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## **Speak Up: Stepping up "show and tell" to enhance EFL students' speaking and communication skills**

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### **ABSTRACT**

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As the world has shifted dramatically, university graduates must possess hard and soft skills to compete in the job market and thrive in the competitive era of 5.0. Strong communication skills, encompassing speaking, listening, observing, and empathizing, are essential for success in this competitive environment. This paper aims to elaborate on implementing a simple classroom activity called "Show and Tell" to encourage students to communicate freely. The show-and-tell activity was modified to meet the needs of university-level students. The study involved 120 students from the civil engineering, law, and architecture departments of Musamus University of Merauke, with 53 female and 67 male students. This research utilized a qualitative approach to understand the learners' development better. The data collection methods in the field included field notes, audio-video recordings, and interviews with the learners. The results indicate that while students' English competencies were generally at a beginner level, the "show and tell" activity significantly enhanced their confidence and communication skills. Participants reported feeling more at ease when speaking in front of their peers, leading to improved articulation and organization of thoughts. Simultaneously, the activity also fostered empathy and a supportive learning environment, as students connected emotionally with their classmates.

**Keywords:** EFL, speaking, communication, show and tell

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### **INTRODUCTION**

Developing proficient speaking and communication skills is crucial in language education, especially for students studying English as a Foreign Language (EFL). In today's increasingly globalized world, explaining one's thoughts clearly and concisely and engaging in meaningful conversation is necessary for academic achievement and a vital talent. Graddol (2006) asserts that a robust mastery of the English language is necessary for university students aspiring to succeed in their academic and professional endeavors. This is due to the fact that English has transformed into the predominant language used for global commerce, research, and technology.

In the Indonesian context, English is mostly taught as a mandatory subject at the university level and is included in the curriculum of various academic disciplines. Developing students' English language abilities while studying at college is essential for various reasons. First, it provides students with a wide range of academic resources, most of which are written in English. Consequently, it enhances the student's academic experience and their proficiency in doing research (Hyland, 2006). Another advantage of possessing robust English communication skills is the ability for students to actively engage in classroom discussions, fluently present the results of their study, and effectively collaborate with their peers on projects. This is in line with Al-Issa (2005) suggesting that individuals must possess these talents to develop a comprehensive academic profile and ensure success in a highly competitive academic environment.

Although the significance of English competence is acknowledged, several English as a Foreign Language (EFL) learners encounter substantial obstacles in enhancing their speaking and communication abilities. Current EFL pedagogical approaches in higher education frequently prioritize theoretical components of the language, including syntax, vocabulary, and grammar, while failing to emphasize the development of practical speaking abilities adequately. Although essential, this theoretical approach frequently does not provide students with the proficiency to effectively utilize English in practical contexts (Richards & Rodgers, 2014). As a result, students may perform exceptionally well in writing examinations but face difficulties in speaking, which is an essential skill in both academic and professional settings. This gap emphasizes the need for more hands-on, interactive teaching strategies that balance theory and practice.

However, the traditional grammar-translation method continues to be widely used in numerous English as a Foreign Language (EFL) programs. This technique emphasizes the language's written form and translation exercises, often ignoring the oral and interactive aspects of communication (Larsen-Freeman & Anderson, 2011). Although it provides a solid basis for understanding the structure of the language, it does not adequately equip students for real-life conversation, which requires spontaneous engagement and fluency. As a result, while students may understand grammar rules, they lack the confidence and skill to participate in meaningful conversations.

In addition, significant obstacles arise from large classes and limited chances for personalized speaking practice. Within numerous academic environments, English as a Foreign Language (EFL) classes sometimes suffer from overcrowding, which challenges teachers in delivering tailored feedback and sufficient speaking opportunities to individual students. This problem is compounded by the lack of fluent speakers and authentic language scenarios necessary for improving and honing speaking skills. Students who lack opportunities to engage in conversations with proficient speakers cannot comprehend the nuances of colloquial idioms, intonation, and pronunciation, which are critical for authentic and efficient communication.

