

THE USE OF SHOW AND TELL GAMES IN ENHANCING SPEAKING ENGLISH LEARNING FOR YOUNG LEARNERS: A SYSTEMATIC REVIEW

Putri Datin Hulliyany *¹

UTN Sultan Maulana Hasanuddin
putridatinhulliyany@gmail.com

Nurul Hijah Iliatul Aulia

UTN Sultan Maulana Hasanuddin
nurulhijahaulia@gmail.com

Fatmiati

UTN Sultan Maulana Hasanuddin
fatmiati007@gmail.com

Selnistia Hidayani

UTN Sultan Maulana Hasanuddin
selnistia.hidayani@uinbanten.ac.id

Abstract

English learning relies heavily on speaking skills. However, students often face various obstacles, such as a lack of vocabulary, fear of making mistakes, and lack of confidence. This study examines the use of show-and-tell games to address these issues and improve students' speaking skills. By evaluating several journal articles published between 2018 and 2024, thirty (30) papers were identified as meeting the eligibility criteria for this study by PRISMA 2020. The results showed that the show-and-tell game effectively improved students' confidence, engagement, and comprehension skills. This activity makes learning English more fun and interactive, thus creating a more supportive and dynamic learning environment. Thus, show-and-tell games have become a very beneficial method in English learning, providing opportunities for students to learn more actively and confidently.

Keywords: *English Language Learning, Speaking Skills, Show-and-Tell Game*

Abstrak

Pembelajaran bahasa Inggris sangat bergantung pada kemampuan berbicara. Namun, siswa sering menghadapi berbagai kendala, seperti kurangnya kosakata, takut melakukan kesalahan, dan kurang percaya diri. Studi ini meneliti penggunaan permainan show-and-tell untuk mengatasi masalah-masalah tersebut dan meningkatkan kemampuan berbicara siswa. Dengan meninjau beberapa artikel jurnal yang diterbitkan antara tahun 2018 dan 2024, sebanyak tiga puluh (30) makalah ditemukan memenuhi kriteria kelayakan untuk penelitian ini berdasarkan pedoman PRISMA 2020. Hasil penelitian menunjukkan bahwa permainan show-and-tell secara efektif meningkatkan kepercayaan diri, keterlibatan, dan kemampuan pemahaman siswa. Kegiatan ini membuat pembelajaran bahasa Inggris menjadi lebih menyenangkan dan interaktif, sehingga menciptakan suasana belajar yang lebih mendukung dan dinamis. Dengan demikian, permainan show-and-tell telah menjadi metode yang sangat bermanfaat dalam pembelajaran bahasa Inggris, menyediakan kesempatan bagi siswa untuk belajar dengan lebih aktif dan penuh percaya diri.

¹ Correspondence author

Kata Kunci: Pembelajaran Bahasa Inggris, Keterampilan Berbicara, Permainan Tunjukkan dan Ceritakan

INTRODUCTION

Language learning relies heavily on speaking skills. The main goal of language learning is to achieve good speaking ability with proper pronunciation, extensive vocabulary, fluency, accuracy, and comprehension. Using English is an important method for students to interact and communicate in the classroom and share ideas with teachers and classmates. Students can communicate their thoughts through responses to instructions, requests, arguments, still images, or opinions. Teachers should also carefully assess students' vocabulary to keep classroom conversations simple yet grammatically appropriate (Nation & Newton, 2008). Unfortunately, some problems in speaking still occur frequently, such as lack of vocabulary, fear of making mistakes, and lack of confidence. These problems make students unmotivated or unable to communicate (Dewi et al., 2016). Therefore, efforts are needed to help students be more motivated to learn English and improve their speaking skills. Teachers should use effective games to stimulate students' interest and enthusiasm in learning and speaking. The researchers suggest using show-and-tell games to improve students' speaking skills.

Games can be utilized to interest students in speaking lessons as they provide opportunities for them to express themselves freely. By participating in this kind of activity, learning English does not have to be difficult. Instead, learning English can be a fun and fulfilling experience. When students feel they are making progress, they will learn more effectively, and playing games allows them to practice and overcome their fears. Students will be more engaged if they are motivated to learn actively in class (Firdaus & Fatimah, 2021). Teachers should choose games that match the objectives of the lesson or topic. Therefore, the ability to lead the game and a deep understanding of the characteristics of the game are important requirements for teachers. Good interactive games can encourage students to participate in the learning process (Tang, 2020). Therefore, the show-and-tell game is one of the most effective ways to solve this problem and encourage students to speak during learning.

