

## Students` Engagement in Learning Vocabulary with “Show and Tell” Game

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### Abstract

Mastering vocabulary is the main point in learning English. In practice it takes a strong effort to achieve this. Show and Tell game is a method that is considered effective and helps students increase the number of vocabulary, besides that this method has the advantage of building student engagement which is an important aspect of learning in class. This is an indicator of the success of the teaching and learning process that shows active student involvement and interaction during the learning process. This study aims to determine the extent to which Show and Tell games in vocabulary learning can build student engagement. Participants as research subjects were elementary school students who participated in the community service program. The data were obtained through observation and documentation which was then processed and analyzed using statistical descriptive analysis. The results show that 75% of students motivation was good, totally 80% of students tent to ask question, 80% of students engaged discussing with peer, and 90% of students were enabled to do performance and applied their vocabulary into correct sentence. Based on the presentation above could be said students engagement was good whereas classroom atmosphere showed active and interactive.

**Keywords:** Students` Engagement, Vocabulary, Show and Tell Game

### INTRODUCTION

Students` success when they experience learning is the main goal for every teaching learning process. Success in teaching learning means they achieve all competences including cognitive, affective, and psychomotor skills. Those competences are as the unity and cannot be separated because each of them has influence in getting positive atmosphere classroom. During the process, students develop their cognitive competence by building both short and long term memory, in trying to comprehend the topic given by the teacher or analyze phenomena around them that related to the subject learning. Their effort then is supported by on

how they develop affective competence such as engagement, attitude, interaction, and motivation while teaching learning. Furthermore, the knowledge or information they get through learning steps, for example when they learn vocabulary, allow them to develop their psychomotor skill by pronouncing or defining each new words correctly and producing sentence as the implementation of vocabulary or doing performance.

Students need hard effort in learning vocabulary, as EFL learner sometimes there are some unfamiliar words that only have lexical meaning they found from dictionary. Students had trouble in understanding

disciplinary textbooks and manuals written in English due to a shortage of vocabulary, which refers to a circumstance where learners have a little vocabulary size that they need acquire. Understanding each words need deeper comprehension if it is related to context and situation. Different topic will have different meaning, those are unable to be understood if the learner only know the lexical meaning. Students should have knowledge as a background in order enable to understanding word or phrase meaning and possess specific vocabulary knowledge to a given academic area in order to comprehend this type of material (Jasmin & Yanto, 2021). Furthermore, In the case of language skills, for words to be used in productive abilities like writing and speaking, Waluyo adds, there is a need for memorization and repetition (Waluyo, n.d.). Additionally, students have minimal opportunity to use new terms in context during vocabulary acquisition exercises. Block examination of the written and spoken English language's structure will make students anxious, demotivated, or uninterested in becoming fluent in the language (Surabaya et al., 2021).

This situation become consideration for practitioner to find effective way such as teaching methodology to overcome students' weaknesses. Munir claims that his early research indicates that the pupils require a variety of enjoyable activities during English sessions. With routine tasks like listening to the teacher's speech, taking notes from the board, and then finishing the work, the pupils were getting bored. For students in the millennium, these exercises are too simple (Munir, 2021). To overcome the problems, practitioner suggest teaching learning method. For instance, young students may benefit from a game to learn a new language, while adults may learn best when their abstract thinking is encouraged (Harmer, 2007 in Ana, 2018).

According to previous research, games can help and motivate students to keep up their interest and effort, assist English teachers in creating circumstances where the language is helpful and meaningful, and offer one approach to help students experience language rather than just study it (Wright, Betteridge, & Buckby, 2006 in ana 2018, Game et al., 2018). Another study found that playing games while learning new words improved memory retention and made learning languages enjoyable and motivating (Hoa and Trang, 2020; Ma and Yodkamlue, 2019; Selvi and Coşan, 2018 in Hasem and Aminudin, 2021). The main objectives of the game were achieved while playing, and it was determined that the Magic Saga game could be used to educate and learn English (Surabaya et al., 2021). Moreover learning vocabulary through game can enhance students engagement and motivation (building affective competence). Students engaged after the lesson's exercise. In her research, Ana (2018) discovered that it makes studying and teaching enjoyable, engages students, blends spelling, pronunciation, and meaning, aids in vocabulary memorization, and is well-liked by students.

