

# Teaching English to Students with Dysarthria: A Case Study of Show-Listen-Retell Games

M. Ferdiansyah Putra<sup>1</sup>, Kamaluddin Yusra<sup>2</sup>

<sup>1-2</sup> English Education Program, Faculty of Teacher Training and Education, University of Mataram, Mataram, Indonesia

Received : July 21, 2025

Revised : September 26, 2025

Accepted : September 29, 2025

Published: September 29, 2025

## Corresponding Author

M. Ferdiansyah Putra  
fstriavina@gmail.com

DOI: 10.29303/jeef.v5i3.895

© 2025 The Authors. This open access article is distributed under a (CC-BY License)



## Abstract

This research uses a case study design to explore how Show-Listen-Retell Games (SLR) affect students with dysarthria learning motivation and speaking skills at Kuta Village, Central Lombok Regency. The SLR method is used to increase students' learning motivation and speaking skills on the aspects are fluency, pronunciation and comprehension, the following aspects that focuses on SLR games show the potential that SLR can also increase speaking skills for normal students. Data from pre-tests and post-tests reveal a transition in motivation categories from a predominance of good pre-test scores to a more evenly distributed post-test outcome of excellent and good categories. The results of this study show two things. First is Hypothesis 1 which state H1 SLR are no significant effect on learning motivation of students with dysarthria is rejected because  $N = 7$ ,  $W\text{-count} = 7$  is smaller than  $W\text{-table} = 19$ . While the second result is Hypothesis 2 which state H2 SLR are no significant effect on speaking skills of students with dysarthria is rejected because  $N = 7$ ,  $W\text{-count} = 6$  is smaller than  $W\text{-table} = 22$ . This shows that SLR is successful in improving learning motivation and speaking skills of students with dysarthria. Thus, the research advocates for the implementation of SLR and similar interactive methods in teaching English to students with dysarthria, emphasizing the need for larger sample sizes in future studies to validate findings and expand on effective teaching strategies.

## Keywords

learning motivation, speaking skills, show, listen, retell, dysarthria

## INTRODUCTION

Dysarthria is a speech disorder caused by weakness in the function of the muscles used for speech. Dysarthria is generally triggered by disorders of the nervous system that affect the movement of the lips, tongue, vocal cords, and diaphragm so that these organs do not function normally. Apart from disorders of the nervous system, other conditions that cause facial paralysis, as well as weakness of the tongue or throat muscles, can also cause dysarthria (Freed, 2023). In some cases, dysarthria can also be caused by the side effects of certain social life. Teaching speaking to students with dysarthria is trying to use all the language they know to provide an attitude of interaction between teachers and students or students and other students. In teaching speaking to students with dysarthria teachers can see how well their class is doing and what language problems they are having. Students can also experience the usefulness of the teaching methods applied to them to find the best way to interact by speaking. Students with verbal dysarthria are students who have difficulty speaking due to weak interaction skills. Students' interaction abilities are influenced by students' activities who rarely communicate, which affects their speaking abilities. Verbal dysarthria is generally found in early childhood aged 8-10, this greatly affects students' activities in teaching and learning activities. students with dysarthria can be helped with teaching methods that make the students directly active.

Speaking is used by someone to communicate in daily life such as in school, home, office and other places and also for some activities like discussion, debate, speech, and negotiation. Speaking is an oral activity. People can express their ideas, feelings, and share information to others through speaking. The important thing in speaking is how the speakers deliver their ideas to the listeners well and make the listeners understand what they are saying. In foreign language teaching,

the ability to speak is the most essential skill since it becomes the basis for communication (Sahib, 2022). According to Hoey (2020), speaking involves the construction of meaning through the production, reception, and interpretation of information. It is a communicative process in which individuals convey meaning by understanding and processing messages. Effective speaking enables individuals to express themselves clearly through language. As noted by Supriyono et al. (2020), speaking proficiency is essential for effective communication, as it helps prevent misunderstandings. In the context of this study, speaking proficiency refers to students' ability to communicate fluently with both teachers and peers.

