

Integration of Self-Regulated Learning with Show and Tell Technique in Improving Students' English Speaking Skills

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Abstract

This study investigates the effectiveness of Self-Regulated Learning and Show and Tell strategies to improve university students' English speaking skills. This study is a quantitative research using experimental design. The participants of this study were 30 students of Management study program as the experimental class and 30 students of Law study program as the control class at Bhayangkara University of Greater Jakarta. The results of this study indicate that learning models using Self-Regulated Learning and Show and Tell are more effective than using conventional learning models. Based on the results of interviews, students also stated that the integration of Self-Regulated Learning with Show and Tell is an effective combination of strategies in improving English speaking skills.

Keywords: *Self-Regulated Learning, Show and Tell, English speaking ability*

INTRODUCTION

English is an international language that is very important to master. Everyone can master English either with their own creativity or with the help of other parties. Educational practitioners have provided space for everyone, especially students, through a teaching and learning system that is always innovative and creative that follows the times. By mastering English, students will be able to play an active role in various activities in international forums. Students can also take advantage of opportunities to obtain several non-degree scholarship programs. Diana (2018) stated that with English, helping to create interactions that make it easier to socialize in today's global era. Good interaction can facilitate the creation of opportunities for further development in various fields, including in the social, technological and economic fields.

In this era of globalization and information, there are several government programs regarding student exchanges both regionally and internationally. Thus, students are encouraged to continue to develop themselves to compete for these opportunities. English is the main capital that can be used by students to be able to actively participate in student exchange programs promoted by the government. However, students still experience some difficulties in learning English. As for some student problems in the difficulty of speaking English in the learning process, including: a) students lack motivation to practice in class; b) students feel anxious to participate in conversations; c) students do not know what to say in English (Krebt, 2017). Akkakoson (2016) revealed that the problem that students have in mastering English is that they face limitations in the use of the target language, namely lack of exposure to the language and lack of opportunities to speak the language. Students of the Management Study Program of Universitas Bhayangkara

Jakarta Raya related to English language skills found some obstacles in their learning. Based on observations made by researchers, students' English language skills are still low with several obstacles they have. They rarely use the English they have learned, lack of English vocabulary, pronunciation of vocabulary that is considered difficult, and fear of making mistakes in speaking English.

Lecturers prepare the best way to help students improve their English-speaking skills. Lecturers can use several strategies to help improve students' English-speaking skills. One of the strategies that is considered effective to be implemented in the classroom is Self-Regulated Learning. Hwang dan Oh (2021) stated that Self-Regulated Learning is able to improve students' ability to control or manage their learning environment and with responsibility and confidence in the successful implementation of self-regulated tasks in learning that can affect their ability to solve problems. By using this strategy, students can manage their learning abilities creatively. Meanwhile Chen (2002) conveyed that metacognition is a key element of self-regulated learning. Metacognition is the awareness, understanding, and control of cognition; metacognitive self-regulatory activities are made up of three processes: planning, monitoring, and regulating. Pintrich (2000) stated that self-regulated learning is characterized as an active and constructive process in which individuals create their own learning goals, govern their cognition, motivation, and actions, and are guided and limited by their own goals and the world around them.