In addition, Carolin (2022) discovered that the cooperative gaming method has a favorable effect on kids. It implies that applying the cooperative gaming strategy can raise student involvement.(Carolin & Lintang Sari, 2022). Educational games help learners acquire vocabulary unconsciously while they are engaged in the game process. Utilizing games can also be very facilitating for the language teacher because of the playful atmosphere, which makes the teaching-learning process more facilitating. Games also help develop students' communicative competence. The results of an analysis showed that, in comparison to memorization, games could help pupils become familiar with new words or phrases

and enhance deep learning of vocabulary. The ability of students to communicate is also facilitated through games. The majority of students concurred that learning new methods through games was effective in enhancing vocabulary. However, the majority of students concurred that using new strategies through games was beneficial for enhancing vocabulary (Perveen et al., 2016). The strategies have benefits of fun learning strategies of English to the young learners. In addition, the experimental study was modeled to thirty third-grade students at Muhammadiyah Primary School (SD-Muhammadiyah) Palangka Raya and one English teacher at the school. This study evaluated the efficacy of teaching English vocabulary to young Indonesian learners through song and game-based learning strategies. It used a single group pretest-posttest design. Before and after the learning strategy was put into practice, learners' English expressive and receptive vocabulary proficiency was compared. The young learners' proficiency in English vocabulary after applying the strategy exceeded their proficiency prior to its implementation, according to the results (Iwan Fauzi, 2022).

The Show and Tell Game is one of the games that is typically used in classrooms. It's a game where the teacher can choose the running order or the kids can volunteer to play. There are several rounds to the game. Grab a nearby item for the pupils to use as their "show and tell" item. Students will each deliver their item in turn. Students will introduce themselves, exhibit their object, and give a detailed description of it during the first round. They can explain the object's nature, appearance, source, duration of possession, significance to them, and other details. Each student must talk in whole sentences (not just a list of adjectives) (<https://www.theatrefolk.com/blog/warm-up-game-show-and-tell/>). In this game the students take account and involve in each

session. Doing interactions with peer and may do discussion to produce sentence to be performed. This situations relate to some the research findings that show learning vocabulary with game have several benefits, they are enhancing students engagement and motivation, teaching and learning process becomes fun, activates students' involvement, creating playful atmosphere and develop students communicative competence.

Related to what had been mentioned above, that learning vocabulary through game enhance students engagement. Student engagement is fundamental in collage (Fredin et al, 2015 in Gail in (Caruth, 2018). When students engage in learning could be said they have motivation to be better understanding of what teacher give as teaching material. Hu & Kuh (2001a: 3) give a modern definition of engagement as "the quality of effort students themselves dedicate to educationally meaningful activities that directly contribute to desired results," based on Surabaya and Carolin. In addition, Barkley elaborates and adds motivation and active learning complement one other well, and as they interact, they help to gradually improve engagement, which is measured by students' paying attention, talking, asking questions, and performing tasks (Barkley, 2010). Rather than a Venn diagram where engagement is the overlap of active learning and motivation, thereby limiting the influence of each, engagement may be better described as a double helix in which active learning and motivation are spirals working together synergistically, building in intensity, and creating a fluid and dynamic phenomenon that is greater than the sum of their individual effects. (See Figure 1)

Figure 1. Student Engagement

Characteristics of young learners (7-13 years old) are a short span of concentration, love to play, and get bored easily. Around this age they are mostly abstract, illogical thinking, receive what they get from the teacher there is no analysis yet, do what teacher ask or order. Even they have kinesthetic and motoric competence. They do what they want to do, no matter high risk might be facing them, short thinking. In learning, students need some ways that connected to how to interact with their friend when learning, because they lack working in group, individualistic and learning passively. To anticipate all these characters, the teacher is essential to create comfort atmosphere that involved the whole student participation in classroom. This tend to accommodate students behavior that mostly love fun.

Children cannot be separated from the concept of play; games are the most important things in their world. Children can learn from games by playing and using their imaginations to create new experiences and things (Setyawan & Susanto, 2019). Gaming is believed as sort of instructional for enhancing their engagement when learning vocabulary. For the reasons, the research focus on students' engagement when they are learning vocabulary by using "Show and Tell" game.

## METHODOLOGY

### Respondents

There are 16 elementary students who involved in community service program in Sindang Jawa Kabupaten Kuningan and become the population and as the sample of the research. They are at different age around 7-13 years old and 1-6 level of elementary class which have similar characteristic as young learner. The sampling method was purposive sampling that refers to a collection of non-probability sampling procedures whereas the units are chosen because of they possess qualities that sample needs. In other words, purposive sampling selects units "on purpose" (Nikolopoulou, Kassiani, 2022).

### Instruments

The instruments in gaining data were students engagement observation sheet and documentations. This phase requires the researcher to document the context, the actions, and the opinions of those involved while systematically observing the effects of the action. It is a phase of data collection where researchers gather information on what is happening by using "open-minded" and "open-eyed" tools (Burns, N.D.). By using this method which concerned with unstructured observation method that was based on engagement indicators suggested by Barkley (2010) and the situation during the implementation of the game and when the students learning vocabulary using game was noticed. Furthermore, data gathered was conducted and supported by several instruments such as field note, video recording and picture as documentation in gaining original data. The documentation included picture and video that recorded while students were doing their interaction in learning vocabulary.