There are various definitions of speaking in linguistics terms. In almost any setting, speaking is the most frequently used language skill (Brown & Lee, 2015). Speaking comes from the word "Speak", speak means say something. Speaking is an act of making vocal sounds. According to Waruwu (2024), speaking is a unique form of communication which is the basis of people's relationship in the world and the development of individual identity. It means that through speaking we can send information, news, opinion, ideas, or feelings to others by using words or sounds of articulation in spoken language.

The development of language learning outcomes can be assessed from speaking skills which are the main goal in learning language as a communication tool that is a sound symbol. Teaching speaking skills to students with verbal dysarthria is difficult because it requires different methods from teaching methods in general (Putera et al., 2024). The difficulty that is often found in teaching speaking skills to students with dysarthria is fluency in pronouncing words, apart from that. other. Students with dysarthria will be more fluent in communicating verbally when they feel interested in something, therefore implementing games in teaching methods will help students adapt to learning material.

From the observation, the students with dysarthria's difficulty to interact are fear of failure, fear of making mistakes, social pressure from peers or parents, negative self-perception, and feeling unprepared to face a situation. There are several factors that influence students' weak speaking skills, including students' incorrect study habits, lack of motivation, inappropriate teaching methods, mental deficiencies, and interactions between teachers and students or students with other students. The solution obtained to solve problems in this area is to increase student motivation and change teaching methods to be more efficient (Rahmah & Sodik, 2021).

According to Uno (2021) defines motivation as a driving force that initiates and directs behavior. It serves as a stimulus that encourages individuals to take action or shape their attitudes. When students receive motivation, they are more likely to develop the confidence needed to face challenges. In the context of education, motivation plays a critical role in achieving successful learning outcomes. In this study, motivation refers to the effort to encourage students to speak English with confidence. To foster this, the researcher employed role play as a method to enhance students' engagement in speaking activities.

Effective English learning as expected in Education 4.0 is language learning that involves students to participate and collaborate with other students in the class orally and in writing (Lestari et. al., 2024). Show-Listen-Retell games are a teaching method for train and familiarize students with speaking in daily activities. Students must work together and discuss in implementing show-listen-retell games so that they can increase interaction between students. Implementing SLR games, students' motivation to speak will be triggered, for example through discussion and role-play activities. SLR games are very precise and effectively used as a learning technique because it provides an opportunity for students to express their ideas based on the games being implemented.

One strategy to engage students in practicing effective communication skills is to structure a targeted show-listen-retell experience. Teaching students how to engage in dialogue through questioning and making connections, and providing students with specific but open-ended topic suggestion can turn a traditional show-listen-retell experience into a language rich opportunity for English language practice (Apriyanto & Syakur, 2022). SLR method can be used with almost any example. However, the concept to be explained by the students should be relatively simple and straight forward.

Show-Listen-Retell games are a teaching method for train and familiarize students with speaking in daily activities. Students must work together and discuss in implementing show-listen-retell games so that they can increase interaction between students. Implementing SLR games, students' motivation to speak will be triggered, for example through discussion and role-play activities. SLR games are very precise and effectively used as a learning technique because it provides an opportunity for students to express their ideas based on the games being implemented. SLRs have had a huge impact on Students' speaking skills in conveying expressions will be better because students will be more active during the SLR games (Rokhayani & Cahyo, 2015).

The previous studies have shown that methods that require students to take a direct role in learning activities are the most effective for overcoming weak speaking skills. For example, Show-Listen-Retell Games, which implement active

learning for students and passive for teachers, are considered very efficient for speaking skills because students play a direct role in seeing, hearing and expressing things so teachers only need to correct small mistakes made by students. Ratri et al. (2021) gives other goal in SLR method to improve speaking skill, socializing, problem solving, and analyzing skill of phenomenon. It can be concluded that the purpose of show-listen-retell method is to train students to speak and get the students sensitive the simple things every day.