Lecturers can also utilize other methods to help improve students' English-speaking skills. Lecturers can use the Show and Tell method. Show and Tell is similar to the "Realia Strategy". Real, tangible objects are referred to as "realia" when they are utilized in the classroom to foster discussion, establish connections with vocabulary, and increase background knowledge. According to Musfiroh (2011) the Show and Tell method involves showing something to everyone while Tell explains or describes it. The description can take the shape of color, size, composition, or elements. Show and Tell also explains the origin of the objects presented, the function of objects in general, and even the relevance of objects to oneself and others. This strategy gives students the opportunity to use all their senses to learn about a subject, and is suitable for all grade levels or skills. Lecturers can save money by putting together a collection of realia that can be used by all students. When real objects are not available or practical, lecturers can use models or semi-concrete objects such as photographs, illustrations and artworks (Deborah, 2003). Show and Tell gives students the opportunity to communicate well. According to Tilaar (2013), Simple communication skills are prioritized in the Show and Tell activity. This exercise aims to teach students how to speak in front of the class and help them get used to being sensitive to simple everyday things. Topics in Show and Tell can vary. While the focus is on objects or pictures, the Show and Tell teaching technique covers a wide range of topics, including sports, hobbies, vacations, family, and work. Similar to hobbies, when a hobby is chosen as the subject, students draw a particular item from their hobbies. Thornbury (2005) adopted and developed Show and Tell topics as follows:

Table 1. Topic areas in teaching Show and Tell technique

No.	Topic	Object	Specific Object
1	Hobbies	Singing, reading novel or story, watching movie, playing piano or guitar, listening to music.	Talking about narrative story, talking about favorite singer, talking about guitar, etc.
2	Sport	Football, basketball, volleyball, badminton, tennis, chess, etc.	Talking about favorite player, talking about favorite sport, talking about basketball is my favorite sport.
3	Holiday	Mountain, beach, museum, park, history place, etc.	Talking about vacation to the temple, museum, beach, etc.
4	Family	House and Family.	Talking about family: parents, brother, and sister. talking about favorite place at home,
5	Work	Hopes in the future and profession dreams.	Talking about favorite profession: teacher, nurse, police, army, doctor, etc. Talking about what I want to be like when I grow up.

There are several previous studies on Self-Regulated Learning and Show and Tell Technique. The first research was conducted by Anthonysamy et.al (2021). This study examined the effects of Self-Regulated Learning Strategies (SRLS) on learning outcomes among IT students in Malaysia. The results of this study were significant in that three of the four SRLS domains (cognitive engagement, resource management, and motivational beliefs) positively influenced students' perceptions of learning outcomes.

The next research was conducted by Yot-Domínguez and Marcelo (2017). The study's findings demonstrated that while university students use digital devices on a regular basis, they rarely use them to plan their own learning. Among all the technologies examined, instant messaging and online information searching are utilized frequently. Further research was conducted by Fitriani (2020). The study's findings suggested that using the Show and Tell method to help students become more fluent speakers was beneficial. It was possible to demonstrate that there was a notable difference between the learning outcomes of the students who used the Show and Tell technique to teach them to speak and the students who did not. The last research was conducted by Gumelar (2018). This study examined the effect of teaching techniques (Storytelling and Show and Tell) and students' personality on students' speaking ability. According to his findings in the research, there was no discernible difference between Storytelling and Show and Tell as teaching methods for speaking. Instead, both were deemed suitable. Personality did not determine speaking ability. That was, personality did not determine which one was better than the other, but rather which personality suited the teaching technique or vice versa.

Previous studies have not fully explored the integration of Self-Regulated Learning with Show and Tell Techniques in the context of improving college students' English-speaking skills. There is a need for innovative and effective learning strategies to help students overcome obstacles in learning to speak English. The integration of Self-Regulated Learning with Show and Tell Technique can be a new approach that can help students overcome difficulties in learning to speak English, thus making a significant contribution to the development of more effective learning methods.

Based on the above description, the researchers are curious to find out how combining the Show and Tell Technique with Self-Regulated Learning affects students' ability to speak English. The purpose of this study was also to ascertain how students felt about using the Show and Tell Technique and self-regulated learning to enhance their English-speaking abilities.

METHOD

This research approach is quantitative research because it is a systematic investigation that aims to quantify phenomena by collecting numerical data and analyzing it statistically. The design is experimental research. This research focuses on the effect of integrating Self-Regulated Learning with Show and Tell Technique in improving students' English speaking ability and students' perception towards the use of Self-Regulated Learning and Show and Tell Technique in improving their English speaking ability. The population of this study were students of management and law study programs in odd semester 2023/2024. The samples of this research are management study program students in the experimental class which consists of 30 students and law science in the control class which consists of 30 students.

