
TEACHING SPEAKING USING SHOW AND TELL GAME: A QUALITATIVE STUDY OF SIXTH GRADE STUDENTS

Oleh

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Abstract: *This study looks at how well the Show and Tell game works for boosting sixth graders' speaking skills. Researchers focused on 22 students at SDN Purwawinaya during the 2025/2026 school year. They gathered information by watching classroom activities, interviewing students, and collecting related documents. At first, many students struggled with speaking English. They didn't feel confident, didn't know enough words, had a hard time pronouncing things correctly, and often hesitated to speak. But once teachers started using the Show and Tell game in three meetings, there were clear changes. The kids spoke up more, joined in with activities, and could put sentences together more smoothly. Bringing in visual aids and letting students use objects from home helped them express their thoughts better and made standing up in front of the class less scary. All in all, using games like Show and Tell made the classroom a friendlier, more relaxed place where students felt okay about making mistakes. The results show the Show and Tell game really works for building fluency, growing students' vocabulary, and raising their confidence when they speak.*

INTRODUCTION

Everyone knows English is pretty much the go-to language for connecting with people around the world. Whether it's education, technology, or just chatting online, English helps folks from all sorts of backgrounds talk to each other and get things done. If you're a student today, being able to speak English isn't just a nice-to-have it's basically essential. Brown (2001) described speaking as this interactive process: you're building meaning, tossing out ideas, and listening and reacting at the same time. It's not just getting the words right it's about making yourself understood and responding in the moment so the conversation actually flows.

Speaking is one of those language skills that really stands out it's tough to master, especially for younger kids. Harmer (2007) points out that if you want students to actually improve, you need speaking activities that get them really talking and connecting. But let's be honest, a lot of elementary students still struggle with English speaking. When I observed the classroom for this study, I saw kids holding back not confident, unsure of themselves, barely joining in. Many were scared of making mistakes, felt embarrassed speaking in front of classmates, and just didn't have enough words to say what they wanted. Even putting

together simple sentences threw them off. All this tells me the current classroom setup and teaching methods aren't giving kids what they need to grow as speakers.

Anxiety plays a major role in how well students speak a foreign language. Horwitz et al (1986) has highlighted that when students feel nervous because they are afraid of making mistakes or being evaluated, they become reluctant to speak. They choose to remain silent and avoid speaking, which actually hinders their progress. Furthermore, if they do not get enough opportunities to actually use the language in real-life situations, their skills will stagnate. Richards (2008) puts it plainly: students need real opportunities to speak if they want to develop their speaking skills. There is no substitute for actual practice.

If teachers want to get students talking, they've got to shake things up. Traditional methods don't always cut it. Game-based learning really works here. When you turn lessons into games, you create a space that feels safe and relaxed everyone's a little more willing to jump in and try, even if they mess up. Wright et al. (2006) that games can spark motivation and make class feel light, so kids are more likely to get involved. Harmer (2007) added that communicative games let students use language naturally, in situations that actually matter to them. That's how you get real conversation flowing.

Show and Tell is a simple, interactive way to get students talking in class. With this game, kids bring in something a favorite toy, a photo, or even just a story from their life and stand up to share it with everyone. Thornbury (2005) points out that these presentations help students sort out their thoughts and speak more clearly. It's not just good for their language skills, either. Show and Tell connects what they're learning to real experiences, which makes it stick. That's why it works especially well with younger children. Cameron (2001) noticed that young learners do their best when activities feel relevant and use things they can actually see. Show and Tell checks both of those boxes.

Earlier research shows that the Show and Tell method helps students speak more fluently, feel more confident, and take part in class. Putri (2021) noticed that students spoke with fewer pauses and more confidence after using Show and Tell, while Nation (2022) saw less anxiety and better pronunciation with regular practice. Still, not much work looks at how Show and Tell blends with game-based learning, especially for elementary school students.