### Procedures

In most cases, interactions between the researcher and the subject take place during qualitative research; yet, these interactions might occasionally be remote or intensely close (Harper and Thompson, 2012). The

research procedure began by classified the students as their age, the participants were instructed to make a line with their peer. After they were ready to learn, teacher gave explanation relate to picture with different theme such as food, drink, fruits. Teacher showed and told the picture and students asked to follow or repeat the words. Teacher showed the picture and let students describe and tell the picture by using right pronunciation. At the end of learning steps, the students were asked to do performance.

activities and following the steps until at the end without anxiety, feeling shy, or nervous. They also seemed fun, rilex, and engage among them. The following table shows their engagement.

Student Engagement	Strongly Good	Good	Normal	Bad	Strongly Bad
<b>Motivation:</b>					
Pay attention	25%	50%	0	15%	10%
Ask questions	20%	60%	0	10%	10%
<b>Active Learning:</b>					
Discussing	25%	55%	0	10%	10%
Application and Performance	20%	70%	0	5%	5%

Table 1. The Observation Result of Student`s Engagement

### Motivation

From the result of observation, it was showed that the majority of students totally 75% have good and high motivation when participating in learning using games. This is indicated by the number of students who are paying attention to the material presented by the teacher where the material provided is about Food and Drink. These kind of themes are familiar in everyday life, making it easier for them to follow the lesson. They understand both the lexical and contextual meaning of words provided and able to be implemented of each words into the sentence. What they do in line with the indicators of student learning motivation, presented by Achmad Badaruddin. He categorized it into the following areas: getting ready for learning, learning completion, psychological and physical preparation, learning materials, paying attention during the teaching process, actively participating in learning, selecting a seat, repeating the lessons that the teacher has explained, asking friends, parents, and teachers for clarification on any material that is unclear, and searching for additional lesson materials (Nurbaedi et al., 2022).

During the learning process, especially when the teacher applies the game, namely by showing pictures to students, they

Figure 1. Research Design

### Data Analysis

Data observation was analyzed by using Likert scale, there were five points Likert scales of this behavior observation, they are strongly good (5), good (4), neutral (3), bad (2), strongly bad (1). This method directed the researcher to make some judgment about the events being observed (Cohen and friends, 2007, p. 402). Scoring gained as from observation data are calculated to found their mean and percentage then those of them were converted into descriptive data.

## RESULT AND DISCUSSION

Student engagement is sustainable aspect which is to be considered while teaching learning. In this case, the students are exploring their vocabulary through Show and Tell game. They involve in classroom

spontaneously say or say the name of the drink or food that is shown in the picture. In the next stage the teacher asked them to describe the Food and Drink shown in the picture and they were able to describe it well with the correct pronunciation. The behavior shown by students is a form of interest in following the lesson. Furthermore, some of them making a question when they get confuse of word that difficult to be pronounce. Therefore, in learning process they engage with peer to discuss the challenge given by the teacher such as how to form sentence without any preparation before spontaneously, they construct it even though there is still little bit mistake produced. Pattall defines it as Agentic Engagement. Students who engage in agentic engagement do so in a variety of ways, such as by making recommendations or offering suggestions, voicing their preferences or interests, posing queries, endorsing a purpose or area of concentration, expressing their needs, or asking the instructor to elaborate on the significance or relevance of certain activities (Pattall et al., 2019).

Teacher give stimulus and choose the method game showed implement right method in this situation, he or she construct learning environment through game give positive impact for the students.

Their interest showed they are happy, relaxed, and there is no pressure while studying. All stages of learning are followed properly. The level of enthusiasm like that illustrates the motivation and enthusiasm for learning as stated by Brophy classroom motivation is "the level of passion and the extent to which students devote time and effort to their studies (2004, p. 4 (Barkley, 2010).

Sometimes students experience obstacles while participating in learning, this also happens to students as research subjects, namely when vocabulary is found that is difficult to pronounce or does not understand

its meaning. As for what they do is they ask questions and they ask for repetition. They asked the teacher to repeat the correct pronunciation of the vocabulary. The results from the observation that 60% (Good) and 20% (Strongly Good) students have the courage and desire to ask questions. They show their desire to understand and add to or enrich their vocabulary. In practice they spontaneously responded well and followed the vocabulary spoken by the teacher and discussed among them, student engagement occurred, so that the class atmosphere became lively and the students were enthusiastic about following the lesson until it was finished. This is in accordance with what was stated by Barkley an active learner actively explores, questions, and connects new and old concepts to produce deep learning that endures (Barkley, 2010). Relates with some students who passively lack of asking questions is a natural thing if we refer to opinions which states that the characteristics of children in elementary school form critical thinking are not too deep, because they are still thinking abstractly, they are in the learning process more towards imitation and adoption, but in this case it does not prevent them from carrying out the learning process. This become consideration how teacher be creative to select flexible method such as game as mentioned by Fercec (2019 in Anggraheni & Yogatama, 2021), whereas language teachers should take into account a number of factors while selecting games for their pupils, including the goal game and ease of usage.