Furthermore, there is often an excessive focus on standardized testing in the English as a Foreign Language (EFL) curriculum. According to Green (2020), assessments like the TOEFL and IELTS prioritize reading, writing, and listening skills more than speaking. Consequently, both educators and learners may give higher importance to exam readiness rather than enhancing their general proficiency in communication. Adopting a test-focused approach may lead to a narrow aim of achieving exam success rather than developing genuine language proficiency. Hence, this highlights the need for evaluation methods that provide equal importance to the four language skills: speaking, writing, listening, and reading.

One such creative method offered by existing studies is the "show and tell" activity. (Arum et al., 2022; Bohning, 2001). Initially designed for early childhood education, "show and tell" requires learners to bring an object of personal meaning to class and share it with their peers (Arum et al., 2022). This simple yet effective strategy has gained popularity due to its ability to actively engage learners while also providing a practical context for language use. Many studies have employed this activity to address oral development (Bangun, 2018; Binioli et al., 2022; Fitriani et al., 2020; Salsabila et al., 2023). In an EFL situation, this method provides various pedagogical advantages (Bohning, 2001) as it personalizes learning by allowing students to select topics of interest, making the language-learning process more relevant and engaging (Ahmadi, 2018). Furthermore, the familiar setting of discussing a personal object reduces anxiety, resulting in a more relaxed and effective speaking experience (Brown, 2001).

The significance of "show and tell" goes beyond early childhood education and is highly relevant at the university level. University students, especially those pursuing degrees in disciplines like law, architecture, and civil engineering, require good communication skills to effectively and assertively articulate their ideas. The "show and tell" activity provides a well-organized yet adaptable platform for learners to hone these skills. Students can establish a connection between theoretical knowledge and practical application by engaging in conversations about objects that relate to their academic interests or personal experiences. The practice not only improves their capacity for verbal communication but also enables them to effectively convey complex ideas in an appealing manner (Harmer, 2015). "show and tell" facilitates active learning

and engagement, which are essential for adult learners. University students frequently gain advantages from engaging in interactive and participatory learning situations that stimulate critical thinking and encourage expressing their own ideas. The "show and tell" practice promotes an interactive classroom setting that encourages learners to be proactive, inquire, and participate in conversations. Active engagement is crucial for cultivating advanced cognitive abilities and enhancing comprehension of the subject matter (Goh & Burns, 2012). By integrating "show and tell" activities into the English as a Foreign Language (EFL) curriculum, educators can enhance the learning experience for university students by making it more engaging and efficient.

Furthermore, "show and tell" can be adapted to meet university students' academic and professional objectives. For example, law students may present a legal artefact or a case study, architecture students may display a model or a design concept, and civil engineering students may describe a piece of construction equipment or a project they are working on. This personalization guarantees that the activity is relevant to their respective fields, making the learning experience more engaging and contextually appropriate (Sawyer, 2014). "Show and tell" enables students to draw links between their academic objectives and language learning, enabling them to recognize the significance of English language skills in their future employment. There is a clear correlation between the necessity of developing good communication skills through activities such as "show and tell" and the 6Cs of 21st-century skills: critical thinking, communication, collaboration, creativity, character, and citizenship (Fullan & Langworthy, 2014). These abilities are absolutely necessary for students to survive in a global setting that is always changing.

This study, therefore, aims to explore the efficacy of "show and tell" as a pedagogical tool for enhancing speaking and communication skills among university-level EFL learners. Specifically, it investigates how this activity can improve students' confidence, fluency, and overall communicative competence. The research focuses on students from diverse departments, including law, architecture, and civil engineering, to assess the broad applicability of the technique. By addressing these objectives, the research intends to provide valuable insights into the practical applications of "show and tell" in higher education and contribute to the ongoing discourse on effective EFL teaching methodologies.

