



Using "Show and Tell Games" in English Speaking Learning to Engage Secondary Students

Marisa Carolina¹, Fauzi Miftakh², Yousef Bani Ahmad³

Mahasiswa Universitas Singaperbangsa Karawang¹, Dosen Universitas Singaperbangsa Karawang^{2,3}

Abstract

Received: 26 September 2022
Revised: 28 September 2022
Accepted: 30 September 2022

The purpose of this study was to determine how well students were engaging in games of "show and tell" when learning English. To collect the data and respond to the research questions that formed the foundation for this research, this study conducted a qualitative research with descriptive case study. At junior high school students from a 9th grade class, who were between the ages of 14 and 15 at the time of the research, were used as the sample, along with six other students. By observing students, the data for this study were gathered. A checklist of observations was used to get the instruments. In this study, the theory of Miles and Huberman was used to analyze the data. According to this theory, analysis consists of three flows of activity: data condensation, data display, and conclusion drawing/verification. Data analysis and evaluation of student engagement revealed that there was active and positive student interaction. This may be observable in the way they develop effective communication and self-confidence in front of the class, pay attention to their friends when they take turns explaining objects in front of the class, and grow more engaged about studying English.

Keywords: *Speaking, Engagement, Show and Tell.*

(*) Corresponding Author: 1810631060241@student.unsika.ac.id

How to Cite: Carolina, M., Miftakh, F., & Ahmad, Y. (2022). Using "Show and Tell Games" in English Speaking Learning to Engage Secondary Students. *Jurnal Ilmiah Wahana Pendidikan*, 8(20), 226-233. <https://doi.org/10.5281/zenodo.7240780>

INTRODUCTION

Learning a language becomes totally dependent on speaking. The main goals of learning a language are to have good speaking abilities with correct pronunciation, a large vocabulary, fluency, accuracy, and understanding. One of the most important methods for students to interact and communicate with one another in class, as well as to share their ideas with the teacher and their classmates is through the use of English. Students can communicate their thoughts by speaking in response to instructions, requests, arguments, stills, or opinions. Teachers must also carefully evaluate their vocabulary in order to keep their conversations in class simple but not grammatical (Nation & Newton, 2009). Unfortunately, there are still some issues with students' speaking, including a lack of vocabulary, a fear of making a mistake, and a lack of confidence (Reno & Manurung, 2019). The issue then makes the student unmotivated or unable to communicate (Dewi, Kultsum, & Armadi, 2016). Taking these things into consideration, efforts should be taken to help students become more motivated to learn English and improve their speaking



abilities (Reno & Manurung, 2019). To stimulate the students' excitement and interest in studying speaking, the teacher must employ an efficient game. The researchers put out a suggestion for enhancing students' speaking abilities through the show-and-tell game.

Games can be used to get students interested in speaking lessons when they offer them the chance to express themselves freely (Kristianto, 2016). By engaging in these activities, learning English doesn't have to be challenging. It may be cheerful and enjoyable instead. When students feel like they are making progress, they will learn more effectively, and playing games gives them the chance to practice and face their fears. Students get engaged when they are motivated to actively learn in class (Firdaus F. H., 2015). In (Kristianto, 2016), Carrier (1990) suggests that teachers first assess the game's level in connection to their students' speaking skill. They should pick a game that fits with the lesson's goals or subject. The ability to lead the game and a complete understanding of the game's character are therefore requirements for teachers. Interactive games that are good can encourage students to take part in the learning process (Tang, 2020). A game called Show and Tell is therefore one of the most efficient ways to address the issue and encourage students to speak up during the learning process.