Show and tell activity, also known as "Sharing Time," is one of the effective methods for developing students' speaking skills. Individual students are invited to share an item or experience with the class in this activity. Classmates may respond naturally with comments or questions, or the teacher may set aside a specific time for students to respond (Ng et al., 2021). During the show and tell activity, the teacher provides opportunities for students to talk in front of the class about different objects from their homes or personal experiences. The objects students share can be very diverse, including food, pictures, and other personal items. This activity enriches students' vocabulary and increases their confidence in public speaking.

Researchers often use pictures in these situations because pictures have various benefits. Images can explain various subjects clearly, and their simplicity makes them easy for students to understand. In addition, pictures can stimulate students' imagination and creativity, making them more enthusiastic to talk about the topics they choose (Reno & Manurung, 2019). Another benefit of show-and-tell activities is the improvement of social skills and interaction between students. When students listen to stories from their classmates and give responses, they learn

to be active and empathic listeners. They also learn to value the views and experiences of others, which is an important skill in interpersonal communication.

Teachers must choose objects and topics relevant to students' interests and experiences to optimize this activity. Teachers should also provide enough guidance and support to help students feel comfortable and confident when speaking in front of the class. Evaluation and constructive feedback from teachers and classmates are also important to help students improve their speaking skills. Overall, show-and-tell activities effectively overcome various problems in English learning, such as lack of vocabulary, fear of making mistakes, and lack of confidence. By creating an interactive and supportive learning environment, this activity can encourage students to actively participate in the learning process and improve their speaking skills significantly.

This article aims to compile an in-depth systematic review of the use of show-and-tell games in teaching English to learners. The review aims to provide better insight into the effectiveness of show-and-tell games in improving students' speaking skills in English and offer practical guidance for ELT educators and practitioners in designing and implementing learning programs that use show-and-tell games as speaking learning aids.

METHOD

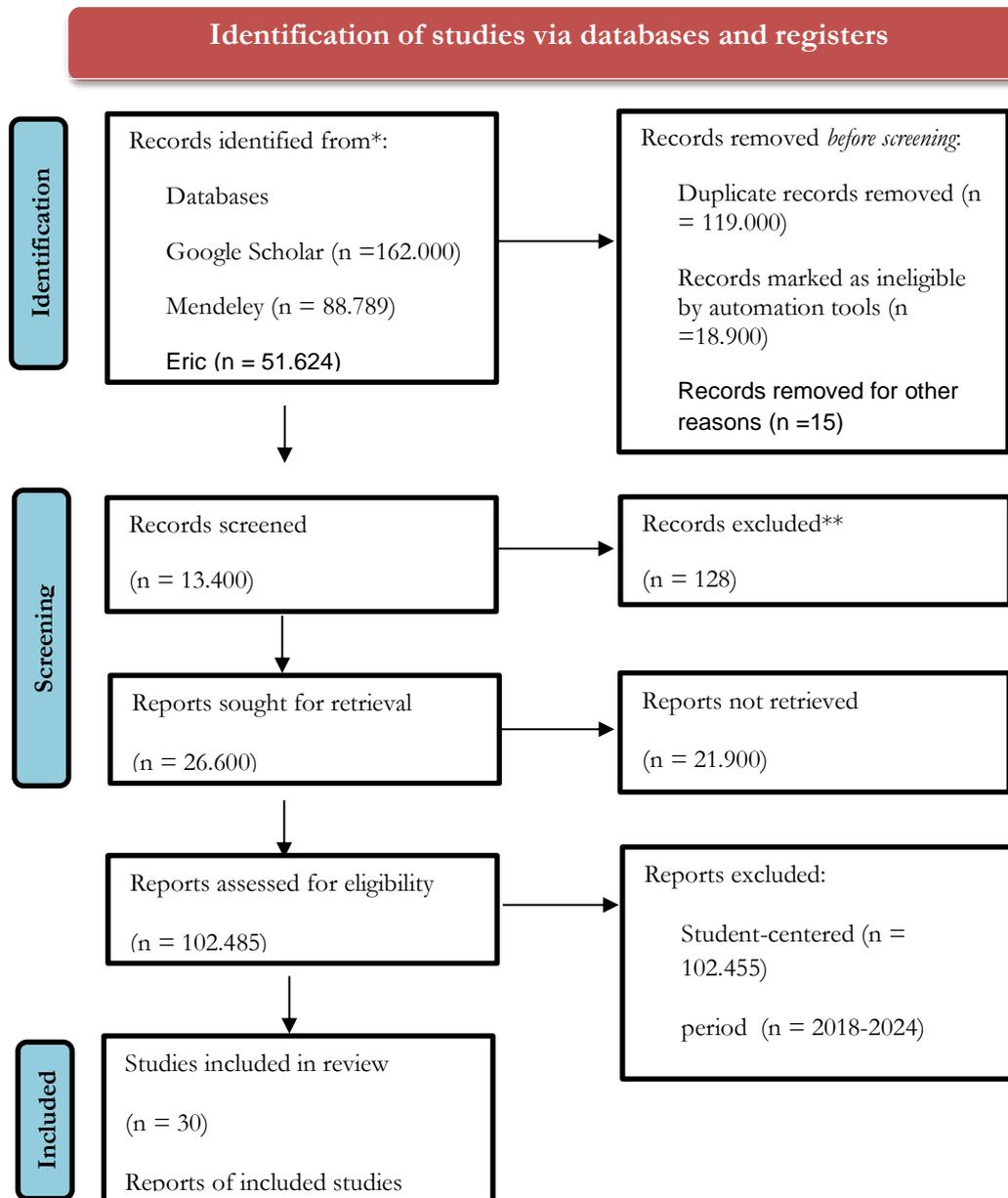
This article applies the systematic review method, also known as research synthesis (Egger et al., 2008). This approach presents an objective and comprehensive synthesis of various related studies in one document. The main focus of this approach is to evaluate the benefits of using the show-and-tell game and its effectiveness in improving students' English language skills. In order to answer the research questions, a literature search was conducted using sources such as Google Scholar, Mendeley, and Education Resources Information Center (ERIC) using relevant keywords, such as English language teaching and show-and-tell games.

