speaking skills. In line with best practices in qualitative inquiry, the interview process was treated as a means of capturing participant meaning and pedagogical reflection in a flexible yet focused manner (Dahal, 2025; Leko et al., 2021). Documentation was used to complement the primary data by collecting supporting classroom records and written materials relevant to the implementation process, thereby strengthening the contextual basis of the analysis (Stanley & Robertson, 2024).

The data were analyzed using the Miles and Huberman model, which consists of data reduction, data display, and conclusion drawing (Natalio et al., 2025). This analytic procedure enabled the researcher to organize field evidence systematically, identify recurring patterns related to student confidence, vocabulary development, and classroom participation, and



formulate conclusions grounded in the observed instructional process. To ensure trustworthiness, the study applied source and technique triangulation (Vivek, 2023), comparing findings across observations, interviews, and documentation. Such triangulation is widely recognized as essential for strengthening credibility, transferability, and confirmability in qualitative educational research (Sanjani, 2020).

RESULTS AND DISCUSSION

Results

Initial Classroom Condition Before the Intervention

The findings show that the Arabic speaking ability of seventh-grade students at MTs Nabatussalam Dorowati was initially still limited. Before the implementation of the *show and tell* method, most students experienced difficulty expressing ideas orally in Arabic, both in terms of confidence and linguistic resources. Classroom observation indicated that many students were hesitant to speak in front of their peers, tended to remain silent, and participated only minimally in oral classroom activities. Their vocabulary repertoire was still narrow, and many of them were not yet able to construct even simple Arabic sentences fluently. This initial condition reflects a pattern often reported in language learning research, where speaking performance is shaped not only by linguistic competence but also by affective variables such as anxiety, self-efficacy, and willingness to communicate (Alrasheedi, 2020; Fuad, 2023; Mavrou & Chao, 2023).

In the observed classroom, the low level of speaking participation was also related to the previous dominance of conventional instruction, in which students were more frequently placed as recipients of explanation than as active speakers. As a result, opportunities for meaningful oral production were limited. This condition is important because common indicators of speaking development include observable dimensions such as communicative effectiveness, fluency, lexical use, and active verbal participation in tasks (Igarashi, 2024; Sardar et al., 2024). Therefore, the initial classroom situation provided a relevant starting point for examining whether the *show and tell* method could create measurable changes in student participation, vocabulary use, and sentence production.

Implementation of the Show and Tell Method

The implementation of the *show and tell* method was carried out in three main stages: preparation, classroom performance, and evaluation. At the preparation stage, the teacher determined the learning topic, explained the procedure of the method, and instructed students to bring objects from home that were relevant to the lesson. These objects included simple and familiar items such as stationery, food, toys, or other concrete things that could be described using basic Arabic vocabulary. The teacher also provided examples of simple Arabic expressions that students could use, such as naming the object, describing its color and shape, explaining its function, and stating the reason for choosing it. This preparatory step was important in reducing students' cognitive burden and giving them a clear framework for speaking.

At the classroom performance stage, students took turns coming to the front of the class to show the object they had brought and explain it in Arabic according to their ability. They were encouraged to mention the object's name, characteristics, and function in short sentences. After each presentation, other students were invited to ask questions or respond in Arabic, while the teacher acted as a facilitator by guiding the interaction, helping with sentence formulation, and correcting pronunciation or vocabulary use when necessary. This



stage transformed the classroom into a more interactive and communicative space. The use of concrete objects functioned as a speaking scaffold, which is consistent with findings that visual and realia-based supports can lower retrieval demands, improve interactional engagement, and facilitate more spontaneous speech production (Maulana, 2021; Tiwari, 2021).

At the evaluation stage, the teacher provided feedback on students' speaking performance by considering courage, fluency, vocabulary accuracy, and clarity of information delivery. The teacher also reflected on the strengths and limitations of the learning process to improve subsequent lessons. From a methodological perspective, this pattern of observation, response, and feedback strengthened the credibility of the classroom findings because the instructional process, student performance, and teacher reflections could be interpreted together through triangulated evidence (Williyan et al., 2023).