According to Delima (2022), there are many benefits of show-listen-retell games some of them are:

1. Confidence. Students will become more comfortable contributing in class and asking question. Describing something in front of friends regularly will usually feel easier when you see an example first, this is what is applied to the SLR game. This is because of increasing self-confidence. This also applies to students with dysarthria, when their motivation is high, their confidence to speak will also increase.
2. Awareness and Gratitude. Preparing a show-listen-retell method about a holiday, for example is allows students to form an opinion and think about how it makes them feel.
3. Pride and Self Esteem. Researching a topic that students are interested in, and thinking creatively and expressing their ideas during their talk, allow students to develop a sense of pride which boost self-esteem.

The difficulty of teaching students who have verbal dysarthria makes it interesting to apply SLR games in research with the title "Teaching Students with Dysarthria: A Case Study of Show-Listen-Retell Games". The main focus of the research is to solve speaking difficulties with SLR games in early childhood so that students can more easily master English at a higher level.

## RESEARCH METHODS

The motivation focused on is the learning motivation of students with dysarthria to be more active in interacting in the classroom. The language skills in question are the speaking skills of students with dysarthria. Students with dysarthria in question are children who have speech disorders so that they have difficulty interacting with teachers or other students. The use of SLR games using pictures as a means of generating motivation.

This research uses a case study design to explore how SLR affect students' speaking skills at Kuta Village, Central Lombok Regency. Small group interaction with a number of students with dysarthria selected in a controlled group have been applied to SLR games as a learning method for speaking skills. The type of research in this research is Case Study, which is a type of quantitative research that requires in depth exploration of programs, events, processes, activities of one or more people.

In this research, the samples consist of students from SDN 1 Kuta who were selected based on their characteristics of weaknesses in interacting with others. There are 7 students with limited communication skills.

Table 1. List of students with dysarthria

No	Name	Age	Speaking Problem
1	AY	10	Verbal Dysarthria
2	DP	9	Spastic Dyarthria
3	KHA	10	Verbal Dysarthria
4	MH	11	Verbal Dysarthria
5	NA	10	Verbal Dysarthria
6	QKLP	10	Spastic Dysarthria
7	SRK	10	Spastic Dysarthria

In this research, the researchers observed the learning process which involves direct interaction between students and teachers in maximizing interaction abilities between students. From these observations, the data and information regarding teachers' effort that useful for students' motivation and speaking skills were collected (Sugiyono, 2018). The data were presented in the form of results obtained through the W-Test which are determined based on the results and behavior of individual students on the pre-test and post-test on the motivation test and speaking test instruments. W-test is a statistical method used to test whether there are significant differences between two groups or populations. This test is often used to compare the averages of two groups, such as a control group and an experimental group. W-test assumes that the data being tested has a normal (or close to normal) distribution and has the same variance (Quirk, 2021).

The data source for the motivation test is determined based on the actions of teachers and students in the learning process before and after implementing SLR which is used to control the suitability of the implementation of actions with plans. The research data source is the results of students' speaking skills which come from students' practice before, during the activity and after implementation of SLR.

The interview section with the teacher is to know the information about the students' speaking skills during teaching and learning process, the questions of interview on this technique are adapted from Medianti (2017). The researcher has focus on 7 questions to facilitate the researcher dug deeper information and made it easy for the researcher.

In action research, it is important to know whether the data collected is reliable. In this research, data was obtained through collecting research data at the beginning, middle and end of the cycle. Here, researchers collected data on the usefulness of SLR for motivation and speaking skills. Students' speaking skills were assessed based on students' speaking skills will be assessed based on two aspects which categorized as bad, good and excellent:

1. Language aspect that includes fluency, sentence structure and pronunciation.
2. Non language aspect, there are comprehension and confidence.

## RESULT AND DISCUSSION

This part of the article discusses the results of research which are divided into two categories, and their position in the literature. The findings present the results of data analysis obtained by pretest, posttest, observation and interviews while discussions are presentations of research findings.