Table 1. Selection Criteria

Inclusion Criteria	Exclusion Criteria
Articles published in English and Indonesian between 2018 and 2023.	The article is only accessible in languages other than English and Indonesian.
This study aims to explore the correlation between show-and-tell games and speaking ability in English language learning.	Studies that do not focus on the relationship between show-and-tell games and speaking skills in English learning.
Studies involving a sample of young learners (aged 6-12) as research subjects.	Research involving non-student populations or those beyond the age of 6-12 years.
Articles that contain detailed information regarding the methods used to implement show-and-tell games in classroom settings.	Articles that lack sufficient information about the methods used to implement show-and-tell games in classroom settings.

After collecting articles that matched the given keywords, we proceeded to screen them using the PRISMA method. To achieve this, we used various criteria, including selecting articles

published within the last eight years, choosing a sample that was generally aged 6-12, and ensuring that the articles were still relevant to the current academic climate. Without further ado, here are the results of our PRISMA analysis.



RESULTS AND DISCUSSION

In this section, the researcher will present various findings from the research. These results reflect the data that has been collected and analyzed through qualitative research methods. The purpose of presenting these findings is to explain how effective the use of "show and tell" games is in improving English speaking skills in early childhood. The following are some of the key results identified from this systematic review of the research:

Students Became More Confident Speaking in Front of the Class

Speaking confidently in front of an audience is a very important skill for students, especially when learning a new language. One method that has proven effective in improving this skill is the implementation of show-and-tell games in the classroom. A systematic review of relevant literature found that this game improves students' speaking ability and increases their comfort in interacting with peers and teachers.

Using the show-and-tell method, students become more confident because the objects they show and tell in front of the class are familiar, making it easy for them to apply this method. For example, a student who brings his favorite toy and explains its function will introduce his friends to new vocabulary related to it. Using real objects or personal experiences in this game makes the new vocabulary easier to remember and understand. This helps students remember the words better and understand their use in everyday sentences and contexts (Mailissa, 2022).

The show-and-tell method is an activity that prioritizes clear communication (Tilaar). This method is intended to teach students how to speak in front of the class and make them more aware of the little things in life. By participating in this activity, students learn to give clear responses and build mutual trust with each other. This strengthens their communication skills and increases their sense of engagement in the learning process.