Given the increasing demand for proficient English speakers in the global job market, this study holds significant relevance. Employers today value employees who can communicate effectively in English, which is crucial for international business, diplomacy, and cross-cultural collaboration (Graddol, 2006). Likewise, effective communication in English becomes particularly important for students in specialized fields such as law, architecture, and civil engineering. These fields require precise and clear communication to convey complex ideas, collaborate with international colleagues, and present projects. Enhancing EFL learners' speaking and communication skills through a simple yet engaging method like "show and tell" prepares them for academic success and equips them with essential skills for their future careers. By highlighting the benefits and practical implications of "show and tell", the study aims to advocate for its broader adoption in EFL curricula.

## **METHOD**

This study employed a qualitative research design to explore the implementation of the "show and tell" activity and gather student responses regarding its effectiveness in enhancing speaking and communication skills. The qualitative approach was chosen to provide in-depth insights into students' attitudes, perceptions, and experiences with the activity. The participants in this study were university students enrolled in EFL courses from three different departments: Law, Architecture, and Civil Engineering. The study involved 120 Merauke students, 53 female and 67 male students from Universitas Musamus Merauke, from civil engineering, law, and architecture classes. This diverse sample provided a comprehensive perspective on the varying responses and effectiveness of the "show and tell" activity across different academic disciplines. The study aimed to understand how students from technical fields (civil engineering and architecture) and a more humanities-oriented field (law) perceived and engaged with the activity.

Data were gathered using semi-structured interviews and observation. Throughout the "show and tell" sessions, observations were made of the classroom to document the dynamics of the activity, student participation, and general classroom atmosphere. Field notes were meticulously taken to document the interactions and activities of the students. Each interview was captured and transcribed verbatim. Subsequently, the transcripts were coded to identify and categorize text segments for theme identification and description (Creswell & Creswell, 2018; Saldana, 2009). A thematic analysis was conducted on the data gathered from the interviews. The multi-stage coding process, performed manually, encompassed initial coding, focus coding, thematic exploration, and the evaluation and discernment of themes, adapted from the methodology of Braun & Clarke (2006).

## **FINDINGS AND DISCUSSION**

### **Findings**

Initial classroom observations revealed a significant variation in students' confidence and competence in speaking English. Many students displayed noticeable reluctance and anxiety about presenting in English in the early stages of the "show and tell" sessions. This was particularly evident among the civil engineering and architecture students, who believed that English was less relevant to their field of study than technical subjects. Law students, while also facing challenges, generally showed a slightly higher level of engagement, possibly due to the perceived importance of communication skills in their future careers. However, across all groups, the common sentiment was that English was a difficult subject, contributing to a general reluctance to engage in the activity fully.

Data from semi-structured interviews provided deeper insights into students' attitudes and experiences. The responses highlighted both positive and negative aspects of the "show and tell" activity, revealing a complex picture of its implementation and impact as follows.

**Table 1. Student's attitude and experience**

Positive Feedback	Negative Feedback
Increased Confidence	Performance Anxiety
Improved Communication Skills	Perceived Irrelevance
Engagement and Interaction	Need for More Structure

A segment of students appreciated the interactive nature of the "show and tell" activity, recognizing it as a valuable opportunity to practice speaking English in a more relaxed and supportive setting. These students, whose command of English was at a beginner level, reported several benefits. They experienced increased confidence as they repeatedly spoke in front of their peers, which helped them express their thoughts and ideas in English more freely. They observed noticeable improvements in their ability to articulate thoughts clearly and concisely, feeling that the activity helped them better organize their ideas and communicate effectively. Additionally, the activity fostered greater student interaction, promoting a sense of community and mutual support, making learning from their peers' presentations more enjoyable and connected.