### Findings

The findings present the results of data analysis obtained by pretest, posttest, observation and interviews while discussions are presentations of research findings.

Table 2. Learning motivation pre-test

Name	Score	Category
	<b>Pre-test</b>	
AY	4	Bad
DP	5	Good
KHA	6	Good
MH	7	Good
NA	6	Good
QKLP	7	Good
SRK	8	Excellent

The majority of the students with dysarthria learning motivation fall into the good category (71.43%), the other fall into bad and excellent categories (14.29%).

Table 3. Speaking skills pre-test

Name	Score	Category
	<b>Pre-test</b>	
AY	7	Good
DP	6	Good
KHA	6	Good
MH	6	Good
NA	7	Good
QKLP	6	Good
SRK	7	Good

All of the students with dysarthria speaking skills fall into the good category (100%).

Table 4. Learning motivation post-test

Name	Score	Category
	<b>Post Test</b>	
AY	6	Good
DP	8	Excellent
KHA	5	Good
MH	7	Good
NA	7	Good
QKLP	9	Excellent
SRK	8	Excellent

The students with dysarthria learning motivation in post-test section are divided into two majority groups, there are excellent category (42.86%) and good category (42.86%), the other into bad category (14.28%).

Table 5. Speaking skill post-test

Name	Score	Category
	<b>Post Test</b>	
AY	6	Good
DP	7	Good
KHA	7	Good
MH	7	Good
NA	6	Good
QKLP	9	Excellent
SRK	9	Excellent

The majority of students with dysarthria speaking skills in post-test section pull into good category (71.43%), excellent category into (28.57%).

Table 6. The role of SLR with learning motivation

No	Sample	X1	X2	D	AD	Rank
1	NA	6	7	1	1	1
2	KHA	6	8	2	2	3.5
3	MH	7	5	-2	2	3.5
4	QKLP	7	9	2	2	3.5
5	SRK	8	6	-2	2	3.5
5	DP	5	8	3	3	5
6	AP	4	8	4	4	6

Sum of T (-) =  $(3.5 + 3.5) = 7$   
 Sum of T (+) =  $(1 \times 1) + (2 \times 3.5) + (1 \times 5) + (1 \times 6) = 19$   
 $N=7$       W-count      W-table  
 $\alpha = 7 \leq 19$   
 $H_0 \neq \text{Rejected}$   
 $H_{01}$  which state  $H_{01}$  SLR are no significant effect on learning motivation of students with dysarthria is rejected because  $N = 7$ , W-count =  $7 \leq W\text{-table} = 19$ .

Table 7. The role of SLR with speaking skills

No	Sample	X1	X2	D (Dominance)	AD (Adaption)	Rank
1	AY	7	6	-1	1	3
2	NA	7	6	-1	1	3
3	KHA	6	7	1	1	3
4	MH	6	7	1	1	3
5	DP	6	7	1	1	3
6	SRK	7	9	2	2	6
7	QKLP	6	9	3	3	7

Sum of T (-) =  $(3 + 3) = 6$   
 Sum of T (+) =  $(3 \times 3) + (1 \times 6) + (1 \times 7) = 22$   
 $N=7$       W-count      W-table  
 $\alpha = 6 \leq 22$   
 $H_0 \neq \text{Rejected}$   
 $H_{02}$  which state  $H_{02}$  SLR are no significant effect on speaking skills of students with dysarthria is rejected because  $N = 7$ , W-count =  $6 \leq W\text{-table} = 22$ .

During the observation activities conducted during the pre-test, students with dysarthria had very weak motivation towards teaching and learning activities. The students showed the same habits, namely being silent and not wanting to participate when the teacher gave feedback in class. Students with dysarthria showed a very significant change in motivation after the SLR treatment. The development of this motivation was seen when students began to actively ask and answer questions during the learning activities.