Improvement in Students' Speaking Skills

The results indicate that the *show and tell* method contributed positively to several important dimensions of Arabic speaking skill. First, students demonstrated stronger willingness and courage to speak in front of the class. Initially, many of them were shy and lacked confidence, but after the method was applied, they became more willing to narrate or explain objects in Arabic. Second, students' vocabulary mastery improved because they had to prepare and use words directly related to the objects they presented. Third, student activeness increased markedly, as more students asked questions, answered, and responded during the lesson. Fourth, students gradually showed greater ability to form simple Arabic sentences during their explanations. These improvements correspond to widely accepted indicators of speaking development, namely increasing fluency, lexical range, communicative confidence, and functional oral expression (Sardar et al., 2024).

The findings from observation and interview also show broader changes in participation patterns. Student-centered speaking activities such as *show and tell* increased the frequency of student talk, reduced overreliance on teacher talk, and created more collaborative turn-taking in classroom interaction. This is consistent with studies reporting that interactive speaking methods typically generate longer learner utterances, stronger task engagement, and more shared meaning-making within the classroom (Nguyen & Phillips, 2022). In addition, the observed vocabulary growth was evident not only from the number of words students used in their presentations, but also from their growing ability to use those words in context while describing concrete objects, which aligns with vocabulary assessment approaches emphasizing discourse-based and task-based use rather than isolated recall (Amumpuni & Rahmasari, 2019; Kim et al., 2021).

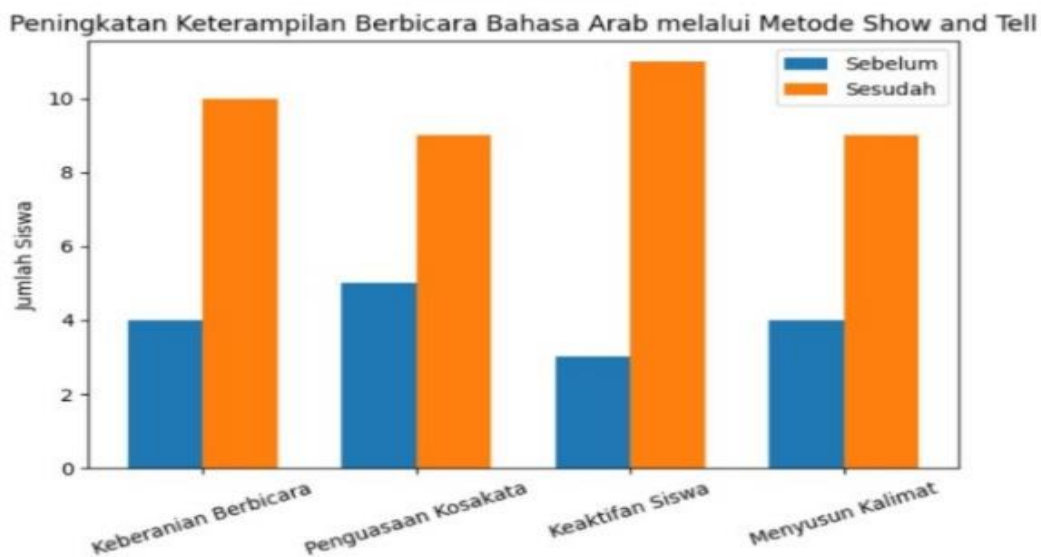
Table 1. Implementation of the Show and Tell Method in Arabic Learning

No	Observed Aspect	Condition Before Implementation	Result After Implementation	Note
1	Speaking confidence	Most students were still shy and lacked confidence to speak Arabic in front of the class	Students became more confident in telling stories or giving explanations in Arabic	The show and tell method trained students' confidence
2	Vocabulary mastery	Students' Arabic vocabulary was still limited	Students' vocabulary increased because	Concrete objects helped students