Show and tell activities, also referred to as "Sharing Time," involve individual students being invited to share items or experiences with the class, with their classmates responding naturally or teachers setting aside time for students to respond with comments or questions (Ng, Vijayakumar, Yussof, & O'brien, 2020). (Mortlock, 2014). During the exercises, the teacher gives the students the opportunity to speak out in front of the class about things from their homes or experiences they have had. The object can be anything, including food, images, and personal items. The researchers used images in this situation because they have a variety of benefits, such as the ability to clearly explain a wide range of subjects and the simplicity with which students may understand them (Reno & Manurung, 2019). Ng, Vijayakumar, Yussof, and O'brien (2020) published a study on the Show and Tell games in their journal titled "Promoting bilingualism and children's co-participation in Singapore language classrooms: Preschool teacher strategies and children's responses in Show-and-Tell" which focuses on the teacher's ability as a key to developing students' speaking. Another study may be found in the publication "Improving Speaking Skill Through Show and Tell Method" by Reno, G., and Manurung, K. (2019). based on research done on English-speaking students. It has been shown that the Show and Tell helps students improve their speaking fluency, accuracy, and comprehensibility as well as solve their speaking skill issues. However, little study has been done on the effectiveness of the activity or the various strategies used. This study will look into how Show and Tell games can engaged students in learning English speaking in order to close this gap in the literature.

METHODS

The research design for this study is qualitative with a descriptive case study. Examining the chronology of interpersonal interactions after some time has passed is the aim of descriptive case studies. According to Creswell (2014), qualitative research is a method for examining and understanding the meanings that

people or groups assign to human social situations. A descriptive case study describes the phenomenon or intervention as well as the actual environment in which it took place. It implies that the research would observe the students as they interact and engage in games of "Show and Tell" to practice their English-speaking. Based on these explanations, the research employs a descriptive case study that can describe the classroom atmosphere from the very beginning of the show-and-tell games used to teach English. They are then given exercises like "show and tell" to evaluate their behavioral, emotional, and cognitive engagement in learning English.

This study's subjects and site in junior high school were chosen because they might make it easier for the researchers to collect data. The number of participants were 6 students with 3 female students and 3 male students. Six students from an one 9th grade class served as the sample group for this research. The information is being gathered qualitatively. According to Creswell (2014), data collection methods include visiting a research site and observing participants' behavior without directly presenting any questions to them or conducting open-ended interviews with participants where they are allowed to freely discuss a subject without being directly questioned. They are learning via observing one class and a few students who are taking part in this study. It takes at least two meetings to learn how to speak through show-and-tell activities and the observation checklist was the tool employed in this study.

The theory of Miles and Huberman was applied to the data analysis in this study. Data condensation, data display, and conclusion drawing/verification are three flows of activity that comprise analysis, according to Miles and Huberman (2014). There are three stages to take, then:

1. Data condensation

Data condensation is the process of choosing, concentrating, reducing, abstracting, and modifying data that is included in the entire corpus (body) of written-up field notes, interview transcripts, papers, and other empirical materials. Data can be strengthened by being compressed. Students learn about "describing Favorite Things" during the class meeting.

2. Data display

A display, in general, is a condensed and structured collection of data that makes it possible to draw conclusions and act. In daily life, displays might include anything from a newspaper to Facebook status updates to gas meters. By looking at the display, we may better understand what is happening and take some action by conducting additional analysis or acting based on that understanding. Using show-and-tell activities to teach English speaking, the researchers observed the students' engagement and reactions throughout the study.

3. Conclusion drawing/verification

Data collection is the first step of qualitative analysis, which then examines the meaning of the data by looking for patterns, justifications, causal connections, and propositions. The researchers draw a conclusion about the investigation's findings in this step using the theory and research problems that were employed.

RESULTS & DISCUSSION

Results

The results of this research have several patterns. The data analysis's findings indicate that students' participation in learning English by employing The three components of student engagement are behavioral, emotional, and cognitive. The engagement component of student engagement in English-speaking learning through show-and-tell games is divided into 3 subcategories. The following is a full description of certain patterns:

1. *Students' behavioral engagement in English-speaking learning through show and tell games*

Through the use of show-and-tell activities, the teacher motivated the students to pay attention in the classroom. The teacher went through the "show and tell" definition as well as the game's rules. To ensure that the students were at comfortable and to increase their participation up until the post-teaching activity, the teacher employed games as a core activity.

The first day of the observation time showed that students were engaged in their studies. When learning begins, the student's attitude displays a disciplined and quiet behavioral engagement. When the teacher is describing the show-and-tell game's content and rules, the students pay close attention. They also adhered to the game's rules, which the teacher had previously explained. They continued to participate and adhere to the class rules of being disciplined, quiet, and playing on the second day of the observation. This shows the highly positive behavioral involvement during the learning process.