The methods used in collecting data for this study were English speaking test, pre-test, treatment, post-test, and interview. The pre-test and post-test data from the experimental and control classes were analyzed using the SPSS program to see significant differences in students' English speaking ability. The interview data was analyzed using words based on information from informants.

The study began with an English speaking pretest on the topic of Leisure Time. This pretest was given to all participants. The results of the English speaking pretest were used to compare the participants' English speaking ability. By contrasting the pretest results with the posttest results, the impact of Show and Tell and Self-Regulated Learning on English language learning with an emphasis on speaking ability was also ascertained.

The first strategy used in this study is Self-Regulated Learning. This strategy was implemented to teach English language students to be proficient in speaking skills in the experimental group. The following was the procedure for implementing the strategy. Students learned independently in improving English speaking skills with the help of some related references given by the lecturer on Leisure Time. Students managed their time and strategies and there was self-control from the students and the lecturer. This strategy was implemented in the treatment activity for two times.

The second strategy used in this study was Show and Tell. This strategy was implemented to teach English language students to be proficient in speaking skills in the experimental group. The following was the procedure for implementing the strategy. Students looked for pictures about Leisure Time. Then students showed

the pictures and explained the information contained in the pictures to their friends. Students could explore some information from the pictures by using some latest vocabularies that could be updated by the students. This strategy was implemented in the treatment activity for two times. In this activity, the researchers utilized Show and Tell technique. While the control class was not given treatment using a particular strategy, they only used conventional learning model for two times. The researchers only utilized presentation for the materials given by the researchers. Students only listened to the researchers in gaining knowledge in the classroom. The last step of this study was the post-test. The researchers conducted a post-test which was given to all participants. The results of the post-test were used to determine the effect of Self-Regulated Learning and Show and Tell strategies in English language learning focusing on speaking ability. The researchers also conducted interviews with 5 students regarding their perceptions of the implementation of Self-Regulated Learning, Show and Tell and the integration of both in improving English speaking skills. They can be the representatives of the students in the interview because they have the same background of the knowledge or the same subject in their study. Here are the questions of the interview:

1. How do you perceive the implementation of Self-Regulated Learning in improving English speaking skills?
2. How do you perceive the implementation of Show and Tell Technique in improving English speaking skills?
3. How do you perceive the integration of Self-Regulated Learning and Show and Tell Technique in improving English speaking skills?

RESULTS AND DISCUSSION

The following are the results of the data analysis of this study.

1. Descriptive Analysis

Descriptive Statistics					
	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
Pretest of Experimental Class (Self-Regulated Learning and Show and Tell)	30	56	80	66.17	6.788
Posttest of Experimental Class (Self-Regulated Learning and Show and Tell)	30	64	88	74.73	6.997
Pretest of Control Class (Conventional)	30	54	78	65.40	5.691
Posttest of Control Class (Conventional)	30	56	78	66.63	5.768
Valid N (listwise)	30				

2. Normality Test

Tests of Normality							
	Kelas	<i>Kolmogorov-Smirnov^a</i>			<i>Shapiro-Wilk</i>		
		Statistic	df	Sig.	Statistic	df	Sig.
Learning Outcomes	Pretest of Experimental Class (Self-Regulated Learning and Show and Tell)	.130	30	.200*	.946	30	.133
	Posttest of Experimental Class (Self-Regulated Learning and Show and Tell)	.160	30	.047	.944	30	.118
	Pretest of Control Class (Conventional)	.097	30	.200*	.985	30	.930
	Posttest of Control Class (Conventional)	.108	30	.200*	.955	30	.228
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the output above, it is known that the significance value (Sig) for all data both in the Kolmogorov-Smirnov test and the Shapiro-Wilk test > 0.05, it can be concluded that the research data is normally distributed, because the research data is normally distributed, then we can use the Paired Sample t Test and the Independent Sample t Test to analyze the research data.