Conversely, some students encountered significant challenges with the "show and tell" activity. Performance anxiety was a major concern, with many students experiencing high levels of anxiety related to public speaking, feeling intimidated by the prospect of presenting in front of their classmates, and fearing mistakes. Particularly among civil engineering and architecture students, there was a perception that English was not directly relevant to their technical studies, leading to a lack of motivation to engage fully with the activity. Additionally, due to their beginner level of English proficiency, they found the activity more daunting. Some students also expressed a desire for more structured guidance and preparatory sessions to help them feel more prepared and confident, suggesting that additional practice and feedback would enhance their performance and overall learning experience.

Based on students' responses explained above, several key themes that shed light on the broader implications of the "show and tell" activity for EFL learners at Universitas Musamus

Merauke emerged. These themes resonate with existing theories in language acquisition and educational psychology, providing a theoretical framework to understand the observed phenomena.

### ***Perceived difficulty in English***

One of the predominant themes was perceiving English as a difficult subject. This belief was deeply ingrained among many students and significantly influenced their willingness to engage in English-speaking activities. Many participants had prior negative experiences with learning English, such as struggling with grammar rules, vocabulary memorization, and pronunciation, which contributed to their reluctance and anxiety. These negative experiences led to a fixed mindset where students believed mastering English was beyond their capabilities. This perception of difficulty made students less likely to participate in activities requiring English speaking, as they feared embarrassment and failure.

### ***Relevance to academic goals***

The relevance of English to students' future academic and professional goals varied significantly across different departments. Law students generally recognized the importance of English for their careers, understanding that proficiency in the language could open doors to international law practices, global legal discussions, and access to a wider range of legal literature. This recognition motivated them to engage more actively in the "show and tell" activities. On the other hand, civil engineering and architecture students were more sceptical about the utility of English in their fields. They perceived their future professional success to be more closely tied to technical skills and knowledge rather than language proficiency.

This disparity in perceived relevance affected their engagement levels and attitudes towards the "show and tell" activity. Civil engineering and architecture students were less motivated to participate fully, as they did not see the immediate benefits of improving their English skills for their specific academic and career paths. Law students, recognizing the instrumental value of English for their future legal careers, exhibit a stronger motivation to engage in language learning activities. In contrast, engineering and architecture students, perceiving English as less directly relevant to their technical fields, demonstrate lower motivation levels.

### ***Impact on confidence***

Despite initial hesitations, the "show and tell" activity positively impacted some students' confidence levels. Those who participated regularly reported feeling more comfortable speaking English and more willing to take risks in using the language. Regular practice in a relatively low-stakes environment helped students build confidence in their ability to communicate in English. Over time, they became more fluent and articulate, reinforcing their self-belief and reducing their fear of making mistakes. This boost in confidence was beneficial for their language learning and had broader implications for their academic performance and self-esteem. Students felt more empowered to participate in other class discussions and activities, knowing they could express themselves more effectively in English.

The positive impact of the "show and tell" activity on students' confidence levels is consistent with Bandura's (1997, 2012) Self-efficacy theory. Through repeated practice and successful experiences in speaking English during "show and tell" sessions, students develop a sense of self-efficacy in their language skills, leading to increased confidence. This heightened confidence improves their performance in English-speaking tasks and motivates them to seek out and engage in further language learning opportunities. Thus, incorporating activities that provide opportunities for successful language use, such as "show and tell," can be vital in building students' confidence and fostering their language development.

### ***Supportive learning environment***

When students encountered mockery or ridicule during the "show and tell" activity, it significantly impacted their willingness to participate and contribute. The supportive learning environment, which was crucial for the activity's success, was compromised in instances where

students felt mocked or belittled for their language proficiency or presentation skills. In such situations, students experienced heightened hesitation and self-consciousness, fearing further judgment or ridicule from their peers. When students feel mocked or ridiculed, their sense of belonging within the learning community is undermined, leading to feelings of alienation and reluctance to engage in the activities. Therefore, the item or concept that was brought up during the show and tell activity was designed to actively foster a culture of respect, empathy, and inclusivity within the classroom to mitigate the negative impact of mockery and create a supportive environment conducive to language learning.