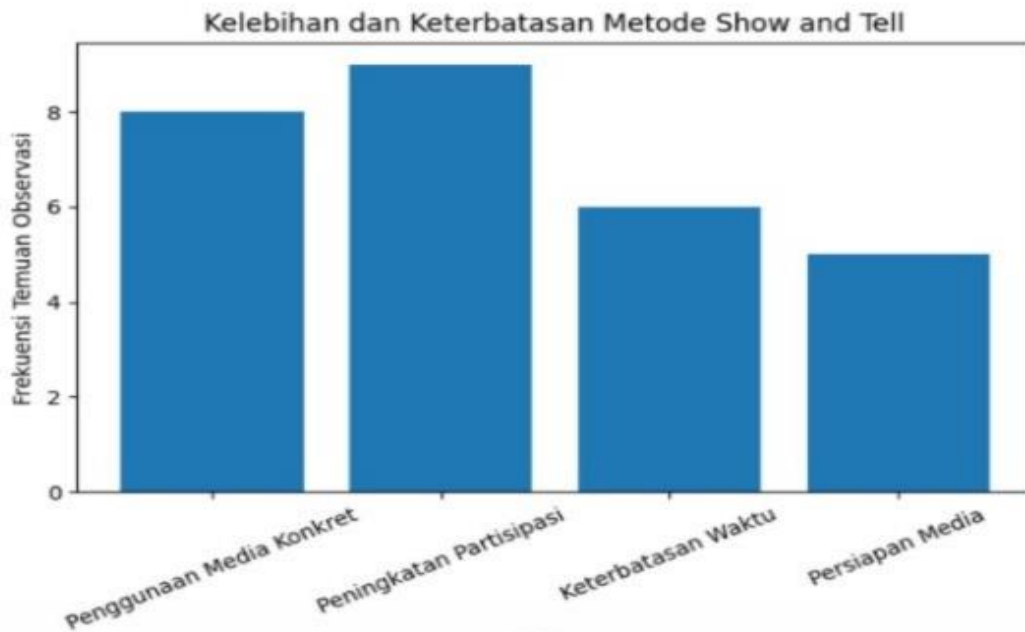
			they had to explain the object they brought	remember vocabulary
3	Student activeness	Students tended to be passive during the learning process	Students became more active in asking, answering, and giving responses	Learning became more interactive
4	Sentence construction ability	Students still had difficulty constructing simple Arabic sentences	Students began to construct simple sentences when explaining objects	Communication ability improved
5	Participation in learning	Only a few students were active	Almost all students were involved in classroom activities	The method gave each student an opportunity to speak
6	Use of learning media	Learning was still dominated by the lecture method	Learning used concrete objects brought by students	Concrete media improved understanding

The results summarized in Table 1 confirm that the improvement was not limited to a single aspect of oral performance. Instead, it covered confidence, vocabulary, activeness, sentence construction, participation, and the use of concrete media. This multi-dimensional pattern supports the view that speaking development is best interpreted through convergent classroom evidence rather than through a single indicator alone (Lim, 2024).

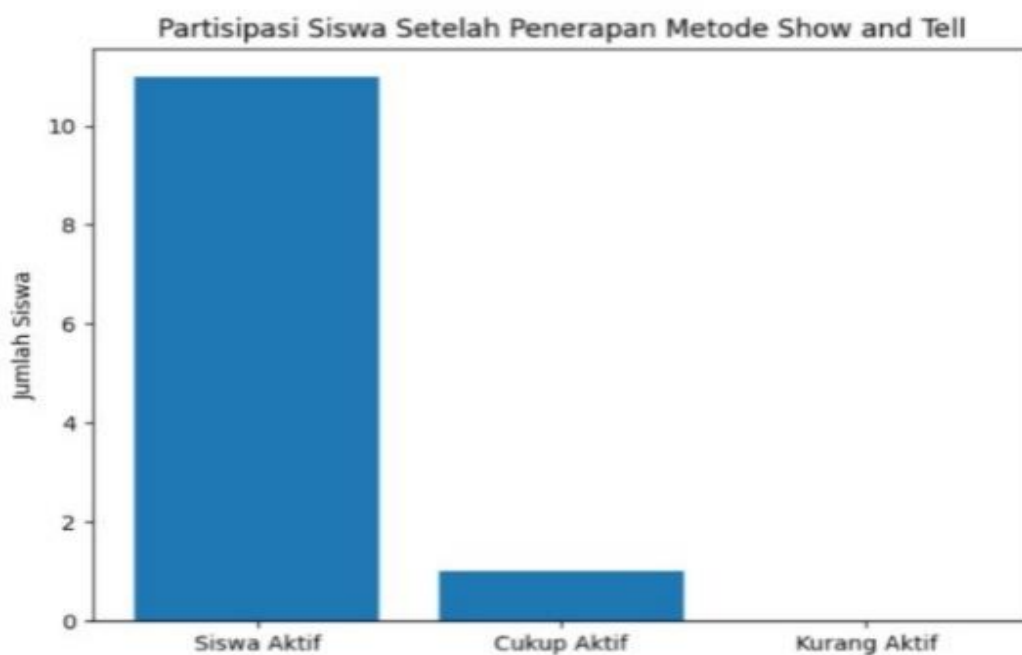
Figure 1. Improvement in Speaking Skills