3. Paired Sample t Test

<i>Paired Samples Test</i>								
	<i>Paired Differences</i>				<i>t</i>	<i>df</i>	<i>Sig. (2- tailed)</i>	
	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>	<i>95% Confidence Interval of the Difference</i>				
				<i>Lower</i>				<i>Upper</i>

Pair 1	Pretest of Experimental Class (Self-Regulated Learning and Show and Tell) - Posttest of Experimental Class (Self-Regulated Learning and Show and Tell)	- 8.567	3.224	.589	-9.770	-7.363	- 14.555	29	.000
Pair 2	Pretest of Control Class (Conventional) - Posttest of Control Class (Conventional)	- 1.233	1.524	.278	-1.802	-.664	-4.432	29	.000

Based on the pair 1 output, the Sig (2-tailed) value is $0.000 < 0.05$, it can be concluded that there is a difference in the average student learning outcomes for the Experiment class Pre-test and the Experiment class Post-test. Based on pair 2 output, the Sig (2-tailed) value is $0.000 < 0.05$, it can be concluded that there is a difference in the average student learning outcomes for the Pre-test of the Control class and the Post-test of the Control class.

4. Homogeneity Test

<i>Test of Homogeneity of Variance</i>					
		<i>Levene Statistic</i>	<i>df1</i>	<i>df2</i>	<i>Sig.</i>
Learning Outcomes	<i>Based on Mean</i>	3.158	1	58	.081
	<i>Based on Median</i>	2.014	1	58	.161
	<i>Based on Median and with adjusted df</i>	2.014	1	56.423	.161
	<i>Based on trimmed mean</i>	3.220	1	58	.078

The research data is moved on to the Independent Sample t Test since, based on the output above, the significance value (Sig) Based on Mean is $0.081 > 0.05$, indicating that the variance of the post-test data for the Experimental class and the post-test data for the Control class is the same or homogeneous.

5. Independent Sample t Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Outcomes	<i>Equal variances assumed</i>	3.158	.081	4.892	58	.000	8.100	1.656	4.786	11.414
	<i>Equal variances not assumed</i>			4.892	55.964	.000	8.100	1.656	4.783	11.417

Based on the output above, the Sig (2-tailed) value is $0.000 < 0.05$, it can be concluded that there is an average difference in learning outcomes between the learning model (Experimental Class using Self-Regulated Learning and Show and Tell) and the learning model (Control Class using conventional learning models). Learning models using Self-Regulated Learning and Show and Tell are more effective than using conventional learning models.

6. Results of the Interview

The researchers conducted interviews with students. The first student said that Self-Regulated Learning can improve his English language skills. She also obtained many references such as vocabulary and idioms that can be expressed daily. With the help of increasingly sophisticated technology, it can help her get as many references as possible. Here is the part of the script of the interview “....my perception of the implementation of self-regulated learning can shape individual learning abilities independently by depending on their learning motivation such as being active in carrying out activities, having goals in learning constancy so that they can improve achievement and be able to learn better.....”. Show and Tell is a fun teaching method in learning English especially speaking skill. Through pictures, it can improve English speaking skills so that vocabulary will develop by seeing objects in the picture and increase self-confidence. The integration of Self-Regulated Learning with Show and Tell helped him improve his English-speaking skills. The second student stated that Self-Regulated Learning can help students control their learning activities, especially English. She can monitor her own learning and adjust her learning strategy as comfortable as possible. Here is the part of the script of the interview “....how is the perception of the implementation of self-regulated learning in improving English speaking skills so it can help improve English speaking skills by giving learners more control over their learning process through this SRL they can set learning goals, monitor their progress and adjust

learning strategies as needed this can also help English learners to be more effective in identifying their weaknesses in speaking....”. Show and Tell helps her improve her English-speaking ability because of the verbal and visual factors. That way she can develop her ideas. According to her, the integration of Self-Regulated Learning with Show and Tell is very effective in improving her English-speaking skills.