With that in mind, this study looks at how using Show and Tell as a game boosts speaking skills and participation among sixth graders. It digs into changes in their fluency, vocabulary, pronunciation, and confidence, using a qualitative approach to get the details. In the end, these findings should help teachers come up with more engaging and effective speaking activities for young learners.

METHODS

This study used a descriptive qualitative approach to look at how the Show and Tell game helps students improve their speaking skills. Qualitative research works well here because it gives a closer look at what students actually experience, how they behave, and what they think while learning. Bogdan & Biklen (1997) point out that qualitative research happens in real-life settings and focuses on understanding events through the eyes of the people involved. In classrooms, researchers often choose qualitative methods because they let you dig deeper into how students interact, take part, and learn.

Research Setting and Participants

The study was conducted at SDN Purwawinaya during the academic year 2025/2026. There were 22 sixth graders taking part—picked intentionally since they were the ones actually doing the speaking activities with the Show and Tell game. We kept everything in the classroom so we could watch how the kids behaved and interacted as they learned, without anything feeling forced or staged.

Data Collection Techniques

Collected data using several methods to ensure I obtained a comprehensive and reliable picture.

1. Observation

Attended three class sessions, observing the students as they spoke and participated. Used an observation checklist that covered aspects such as fluency, pronunciation, vocabulary, grammar, and confidence. Observing students in action is crucial in qualitative research it allows you to see firsthand how they interact and behave in a real classroom setting.

2. Interviews

Selected several students for semi-structured interviews. Wanted to hear directly from them about their feelings and thoughts during the Show and Tell activity. This type of interview allows students to open up and share their real experiences, rather than just giving short answers.

3. Documentation

Also collected field notes, photos, and recordings of how students performed during the speaking tasks. All of these documents help support and provide further details regarding what saw and heard during the observations and interviews.

Research Instrument

The main instrument of this study was the researcher herself, supported by:

- Observation checklist
- Interview guidelines
- Documentation records

This is consistent with qualitative research principles, where the researcher acts as the primary instrument in collecting and interpreting data.

Data Analysis

The data were analyzed using the Miles & Huberman (1994) interactive model, which consists of three steps:

1. Data Reduction

The researcher selected, simplified, and focused on relevant data obtained from observations, interviews, and documentation.

2. Data Display

The data were organized into descriptive narratives and tables to make the findings easier to understand.

3. Conclusion Drawing and Verification

The researcher interpreted the data and drew conclusions based on patterns and themes found in the study.

This model is widely used in qualitative educational research because it provides a

systematic way to analyze complex data. Data reliability to ensure the validity and reliability of the data, this study employed a triangulation strategy: combining observation, interviews, and documentation.

RESULTS

This study looked at how playing the Show and Tell game helped students get better at speaking. Over three class sessions, we observed the students, talked with them, and took notes. Here's what stood out: students spoke more smoothly, used a wider range of words, pronounced things better, and got a stronger grip on grammar. They also showed more confidence and got more involved in class activities.

Initial Condition of Students' Speaking Skills

Before we started using the Show and Tell game, most students struggled with speaking. During the first observation, it was pretty clear they had a hard time expressing their thoughts in English. They'd pause a lot, slip back into Indonesian, and often waited for help from the teacher. Their vocabulary just wasn't there yet, and mistakes in pronunciation happened all the time.

Confidence was another big issue. When it came time to speak in front of the class, a lot of students avoided eye contact, mumbled quietly, or just didn't want to participate at all. This isn't really surprising. Other studies also show that elementary students feel anxious and aren't very confident when they have to speak English (Songsiri, 2007)

Enhance in Speaking Skills Across Meetings

a. First Meeting

When we first tried the "Show and Tell" game, we kept it as simple as possible. The students chose from the provided pictures, but most of them were quite nervous and didn't really know what to say. Their speech was characterized by:

- Frequent pauses and hesitation
- Limited vocabulary
- Short and incomplete sentences
- Low self-confidence and nervousness

On the positive side, some children began to feel enthusiastic, especially after they realized they could talk about something that came from themselves. That personal touch seemed to spark genuine interest.