The first diagram in the original manuscript presents a comparison between conditions before and after the implementation of the *show and tell* method across four indicators: speaking confidence, vocabulary mastery, student activeness, and sentence construction ability. The diagram shows improvement in all indicators, supporting the qualitative evidence that the method strengthened students' Arabic speaking performance.

Figure 2. Student Participation Diagram

The second diagram in the original manuscript shows that, after the method was applied, most students fell into the active participation category, only a small number were categorized as moderately active, and none were passive. This result indicates that the method successfully encouraged broad classroom involvement and redistributed speaking opportunities more evenly among students.

Figure 3. The Advantages and Limitations of the Method

The third diagram in the original manuscript highlights both the advantages and the limitations of the *show and tell* method. The main advantages were the use of concrete media and increased student participation. The principal limitations were time constraints and the need for prior preparation of objects or materials. These results are in line with research on communicative and student-centered methods, which identifies authenticity, collaboration, and learner autonomy as major strengths, while also acknowledging barriers such as time demands, planning requirements, and classroom constraints (Alkhirbash, 2023; Almelhes, 2024; Rahman et al., 2019).

Overall, the findings demonstrate that the *show and tell* method created a more interactive Arabic learning environment, increased students' oral confidence, enriched

vocabulary, improved simple sentence production, and expanded classroom participation, even though its implementation required careful preparation and sufficient instructional time.

Discussion

The findings of this study demonstrate that the *show and tell* method contributed positively to the improvement of Arabic speaking skills among seventh-grade students at MTs Nabatussalam Dorowati. The observed gains in students' confidence, vocabulary use, participation, and ability to construct simple Arabic sentences suggest that this method functioned not merely as a speaking exercise, but as a communicative pedagogical framework that activated learners' oral performance in meaningful classroom interaction. These findings support the view that speaking development in Arabic as a foreign language is strengthened when students are positioned as active producers of language and when classroom tasks reduce passivity, encourage interaction, and connect language use with familiar, concrete contexts. In this respect, the present study confirms the initial observation that students' limited participation and hesitation to speak were not only linguistic problems, but also pedagogical and affective issues shaped by the classroom environment.

From a theoretical perspective, the results align closely with the principles of Communicative Language Teaching (CLT). The *show and tell* method foregrounded authentic and meaningful communication by requiring students to present personally selected objects, explain them orally, and respond to questions from peers. This shifted the classroom from a teacher-centered format to an interactional space in which meaning was negotiated socially and students used Arabic for communicative purposes rather than merely for repetition or memorization. Such a pattern reflects CLT's emphasis on learner-centered interaction, communicative function, and the teacher's role as facilitator rather than sole transmitter of knowledge (Aljahdali & Alshakhi, 2021; Aprianto & Zaini, 2019; Itmeizeh & Ibnian, 2022). At the same time, the method can also be understood through post-method and translanguaging perspectives because it allowed students to mobilize familiar knowledge, personal experience, and situated classroom resources in order to speak more confidently and meaningfully (Alvarado & Morales, 2023). Although the focus of the activity remained communicative, the teacher's supportive correction of pronunciation and vocabulary helped maintain a balance between meaning-focused interaction and form-focused guidance, which is consistent with recommendations in the literature that communicative tasks should preserve fluency goals without neglecting linguistic accuracy (Setianingsih et al., 2022).