Once the teacher explained the games, the students' behavior during the English teaching and learning activity was generally positive. The students listened to the teacher, followed the rules, and maintained the calm in the classroom.

2. *Students' emotional engagement in English-speaking learning through show and tell games*

When students seem joyful, enthused, and self-assured when speaking in front of the class, it is clear that they are emotionally engaged. When students can bring their favorite items and describe them in their own words without other people fixating on them on the first day of observation, they are happy. The enthusiasm is also seen when students are able to exchange stories with classmates to learn about one another's favorite things. The students' ability to identify the thing in front of the class shows their confidence.

The improvement in the change in emotional engagement was seen on the second day of observation. Because they may switch out their other favorite items and display them to their classmates, students are becoming more enthused and joyful. Then, as some students who have talked in front of the class can switch to other favorite items and wait for their opportunity to tell their stories to their classmates once again, self-confidence is also growing. Some students can also take their turn

if they haven't yet had the chance to speak in front of the class and discuss their favorite objects. Students can express their enthusiasm and joy with others when they can tell them about their favorite things.

3. *Students' emotional engagement in English-speaking learning through show and tell games*

The students showed interest in the learning activity and reacted positively to the teacher's material after the teacher described show-and-tell activities. Students utilize their own imagination to describe their favorite items that they brought from home because they are able use knowledge to do so.

The students' cognitive engagement was strong on the first day of the observation. When a teacher asks a question, the students react positively. Additionally, when they describe their favorite items, they have the freedom to be creative with the words they use to share those items with their friends. This is helpful for expanding their previous understanding of English vocabulary. Additionally, students can expand their knowledge and their vocabulary because to something like this. The cognitive engagement of the students improved on the second day of the observation. This is seen when some students who have spoken in front of the class and described objects they like can reflect on their performance and use it to improve when they display and discuss their other favorite objects. Students' descriptions of the things in their notebooks may contain errors in grammar or pronunciation that need to be fixed. Some students who hadn't yet spoken in front of the class were inspired by this to brush up on their grammar and vocabulary. Additionally, it develops students' knowledge of studying English, particularly their speaking abilities.

The students need something to keep them interested in the English-speaking learning activity, and an engaging game could motivate the students to participate, according to the information acquired from the students through observation. The teacher supposedly used a game to turn a scary situation into one that was engaging and enjoyable, according to some students.

DISCUSSION

A discussion is done based on the presented data, which is has already analyzed to solve the study's research issues. The researchers described the full process of students' participation by using games of show and tell when teaching English. Students participated in educational activities as part of their learning process and got valuable experience. According to Peterson (2015), a student's engagement in school refers to their personal interest in and excitement for it, which has an impact on both their behavior and academic performance. The three categories of student involvement that were discussed in this study are behavioral engagement, emotional engagement, and cognitive engagement.

Well first of all, the behavior displayed during the observation was really positive. When the teacher was explaining the lesson, the students paid close attention, followed the rules, and behaved nicely in class without making noise. When the teacher introduces the show-and-tell activity to the class without making

any noise, the students pay close attention. They participate in class activities and adhere to regulations like discipline. In line with this outcome, Fedricks et al. (2004) in (Abla & Fraumeni, 2019) had explained that some components of positive conduct, such as following the rules and adhering to the classroom as well as the absence of disruptive behaviors, such as skipping class and getting into trouble are the most common way that behavioral engagement is described.

Second, the most of them have a strong motivation to learn English. While participating in English-speaking learning, students are engaged and joyful. Additionally, students enjoy this engagement because it allows them to tell their classmates in the classroom about their memorable classroom experiences using their favorite items that they brought from home. The teacher also applied the show-and-tell games with the students without any difficulties. A popular game for English language learners is show and tell. According to research, playing the show-and-tell game with students may inspire them to engage their imaginations while discussing their favorite things. The ability to share their favorite objects and describe them in their own language without feeling intimidated makes students feel brave when speaking in front of the class. In line with this outcome, Fedricks et al. (2004) explained that emotional engagement in the classroom refers to students' affective responses including curiosity, boredom, happiness, grief, and anxiety.