Figure 1

b. Second Meeting

During the second meeting, could really see the difference. The students knew what to expect this time, so they jumped in with more energy. They used more words, built stronger sentences, and didn't pause as much before speaking. Their pronunciation even got a bit better sure, some small mistakes popped up, but overall, it was clear progress.

Can could tell they felt more confident, too. They spoke louder and didn't shy away from making eye contact with each other. This matches what Jaya & Nabila (2025) found: Show and Tell pushes students to get better at speaking and expanding their vocabulary, just by giving them regular chances to practice and actually say something that matters.



Figure 2

c. Third Meeting

By the third meeting, students had come a long way with their speaking skills. Most of them spoke more smoothly and paused less. Their vocabulary got broader, their pronunciation improved, and they could put together simple, meaningful sentences. You could also see them getting more comfortable sharing their ideas in front of the class.

They actually seemed to enjoy the activity more, too. Students paid close attention to each other's presentations and got involved in the discussions.



Gambar 3

Enhance in Students' Confidence

One of the biggest takeaways from this study is how much students' confidence grew. At first, they held back, worried about making mistakes when speaking up. But once they started playing Show and Tell, things changed. The game made the classroom feel more relaxed and supportive, which really took the edge off their anxiety.

By the end, students didn't hesitate as much to speak in front of others. You could see it—they felt better about themselves, they stopped stressing so much about messing up, and

they actually wanted to take part.

This lines up with what Andini & Rahmawati (2025) found too. Their work showed that Show and Tell lets students share their own stories in a chill environment, and that's a big confidence booster.

Classroom Interaction and Participation

The Show and Tell game brought a real boost to classroom energy. Students got involved not just talking, but actually listening to each other. They started paying attention, asking questions, and responding with real interest.

The class felt livelier and much more focused on the students themselves. It just goes to show how activities like these spark active learning and get everyone engaged in language lessons (Setyawati, 2019)

Students' Perceptions Toward Show and Tell Game

Most students said they really liked the Show and Tell game. They thought it was fun and interesting. A bunch of them mentioned picking up new vocabulary during the activity, and they felt like it boosted their confidence when speaking. Sharing their own stuff and telling stories was a hit too. All in all, the data shows that using games like this gets students more motivated and involved in learning.

Summary of Findings

This study shows that the Show and Tell game really helps students speak better.

Here's what got better:

- They spoke more smoothly.
- They learned and used more words.
- Their pronunciation got clearer.
- They felt more confident.
- They joined in during class more often.

Interactive activities like this really do make a difference in how well students speak.

Discussion

The study shows that the Show and Tell game really helps students speak better. It improves their speaking skills in ways, such as fluency, vocabulary, pronunciation and confidence. Students can speak smoothly with fewer pauses after playing the game many times. This is what Thornbury (2005) that speaking a lot in situations helps people speak more fluently.

When it comes to vocabulary students use words better when they talk about things that belong to them. The Show and Tell game also helps students say words correctly and put sentences better. The Show and Tell game is a way to improve students speaking skills, including vocabulary and pronunciation.

The Show and Tell game is really good at helping students feel more confident. At first students were nervous. Did not want to make mistakes but the Show and Tell game made students feel relaxed and happy to learn. This is what Horwitz et al (1986) and what Songsiri (2007), they said that when students are not so anxious they want to speak more.

The Show and Tell game also got students to participate and talk to each other. This is Richards (2008), he said that when students talk to each other in a way they use language in a good way. So the Show and Tell game is a good way to teach students to speak especially students who are young. The Show and Tell game helps students communicate in a way it

keeps students engaged and it helps students build confidence. The Show and Tell game is really good, for teaching speaking. It is fun for students to learn.

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HALAMAN INI SENGAJA DIKOSONGKAN