Meanwhile, the third student had a different experience. She felt that Self-Regulated Learning helped her in good habits that focused on individual learning related to improving English speaking ability. Here is the part of the script of the interview “*....in my opinion, the implementation of self-regulated learning can improve English language skills. By doing some practice questions and looking for as many references of English materials as possible, we get more variety of vocabulary and idiom which we can express everyday, especially in the digitalization era like today, it is very easy for us to improve our English skills independently.....*”. She gained freedom in managing her learning. Show and Tell gives students the opportunity to be actively involved through participatory approach. This method also develops students' critical thinking. According to her, the integration of Self-Regulated Learning with Show and Tell is two different elements that become one. Both elements can be combined in improving their ability to speak English. Then, the fourth student shared another experience. He stated that Self-Regulated Learning can help him learn independently. Here is the part of the script of the interview “*....my perception of self-regulated learning is that I think it is very important in improving English speaking skills because it can help us have good habits and prioritize individual learning skills. Self-regulated learning is also a learning model that gives us the freedom to manage learning effectively.....*”. Self-Regulated Learning is also related to his motivation in learning which is associated with the persistence of learning so that a positive learning achievement will be achieved. Meanwhile, Show and Tell can improve English language skills with the help of seeing pictures. According to him, the integration of Self-Regulated Learning with Show and Tell can foster behavior to obtain goals, namely improving English speaking skills by watching movies, listening to songs, and others.

In addition, the fifth student also shared another experience. She felt that Self-Regulated Learning can improve her English-speaking skills because it comes from herself and is trained with continuous habits. Here is the part of the script of the interview “*....in my opinion as a learner, self-regulated learning can improve English speaking skills because this factor comes from within and is trained with continuous habituation. because this factor comes from within oneself and is trained with continuous habituation.....*”. She can manage her own time, learning strategy, and self-evaluation. Show and Tell is also good for improving her English-speaking skills. She is given the opportunity to speak in front of many people so that her ability to speak English in conversation activities will increase and her speaking patterns will be more structured. According to her, the integration of Self-Regulated Learning with Show and Tell will be a very powerful combination in improving her English-speaking skills.

CONCLUSION

The integration of Self-Regulated Learning with Show and Tell Technique is effective in improving students' English-speaking skills. This study shows that the combination of these strategies can help students in developing English speaking skills more confidently and fluently. Thus, this approach can be an effective alternative in improving students' English speaking skills in higher education.

This research focuses on comparing student learning outcomes between experimental class given treatment using Self-Regulated Learning and Show and Tell with control class conducted without any treatment of learning strategies using only conventional methods. The following are the findings of the study. Based on the output of the research data, it can be concluded that there is an average difference in learning outcomes between the learning model (Experimental Class using Self-Regulated Learning and Show and Tell) with the learning model (Control Class using conventional learning model). Learning models using Self-Regulated Learning and Show and Tell are more effective than using conventional learning models. The results of student interviews also state that the integration of Self-Regulated Learning with Show and Tell is an effective combination of strategies in improving English speaking skills.

There are some suggestions for other researchers. Other researchers are advised to conduct further studies related to the application of Self-Regulated Learning and Show and Tell Techniques in order to obtain more precise and in-depth research results. There are also some suggestions for English teachers or lecturers from this study. English teachers or lecturers are advised to apply the Self-Regulated Learning strategy and Show and Tell technique in teaching English speaking skills. This strategy is proven to be effective in improving students' English-speaking skills. English teachers or lecturers are also advised to consider the integration of Self-Regulated Learning with Show and Tell Technique as a powerful combination of strategies in improving English speaking skills.

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