The show-and-tell game creates an atmosphere where students feel comfortable and open to communicating. As students listen to their peers talk about various objects and experiences, they are introduced to new words and terms they may not have heard before. This interaction allows students to learn vocabulary in a context that is real and relevant to their lives. On the other hand, students who listen to their friends' explanations also learn new vocabulary passively. They hear the new words used in sentences and see how they are integrated into stories or descriptions. This helps them understand the words and how they can be used in various contexts.

By integrating show and tell games in English language learning, teachers not only improve students' speaking skills but also expand their understanding of the values of collaboration and empathy in the classroom. The game becomes an effective means of developing essential communication skills while promoting positive social interaction among students. Students not only speak in English but also practice active listening skills as they listen to their classmates' stories. This overall enriches their learning experience and strengthens the bond between students in the educational community.

The Learning Activities Become More Engaging and Prevent Students from Feeling Bored

Implementing show-and-tell activities in the classroom significantly increased students' engagement and prevented them from feeling bored. Students liked this interactive method as it allowed them to share memorable classroom experiences with peers using their favorite items they brought from home. The personal connection with the objects they discussed helped make the activity more relevant and interesting for them.

In addition, teachers found that the show-and-tell game could be implemented without difficulty. Show and Tell is a popular game among English learners as it encourages them to use

their imagination when discussing their favorite things. The game's creative aspect makes learning fun and deepens their connection with the language (Jones, 2020).

The ability to share and describe their favorite objects in their own words without feeling intimidated gives students the courage to speak in front of the class. This practice helps to build their confidence and improve their speaking in English. As students regularly participate in these activities, they become more comfortable and proficient in language use.

Moreover, this approach aligns with the findings of Fredricks et al. (2004), who explain that emotional engagement in the classroom is related to students' affective responses, including curiosity, boredom, happiness, sadness, and anxiety. Teachers can encourage positive emotional responses and reduce negative responses such as boredom and anxiety by making learning activities more engaging. Show-and-tell activities span multiple aspects of student engagement (Carolina et al., 2022):

1. Emotional Engagement: Students feel enthusiastic and curious to share their stuff and listen to peers. This emotional investment makes them more enthusiastic to participate and less likely to feel bored.
2. Cognitive Engagement: Describing items and recounting experiences requires students to think critically and use their language skills effectively. This cognitive challenge keeps their minds active and focused.
3. Behavioral Engagement: The interactive nature of show and tell encourages students to actively participate, ask questions, and provide feedback, promoting a dynamic and lively classroom environment.

Students Find It Easy to Understand the Words Given by Their Friends

The students found that they easily understood the words spoken by their friends through the show-and-tell game (Mailissa, 2022). In this game, students actively share stories about their personal objects or memorable experiences, which allows them to practice listening and understanding what their classmates are communicating. This ability to properly understand what classmates are saying not only improves their language skills but also deepens the social relationship between them.

In addition, the show-and-tell game creates an atmosphere where students feel comfortable and open to communicating (Oktaviani et al., 2023). By participating in this activity, students learn to give clear responses and build mutual trust with each other. This strengthens their communication skills and increases their sense of engagement in the learning process.

The show-and-tell game facilitates more interactive and fun learning in a classroom context. Students speak in English and practice active listening skills as they listen to their classmates' stories. This overall enriches their learning experience and strengthens the bond between students in the educational community.

By integrating the show-and-tell game into English learning, teachers improve students' speaking skills and expand their understanding of the values of collaboration and empathy in the classroom. The game becomes an effective means of developing essential communication skills while promoting positive social interactions among students.

Improving Students' Vocabulary

Show-and-tell games also significantly increase students' vocabulary (Mailissa, 2022). As students listen to their peers talk about various objects and experiences, they are introduced to new words and terms they may not have heard before. This interaction provides an opportunity for students to learn vocabulary in a context that is real and relevant to their lives.

Using real objects or personal experiences in these games makes new vocabulary easier to remember and understand. For example, a student who brings his favorite toy and explains its function will introduce his friends to new vocabulary related to it. This helps students remember the words better and understand their use in everyday sentences and contexts.

In addition, show and tell provides an environment where students can actively use new vocabulary in their conversations. When students talk about the object they brought, they must find the right words to describe it to their peers. This process forces students to access and apply their learned vocabulary, strengthening their understanding.

On the other hand, students who listen to their peers' explanations also learn new vocabulary passively. They hear the new words used in sentences and see how they are integrated into stories or descriptions. This helps them understand the words and how they can be used in various contexts.