Interviews were conducted to find out students' and teachers' opinions about the effect of SLR treatment on increasing students with dysarthria speaking skills. The results obtained were that SLR had a very good effect on the development of speaking skills because its application required students to speak directly as a form of interaction. Students argued that SLR was easier to apply because they could see examples first so that improving speaking skills became efficient. According to the class teacher, SLR was very helpful for students with dysarthria to interact with classmates and with teachers.

## Discussion

$H_1$  is SLR and learning motivation, the hypothesis is rejected because the W-count (7) is smaller equal than W-table (19). Students with dysarthria learning motivation are increasing based on their readiness in participating in teaching and learning activities are very high, their participation are very high, the level of students' activity from the beginning to the end of learning activities are very high. High levels of readiness, active participation throughout lessons, and sustained engagement are key indicators of enhanced motivation (Dörnyei & Ushioda, 2021). These aspects show significant results of the implementation of SLR for the learning motivation of students with dysarthria.

The SLR games is a learning model that not only provides opportunities for students but also provides

collaborative activities between students so that learning is more active. By using the SLR learning model in the process, it can create joy in teaching and learning activities, as well as create a pleasant active learning atmosphere, and there is a discussion and play process to strengthen the material being studied. The advantage of the SLR learning model is that learning often involves intellectual conflict that allows interaction between group members to work together and help each other understand the learning material, meaning that group members will not stop until group members have mastered the subject. It is in line with Johnson & Johnson, (2018) that key strength of SLR is its use of constructive intellectual conflict, that encourages peer support and collective mastery of content that ensure group members persist until all understand the material.

$H_2$  is SLR and speaking skills. The hypothesis is rejected because W-count (6) is smaller than W-table (22). Students' speaking skills reached a useful of SLR, which fall into the aspect their responses in greetings are very high, students with dysarthria speaking skills to repeat the vocabularies are very high, they can run SLR in groups, students with dysarthria interact with each other are very high. The implementation of SLR to increase the speaking skills of students with dysarthria has proven successful, because there are important aspects that have increased.

In the second meeting, the researcher slightly reviewed the material that had been delivered about daily activities and hobbies. The researcher gave students time to reread the material about daily activities. After that, the researcher conducted a post-test orally using media sheets and picture cards. Students were asked appointed to come forward to take a hobby-themed card. Then they were instructed to talk about their hobby. All students with dysarthria came forward in turn to take speaking assessment. The results of the post-test assessment will be analyzed to determine the differences.

## CONCLUSION

This study shows that the Show-Listen-Retell (SLR) strategy significantly improves both learning motivation and speaking skills in students with dysarthria. Motivation increased from 71.43% in the "good" category pre-test to 42.86% in the "excellent" category post-test, with statistical significance confirmed by the Wilcoxon test ( $W = 7 \leq 19$ ). Similarly, speaking skills improved, with 28.57% of students reaching the "excellent" level after SLR implementation ( $W = 6 \leq 22$ ). Despite persistent pronunciation challenges due to dysarthria, students demonstrated greater fluency, vocabulary use, and willingness to interact. The SLR method—through modeling, listening, and retelling—creates a supportive, low-anxiety environment that reduces fear of mistakes and enhances communication confidence.

Suggestions for practice include integrating SLR into English lessons using visual aids and group activities to boost engagement; embedding multisensory approaches like SLR into inclusive curricula that prioritize communication over perfect pronunciation; conducting larger, long-term studies on SLR's effectiveness across dysarthria subtypes; and providing teacher training and classroom resources to support inclusive, speech-friendly instruction.

## REFERENCES

Apriyanto, S., & Syakur, A. (2022). Show and tell method and its application in improving speaking skills.