## **Discussion**

### ***Logistical challenges and solutions***

One of the primary logistical challenges faced during the implementation of the "show and tell" activity was the limited class time available for each student to present. Given the large number of participants—120 students from two civil engineering classes, one law class, and one architecture class—ensuring that every student had adequate time to present was a significant concern. To address this, instructors employed several strategies, such as dividing the class into smaller groups or extending the duration of the activity over multiple sessions. These align with effective classroom management techniques emphasizing time management and equitable participation (Wright, 2005).

Another innovative solution involved assigning students to record and upload their presentations to YouTube. This approach provided flexibility, allowing students to present at their own pace and giving instructors more time to provide detailed feedback on each presentation. Additionally, students had the option to make their videos public or unlisted, addressing privacy concerns while fostering a sense of ownership and autonomy in their learning process (Kerr, 2016). This strategy addressed logistical constraints and enhanced the overall learning experience by promoting digital literacy and adaptability.

### ***Pedagogical challenges and strategies***

Pedagogical barriers, such as varying levels of student preparedness and engagement, were also addressed to maximize the effectiveness of the "show and tell" activity. Clear guidelines and examples were provided to help students understand expectations and prepare effectively. Practice sessions were conducted before the actual presentations, allowing students to receive feedback and make improvements (Dörnyei & Ushioda, 2011). Moreover, a scaffolded learning approach was implemented, starting with simpler tasks and gradually increasing complexity to support students' development (Wood et al., 1976).

These strategies aimed to mitigate pedagogical challenges and ensure that all students could actively participate and benefit from the activity. By providing structured guidance and opportunities for practice, instructors helped build students' confidence and competence in English language skills. This approach is supported by Vygotsky's (1978) sociocultural theory emphasizes the importance of social interactions and scaffolded learning in cognitive development. By creating a supportive learning environment, instructors enabled students to progress within their zone of proximal development (ZPD).

### ***Attitudinal barriers and relevance of English***

The study identified a significant challenge was the negative attitude towards learning English, particularly among students from technical fields such as engineering and architecture. Many students perceived English as difficult and irrelevant to their academic and professional goals. This perception is consistent with the distinction between instrumental and integrative motivation in language learning (Tevdovska, 2017). Law students, recognizing the instrumental value of English for their future careers, exhibited higher levels of motivation and engagement. In contrast, engineering and architecture students were more sceptical about its utility. This finding underscores the importance of creating task-specific motivation by highlighting the practical applications of language skills in students' academic and professional contexts, as advocated by Dörnyei and Ushioda (2011). By emphasizing the instrumental benefits of English

proficiency in engineering and architecture domains, educators can increase students' motivation to participate in activities like "show and tell."

To counteract these attitudes, the instructor emphasized the practical applications of English in students' future careers. Integrating authentic materials and real-world examples in English classes was proposed as a strategy to make the learning experience more relevant and engaging (Richards & Rodgers, 2014). By demonstrating the practical benefits of English proficiency in various professional contexts, instructors aimed to enhance students' motivation and willingness to participate in language learning (Dörnyei & Ryan, 2015).

The perception of English as a challenging subject aligns with the concept of language anxiety proposed by Horwitz, Horwitz, and Cope (1986). According to this theory, learners may experience anxiety when confronted with language learning tasks, especially in contexts where they perceive their proficiency to be low. This anxiety can hinder their willingness to engage in speaking activities and negatively impact their language learning progress. Furthermore, Krashen's (1987) affective filter hypothesis suggests that learners are more receptive to language input when they feel relaxed and confident, while anxiety and stress can raise their affective filter, impeding language acquisition. Therefore, addressing students' perceptions of English difficulty and alleviating their anxiety through supportive learning environments are crucial to promoting language development.

### ***Impact on confidence and self-efficacy***

The positive impact of the "show and tell" activity on students' confidence levels was one of the study's most significant findings. Despite initial hesitations, many students reported feeling more comfortable speaking English and more willing to take risks in using the language after participating in the activity. This outcome aligns with Bandura's (1997, 2012) Self-efficacy theory suggests that individuals' beliefs in their ability to perform specific tasks influence their motivation and behavior.