Third, using show-and-tell activities can encourage students to participate in class and be more motivated to study. Students' active participation in knowledge construction is greatly aided by cognitive engagement. The students' motivation to improve themselves is seen in their participation. The commitment of students to the educational process in the classroom shows that they are there with both their bodies and thoughts. This includes the students' attention, concentration, and participation. Additionally, it is seen in the previous emotional and behavioral engagement. Fedricks et al. (2004) explained that cognitive engagement, which includes students' desire and ability to participate in a variety of ways to self-direct learning, is closely related to students' desire and ability to play different games to facilitate learning in (Abla & Fraumeni, 2019), which is in line with this outcome.

The teacher has encouraged the students to be positively involved by implementing a fun game into their study of English speaking. This is appropriate for characteristics of students' engagement like behavioral, emotional, and cognitive engagement. Additionally, the overall findings showed that many students were enthusiastically engaged and could develop their public speaking abilities by playing the show-and-tell game while learning English.

CONCLUSION

This study details the show-and-tell activities that students used to practice speaking English as well as their responses to these activities. Through the use of games, namely show-and-tell games, students fully engaged. There are three components to student engagement, including behavioral, emotional, and cognitive components. When the teacher discussed the subject and the show-and-tell guidelines in the classroom, students showed behavioral engagement by following the rules, remaining quiet, and paying attention to the teacher. The next component of emotional engagement is when students are excited to explain their things,

confidence when showing things in front of the class, and brave to describe the object. Next comes cognitive engagement, when students can describe their favorite objects and interact with their classmates to share them using their own creativity, critical thinking, and English language skills.

CONFLICT OF INTEREST

Concerning the research, authorship, and publication of this paper, the author(s) reported no potential conflicts of interest.

ACKNOWLEDGEMENT

We would like to express our deepest thanks to the headmaster of one of the junior high schools in West Java for giving us permission to carry out this study, as well as to all the students from one of the junior high schools in West Java who volunteered to be the subjects of this research.

REFERENCES

- Abla, C., & Fraumeni. (2019). *Student Engagement: Evidence-based strategies to boost academic and sosial-emotional results*. McREL International.
- Creswell, J. W. (2014). *Research Design; Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications, ISBN 978-1-4522-2609-5
- Dewi, Kultsum, & Armadi. (2016). *Using Communicative Games in Improving Students' Speaking Skills*. Canadian Center of Science and Education, Vol. 10 No. 1.
- Endarweni. (2014). *Impementing The Show and Tell Technique to Improve the Speaking Skill of Grade VIII Students at SMP Pembaharuan Purworejo*.
- Firdaus & Fatimah. (2021). *Students' Engagement in Learning English During the Practice of Teacher-In-Role*. JELT 10 No.4
- Fortuna, Yanto, & Miftakh. (2021). *Vocational Students' Engagement in Enhancing Students' Speaking Skill*. IJEIT, Vol. 4, No. 3
- Kristianto, A. A. (2016). *Teachers' Perspective on the Use of Games in English Teaching and Learning Process*. Satya Wacana Christian University.
- Mortlock, A. (2014). *Children's narratives at 'show-and-tell': What do the storybooks tell us about being known, being better and being judged?* He Kupu 3(5): 38–45.
- Nation & Newton. (2009). *Teaching ESL/EFL: Listening and Speaking*. Routledge ISBN 0-203-89170-8.
- Ng, Vijayakumar, Yussof, & O'brien. (2020). *Promoting bilingualism and children's co-participation in Singapore language classrooms: Preschool teacher strategies and children's responses in Show-and-Tell*. Sage Journals, Vol 19, No 2: pp. 216-241
- Peterson. (2015). *Student Engagement*. The University of Nebraska.
- Reno, G., and Manurung, K. (2019). *IMPROVING SPEAKING SKILL THROUGH SHOW AND TELL METHOD*. E-Journal of ELTS, Vol 7, No 3.
- Silviana & Miftakh. (2021). *Activating Students' Cognitive Perspective Using Problem-*

based Learning in EFL Speaking. Journal of Applied Studies in Language, Vol. 5, Issue 1
Tang. (2020). *A study of Taiwanese children's learning and preferences in game-based learning scenarios*. Sage Journals.