- SCAFFOLDING: Jurnal Pendidikan Islam Dan Multikulturalisme*, 4(1), 366–375. <https://doi.org/10.37680/scaffolding.v4i1.1363>
- Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy* (4th ed.). Pearson Education.
- Delima, S. (2022). *Penerapan metode bermain Show and Tell dalam meningkatkan kemampuan bahasa lisan anak usia 5-6 tahun di TK Sepakat Aceh Tenggara T.A 2021/2022* [Undergraduate thesis, Universitas Islam Negeri Sumatera Utara]. Repository UIN SUMATERA UTARA. <http://repository.uinsu.ac.id/16233/>
- Dörnyei, Z., & Ushioda, E. (2021). *Teaching and researching motivation* (3rd ed.). Routledge.
- Freed, D. B. (2025). *Motor speech disorders: Diagnosis and treatment* (4th ed.). Plural Publishing.
- Hoey, E. M. (2020). *When conversation lapses: The public accountability of silent copresence*. Oxford University Press.
- Johnson, D. W., & Johnson, R. T. (2019). Cooperative Learning: the foundation for Active learning. In *IntechOpen eBooks*. <https://doi.org/10.5772/intechopen.81086>
- Lestari, Y. B., Yusra, K., Susanti, N. W. M., Nawawi, N., & Muhaimi, L. (2024). Pelatihan pembelajaran kolaboratif dan partisipatif dalam pembelajaran Bahasa Inggris bagi guru-guru di lingkungan MAN Lombok Barat. *Darma Diksani Jurnal Pengabdian Ilmu Pendidikan Sosial Dan Humaniora*, 4(2), 106–113. <https://doi.org/10.29303/darmadiksani.v4i2.5946>
- Medianti, A. (2017). *The strategies used in teaching of speaking at SMA Negeri 1 Kertosono* [Undergraduate thesis, Universitas Brawijaya]. Repository BKG (Brawijaya Knowledge Garden). <https://repository.ub.ac.id/id/eprint/1198/>
- Putera, L. J., Mahyuni, M., Zamzam, A., Elmiana, D. S., Amrullah, A., & Sugianto, R. (2024). Pelatihan penggunaan ICT multiple platforms untuk pengembangan bahan ajar Bahasa Inggris unsur kebahasaan vocabulary dan grammar menggunakan media interaktif LiveWorksheets. *Darma Diksani Jurnal Pengabdian Ilmu Pendidikan Sosial Dan Humaniora*, 4(2), 49–65. <https://doi.org/10.29303/darmadiksani.v4i2.5370>
- Quirk, T. J. (2021). *Excel 2019 in applied statistics for high school students: A guide to solving practical problems* (2nd ed.). Springer International Publishing.
- Rahmah, A. & Sodiq, S. (2021). Identifikasi faktor penyebab kesulitan belajar keterampilan berbicara kelas VIII-C SMP Swasta 15 Gresik dan solusinya. *Bapala*, 8(6), 17–24. <https://ejournal.unesa.ac.id/index.php/bapala/article/view/41437>
- Ratri, D. P., Iswahyuni, & Lailiyah, N. (2018). *Mengajar Bahasa Inggris untuk Anak Usia Dini*. UB Press.
- Rokhayani, A., & Cahyo, A. D. N. (2015). Peningkatan ketrampilan berbicara (speaking) mahasiswa melalui teknik English debate. *Refleksi Edukatika : Jurnal Ilmiah Kependidikan*, 5(1). <https://doi.org/10.24176/re.v5i1.439>
- Sahib, R. (2022). *Kemampuan berbicara dan menulis bahasa Inggris bersama Google Classroom*. Pascal Books.
- Sugiyono. (2018). *Metode penelitian kuantitatif, kualitatif, dan r&d*. Alfabeta.
- Supriyono, Y., Saputra, Y., & Dewi, N. S. N. (2020). English immersion program in EFL setting: A modified model, implementation, and effectiveness. *JEELS (Journal of English Education and Linguistics Studies)*, 7(1), 137–160. <https://doi.org/10.30762/jeels.v7i1.1767>
- Uno, H. B. (2021). *Teori motivasi dan pengukurannya: Analisis di bidang pendidikan*. Bumi Aksara.
- Waruwu, Y. (2024). *English public speaking techniques*. Sonpedia Publishing Indonesia.