In addition to enriching vocabulary, show-and-tell games help students develop better speaking skills. When students feel comfortable speaking about something they know in front of the class, they are more likely to use new vocabulary without fear or anxiety (Carolina et al., 2022). This provides a significant confidence boost, which is crucial in language learning.

In the long run, show-and-tell games can create positive student learning habits. They learn to always look for new words and try to understand their meaning through listening to their peers and personal experiences. This is a very valuable skill that will help them not only in learning English but also in general.

Thus, the show-and-tell game effectively improves students' speaking skills and confidence and is a powerful method to enrich their vocabulary. It helps create a dynamic and interactive learning environment where students feel motivated to learn and actively participate in the learning process.

CONCLUSION

The conclusion of this research shows that the implementation of show-and-tell games in the classroom is highly effective in improving English speaking skills in young students. Findings from the systematic review revealed that show-and-tell activities significantly increased students' confidence when speaking in front of an audience. By discussing objects and experiences they are familiar with, students feel more comfortable and can communicate clearly and fluently. The interactive nature of show-and-tell keeps students engaged and prevents boredom, creating a positive and dynamic learning environment.

In addition, students find that they understand their peers more easily during show-and-tell sessions, which improves listening skills and strengthens social bonds within the classroom. This activity covers various aspects of student engagement, including emotional, cognitive, and behavioral engagement. Teachers can develop essential communication skills and encourage

positive social interactions among students by integrating show-and-tell games into English learning.

REFERENCE

- Carolina, M., Miftakh, F., & Ahmad, Y. B. (2022). Using “Show and Tell Games” in English Speaking Learning to Engage Secondary Students. *Jurnal Ilmiah Wabana Pendidikan*, 8(20), 226–233.
- Dewi, R. S., Kultsum, U., & Armadi, A. (2016). Using Communicative Games in Improving Students’ Speaking Skills. *English Language Teaching*, 10(1), 63. <https://doi.org/10.5539/elt.v10n1p63>
- Egger, M., Smith, G. D., & O’Rourke, K. (2008). Introduction: Rationale, Potentials, and Promise of Systematic Reviews. *Systematic Reviews in Health Care: Meta-Analysis in Context: Second Edition*, 1–19. <https://doi.org/10.1002/9780470693926.ch1>
- Firdaus, F., & Fatimah, S. (2021). Students’ Engagement in Learning English during the Practice of Teacher-In-Role. *Journal of English Language Teaching*, 10(4), 554–565. <https://doi.org/10.24036/jelt.v10i4.114710>
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109. <https://doi.org/10.3102/00346543074001059>
- Jones, D. M. (2020). Games in the language learning classroom: Is the juice worth the squeeze? *Ludic Language Pedagogy*, 2, 1–36. https://doi.org/10.55853/llp_v2art1
- Mailissa, R. L. (2022). Applications of the Show and Tell Method in Enhancing Students’ Speaking Skills. *INTERACTION: Jurnal Pendidikan Bahasa*, 9(8.5.2017), 2003–2005.
- Nation, I. S. P., & Newton, J. (2008). Teaching ESL/EFL Listening and Speaking. In *Teaching ESL/EFL Listening and Speaking*. Routledge. <https://doi.org/10.4324/9780203891704>
- Ng, S. C., Vijayakumar, P., Yussof, N. T., & O’Brien, B. A. (2021). Promoting bilingualism and children’s co-participation in Singapore language classrooms: Preschool teacher strategies and children’s responses in Show-and-Tell. *Policy Futures in Education*, 19(2), 216–241. <https://doi.org/10.1177/1478210320960864>
- Oktaviani, E., Sari, W., Rahmaniah, R., Lukman, & Bafadal, F. (2023). An Analysis of How Effective Show and Tell Method to Teach Vocabulary Learning. *Seminar Nasional Paedagogia*, 3, 203–211.
- Reno, G., & Manurung, K. (2019). Improving speaking skills through show and tell method. *E-Journal of ELTS (English Language Teaching Society)*, 07(03), 01–08.
- Tang, J. T. (2020). A study of Taiwanese children’s learning and preferences in game-based learning scenarios. *E-Learning and Digital Media*. <https://doi.org/10.1177/2042753020980124>
- Tilaar, H. (2013). Unexpected Show and Tell method. *United States: Libraries Unlimited*.