The findings are also consistent with previous cross-language studies showing that *show and tell* type activities tend to improve speaking confidence, willingness to communicate, and oral fluency across educational contexts. Research in EFL environments has shown that tasks of this kind often increase student participation, discourse management, and self-efficacy, particularly when they are low-stakes, contextualized, and supported by peer interaction (Huang, 2022; Khameneh & Faruji, 2020; Knowles, 2023). The present study reflects a similar pattern. The students were more willing to speak because the task centered on concrete objects that were familiar to them and because the speaking demand was limited to simple, manageable explanations. In junior secondary contexts, this is especially important because learners often need low-pressure speaking opportunities before they can develop greater fluency and confidence. While larger gains in fluency and discourse sophistication are often reported at higher educational levels, the current findings suggest that even at the beginner level, structured object-based speaking activities can establish the foundational conditions for later oral



development (Saito et al., 2019; Yessenbekova, 2024). At the same time, as noted in earlier studies, cultural attitudes toward error correction, peer evaluation, and public speaking may shape the pattern of student response, which means that the gains identified here should be interpreted within their local classroom context rather than treated as universally identical across settings (Reynolds et al., 2022; Safdari & Fathi, 2020).

Pedagogically, the study suggests that Arabic speaking instruction at the junior secondary level benefits from communicative tasks that are concrete, interactive, and confidence-oriented. The use of real objects gave students a practical basis for speaking, reduced abstraction, and helped them organize vocabulary and ideas more effectively. This supports recommendations that interactive speaking pedagogy should prioritize communicative goals, authentic discourse, and visible self-efficacy drivers while combining meaning-focused activity with timely corrective feedback (Naghavian, 2024; Yessenbekova, 2024). For Arabic teachers, the implication is that speaking development can be improved not only through drilling or explanation, but through tasks that allow students to speak from experience, receive peer attention, and succeed in manageable communicative performances. In this way, *show and tell* can serve as a practical model for creating a more participatory and student-centered Arabic classroom culture.

Nevertheless, the findings of this study must be interpreted in light of the limitations common to qualitative classroom-based language research. Because the study involved a small number of participants in a single school setting, its generalizability is necessarily limited and the results should be understood in terms of transferability rather than statistical representativeness (Riza, 2023). The study also depended on classroom observation, teacher interview, and documentation, which means that researcher interpretation inevitably played a role in shaping the analysis. Although triangulation was used to strengthen credibility, qualitative studies of this kind remain vulnerable to issues of subjectivity, limited reflexivity, and contextual power dynamics within classroom settings (Abdullah, 2021; Azizah et al., 2022; Pokharel, 2023). In addition, because the research captured a relatively short period of implementation, it cannot fully address whether the observed gains would be sustained over time or how students' speaking development might fluctuate in longer instructional cycles (Luis, 2021). For this reason, the present findings are best understood as a contextual and practice-based contribution rather than a final or universal claim.

Even so, small-scale qualitative studies remain valuable when they provide thick contextual description, clear intervention detail, and analytical triangulation that allows readers to judge the applicability of findings to similar settings (Kisi et al., 2022). The contribution of this study lies precisely in that area. By documenting how the *show and tell* method operated in one Arabic classroom, how students responded to it, and what kinds of speaking changes became visible, the study offers a transferable pedagogical insight for comparable junior secondary contexts. Future research should therefore replicate this intervention in other schools, extend it over longer periods, and connect its implementation to broader theoretical frameworks on communicative teaching, affective factors, and classroom interaction in Arabic language education (Asmarani & Ratnawati, 2020; Fitri et al., 2021).

CONCLUSION

This study concludes that the *show and tell* method was effective in improving the Arabic speaking skills of seventh-grade students at MTs Nabatussalam Dorowati. The main findings showed that the method increased students' confidence to speak in front of the class, expanded their Arabic vocabulary, encouraged more active participation, and helped them construct simple Arabic sentences more effectively. The discussion further indicated that these improvements



were closely related to the communicative and student-centered nature of the method, which provided meaningful speaking opportunities through the use of concrete objects and structured classroom interaction. In pedagogical terms, the study demonstrates that Arabic speaking instruction at the junior secondary level benefits from methods that reduce passivity, support confidence, and connect language use with familiar contexts. This research contributes to the existing body of knowledge by extending discussion of the *show and tell* method into Arabic language learning at the madrasah level, a context that has received limited attention in previous studies. Although the findings are context-bound, they offer a practical model for confidence-oriented and interactive *maharah al-kalam* instruction. Further research is recommended to examine the long-term effects of this method, its application in different educational settings, and its relationship with broader measures of speaking development.

Conflict of Interest

The authors declare no conflict of interest in relation to this study, the authorship, and the publication of this article.

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