Through repeated practice and successful experiences in speaking English, students developed a sense of self-efficacy in their language skills, leading to increased confidence. This heightened confidence improved their performance in English-speaking tasks and motivated them to seek further language learning opportunities. Incorporating activities that provide opportunities for successful language use, such as "show and tell," can be vital in building students' confidence and fostering their language development.

### ***Importance of a supportive learning environment***

The presence of a supportive learning environment was crucial for the success of the "show and tell" activity. Students who felt encouraged and supported by their peers and instructors were likelier to engage actively and benefit from the activity. This finding is supported by Vygotsky's (1978) Sociocultural theory highlights the role of social interactions and cultural context in cognitive development. In the context of language learning, Lantolf et al. (2015) extend this theory to propose the concept of the zone of proximal development (ZPD), wherein learners can achieve higher levels of language proficiency with the guidance and support of more knowledgeable peers and instructors.

When students encountered mockery or ridicule during the activity, it significantly impacted their willingness to participate and contribute. The supportive learning environment, which was crucial for the activity's success, was compromised in instances where students felt mocked or belittled for their language proficiency or presentation skills. This reaction is consistent with Tajfel and Turner's (2004) social identity theory posits that individuals' sense of self-worth and belonging in a group is influenced by their perceived acceptance and validation by others. When students feel mocked or ridiculed, their sense of belonging within the learning community is undermined, leading to feelings of alienation and reluctance to engage in language learning activities. Therefore, it is imperative for instructors to actively foster a culture of respect, empathy, and inclusivity within the classroom to mitigate the negative impact of mockery and create a supportive environment conducive to language learning.

### ***Enhancing engagement and motivation***

Enhancing student engagement was central to implementing the "show and tell" activity. Instructors explored innovative strategies aligned with student-centred learning principles to increase student involvement and interest. Providing opportunities for choice and autonomy in topic selection and presentation format empowered students and increased their motivation (Deci & Ryan, 1985). Incorporating multimedia elements and interactive components into presentations enriched the learning experience and catered to diverse learning preferences (Mayer & Moreno, 2016).

Additionally, providing continuous feedback and recognition served to reinforce student engagement and motivation (Hattie & Timperley, 2007). By embracing innovative teaching practices and leveraging technology, instructors aimed to create a dynamic and engaging learning environment that fostered active participation and meaningful learning experiences for all students. The integration of digital platforms, such as YouTube, addressed logistical constraints and provided a novel and engaging way for students to present and receive feedback on their work.

Some students particularly appreciated this digital approach, highlighting the advantages of having time to review and edit their presentations before uploading them. They noted that using video made the process more enjoyable and allowed for greater creativity. The ability to use apps to enhance their videos with visual effects and engaging elements was seen as a significant benefit, making the presentations more eye-catching and impactful without the impracticality of bringing physical objects to class. This positive reception further underscores the value of integrating technology into modern educational practices, aligning with the principles of digital literacy and 21st-century skills development (Buckingham, 2013; Jenkins, 2006).

### ***Enhancement of listening skills and empathy***

An additional positive outcome of the "show and tell" activity was the marked improvement in students' listening abilities. Effective communication is a two-way street that requires both speaking and listening skills. In the context of "show and tell," students were required to listen attentively to their peers' presentations, which allowed them to practice and enhance their listening comprehension skills. This active listening is crucial for understanding nuanced content and responding appropriately, which are vital components of effective communication (Brown, 2007). Moreover, this exercise in listening was not merely passive but involved critical engagement with the content presented by their peers. By listening to various presentations, students were exposed to diverse vocabulary, sentence structures, and pronunciation styles, which enriched their linguistic input and helped them become more attuned to different accents and speech patterns (Rost, 2011). This exposure is particularly beneficial in an EFL context where students might have limited opportunities to hear authentic English spoken by different speakers.