#### Active Learning

Active learning which consists of discussing and performance is an indication of the next student engagement. During this process students have good dynamics, namely in the form of involvement during learning such as discussing and appearing to practice the

material that has been delivered by the teacher, totally 80% of students are both peers or among them. Their involvement is in accordance with what Barkley said, which underlined that the term "active learning" refers to mental activity. Its distinguishing features include the involvement of students as active learners as well as their reflection and monitoring of the processes and outcomes of their learning (Barkley, 2010).

From the results of observations in this process, some students seemed to have a discussion with each other before individually and spontaneously imitating what the teacher said, and describing what was seen in the picture. This is in accordance with the rules of the Show and Tell game where at the initial stage the teacher shows a picture and then the student mentions the picture before the next time the student applies the word in a sentence. The imitating or repetition behavior of students shows that when learning their cognitive intelligence is strong due to the well-used inter-brain elements connected as stated by Barkely. He says each neuron interacts with thousands of its neighbors to create an intricate network of connections that is around 100 trillion connections strong and continually changing. Active Learning's Cognitive Foundations Repeating something causes some connections to get stronger and we "learn," while removing connections that are rarely or never used causes us to "forget." (Barkley, 2010).

In addition to cognitive intelligence that is formed during learning using games, the researcher said kinesthetic intelligence can be formed when learning to use games because there is an increase in interaction between students as indicated by a simultaneously competitive classroom atmosphere. The increased engagement amongst the students during the games led to improved communication abilities as well as a more amicable and competitive atmosphere since

the groups were switched out frequently. This was one of the games' most advantageous outcomes. The kinesthetic component was another crucial component. Classroom boredom was eliminated on two levels: first, through mobility, and second, through game design itself. Kinesthetic learning incorporates physical abilities (active engagement) into the comprehension of the material, it enables students to participate more actively in the learning process. This strategy could improve the subject's accessibility to a younger audience and make it easier to understand (Gunawan et al., 2023).

One of the most beneficial effects of the games was the increased interaction amongst the students, which resulted in better communication skills as well as more friendly and competitive atmosphere simultaneously as the groups got changed every time. Therefore, development of physical motor skills through game is one facet of developmental achievement for children between the ages of five and six. This involves the use of coordinated body movements to improve balance, flexibility, and agility; coordinating hand-eye movements to mimic and engagement in physical games during playing (Fitriyah, 2023).

Another important aspect was the kinesthetic element. The boredom of the classroom was eradicated on two levels, first by movement, second by game design itself (Perveen et al., 2016). Good interaction reflects the occurrence of student engagement during the learning process, in this case learning vocabulary using the game Show and Tell.

Student engagement can be seen during the performance and application stages, applying vocabulary in sentences, 90% of students are actively involved in this stage. At this stage the teacher asks students to apply the vocabulary that has been mastered in the form of sentences. Previously they chose

pictures according to the teacher's instructions and then they applied them in the form of sentences. The sentences are made starting with the phrases I want.... and I like...., as in the following example "I want Apple" and "I like Apple Juice". They are enthusiastic about appearing in front of them to make sentences from the pictures they choose. The activeness and involvement of students with the courage to appear as it shows when pupils are actively participating in the learning process, engagement occurs (Carolyn & Lintang Sari, 2022). As previously mentioned performance is the final stage of this game. They seem to perform well. According to Barkley in Covington (1993) good performance is a sign of the seriousness of students in learning, this seriousness is a success in learning in the classroom (Barkley, 2010). In this case had been discovered four typical student behaviors that many college teachers have noticed when interacting with students in the classroom. Students who are focused on their success are serious students who strive to perform well, and they typically succeed. If a student is confident in her ability to perform a task successfully, she will be motivated to engage in it. If a student is confident in his ability to perform a task successfully, he will be motivated to engage in it. In learning when students do good performance it means they have strong self-confidence and understand the material presented. In other words, student engagement shows that their cognitive, affective, and motor intelligence is formed. This condition is reinforced by the statement of Zepke & Leach (in Bender 2017) defines students' engagement as students' cognitive investment in cognitive ability, active participation with motor skills is awakened and affective is honed in emotional commitment to learning particular content. Engagement develops students' cognitive, affective, psychomotor abilities.

Figure 2. Teaching Learning Activity

## CONCLUSION

During the learning process, the students showed good engagement, they were actively involved in every stage when the game was applied. they seem happy, relaxed, full of joy and give full attention to the material presented. courage to appear is a good point and is a success in this process. the performance shows that the show and tell method has succeeded in increasing student engagement in learning vocabulary.

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