The activity also fostered a sense of empathy among students. When peers shared personal stories, especially those involving painful or negative experiences, the audience demonstrated a positive attitude towards empathizing. This "show and tell" aspect encouraged students to connect emotionally with their classmates, fostering a sense of community and mutual support. Empathy in communication is a critical skill, as it involves understanding and sharing the feelings of others, which can significantly enhance interpersonal relationships (Goleman, 2020).

Empathy also plays a crucial role in creating a supportive classroom atmosphere. Students who feel understood and supported by their peers are more likely to participate actively and take risks in language use, which is essential for language learning. The positive responses from peers when sharing personal stories helped to build a trusting environment where students felt safe to express themselves without fear of judgment or ridicule (Dörnyei & Murphey, 2003). The development of empathy through "show and tell" aligns with Vygotsky's (1978) theory of social learning, which emphasizes the importance of social interactions in cognitive development. By engaging in empathetic listening and response, students are improving their language skills and developing critical social and emotional skills that are essential for their overall personal development. Furthermore, using video recordings as part of the "show and tell" activity also contributed to enhancing listening skills and empathy. Students could review their peers'

presentations multiple times, which allowed them to catch details they might have missed during the live presentations. Besides, this repeated exposure helped reinforce their listening skills and provided additional opportunities for them to reflect on and empathize with the content shared by their peers.

## **CONCLUSION**

As explored in this study, the "show and tell" activity offers a compelling pedagogical approach to enhancing English as a Foreign Language (EFL) skills among university students. Conducted at Universitas Musamus Merauke with 120 students from the civil engineering, law, and architecture departments, the study revealed significant benefits and challenges associated with this instructional strategy. Logistical issues, such as limited class time, were effectively addressed by having students record their presentations and upload them to YouTube. This method provided flexibility, allowing students to refine their work and engage creatively. Many students appreciated the digital approach, which facilitated review and editing, thereby boosting their confidence and making the activity more enjoyable.

Pedagogical challenges, including varying student preparedness and engagement levels, were addressed through clear guidelines, practice sessions, and a scaffolded approach. However, negative attitudes towards learning English, particularly among technical students, posed significant barriers. Engineering and architecture students often viewed English as difficult and irrelevant, impacting their motivation. In contrast, law students, recognizing the importance of English for their careers, showed higher levels of engagement. To counteract these attitudes, educators emphasized the practical applications of English, integrating authentic materials and real-world examples to make learning more relevant and engaging.

The "show and tell" activity positively impacted students' confidence and self-efficacy in using English. Despite initial hesitations, repeated practice and supportive feedback led to increased comfort and willingness to engage in English-speaking tasks. A supportive learning environment was crucial for the success of this activity. Students who felt encouraged by peers and instructors were likelier to engage actively and benefit from the experience. Instances of mockery or ridicule significantly undermined students' willingness to participate, highlighting the importance of fostering a classroom culture of respect and inclusivity.

Based on the findings, several recommendations can enhance the effectiveness of "show and tell" activities in EFL instruction, namely leveraging technology to provide flexible and engaging practice opportunities, implementing a scaffolded approach to build skills incrementally, highlighting the relevance of English to students' future careers using authentic materials, fostering a supportive learning environment, and providing continuous constructive feedback. These strategies aim to create a dynamic and engaging language learning experience that caters to diverse student needs and preferences.

Future research should explore the long-term impacts of "show and tell" activities on students' language proficiency and confidence. Investigating how these activities can be adapted to different cultural and educational contexts would provide insights into their broader applicability. Additionally, research could examine integrating other digital tools and multimedia elements to enhance EFL instruction. Another area worth exploring is the role of peer feedback and collaborative learning in improving the "show and tell" experience. Understanding these factors can further refine and optimize language learning strategies, ensuring they effectively meet the needs of diverse student populations and prepare them for the demands of the 21st century.

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