THE USE OF SHOW AND TELL (S&T) METHOD IN TEACHING VOCABULARY AT THE SECOND YEAR STUDENTS OF JUNIOR HIGH SCHOOL (SMP) 1 DARUDD'AWAH PUNGGUR KABUPATEN KUBU RAYA

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Abstract: *To be effective in teaching vocabulary, teachers must identify, use, and be creative in their methods. The English teacher should employ the proper teaching technique to tackle the problem of mastering vocabulary using the Show and the Tell method. This study was purposefully intended to look into the following topics: 1) the students' vocabulary mastery before they were taught by using Show and Tell Method 2) the students' vocabulary mastery after they were taught using Show and Tell Method 3) the significant improvement of the student's vocabulary mastery after using Show and Tell Method. It was a quasi-experimental study that used a pretest-postest control group research design. The sample of the research is two Classes research, The researchers choose classes consisting of list VII A 27 to understand VII B 26 students. The test was employed as a data-gathering instrument, and it was in the form of a test that included a pre-test and a post-test. Both the experimental and control groups were given the test. Based on the findings of data analysis using the normality, and homogeneity tests. It can be concluded the alternative hypothesis was accepted while the null hypothesis was rejected. It means there were significant differences in vocabulary before and after using the show-and-tell method for the first-grade Junior High School (SMPi) Darudda'wah Punggur Kecil. Furthermore, the use of the Show and show-and-tell method was important in teaching vocabulary mastery because could help motivate vocabularies show and tell method; vocabulary mastery; in students in junior high school.*

Keywords: *Show and Tell (S&T) Method, Teaching Vocabulary, SMP 1 Darudd'Awah.*

INTRODUCTION

English was as an international language used as a tool for communication in daily life and in academic activities. In Indonesia, English as a foreign language was formally taught in schools from junior high school until university. It had become an obligatory subject and as one of the subjects examined in the National Examination. Furthermore, there were so many elements in English such as vocabulary. Vocabulary was a smallest element in English that had to be mastered by students because without vocabulary we could not understand each other's and we

could not express our opinion, feeling and ideas. On the other hand, teaching vocabulary was very hard, because the teachers had to choose an appropriate way in order to make the learning process effectively. So, the students enjoyed and relaxed learning vocabulary and they could master it. There were many factors that made the students difficult in mastering vocabulary. Allen (1999) stated that lack of interest, self confidence, motivation, teacher and environment are factors that hamper students to master English vocabulary.

Based on the pre-observing that was done in SMP 1 Darudd'awah Kabupaten Kubu Raya, the researcher found 3 problems; 1) The students could not understand the meaning and did not know how to write the word, because the students were very lazy to memorize the meaning of the words, the students just saw the words on dictionary without memorizing their meaning and without giving attention about the written form. 2) The students could not pronounce the words well, because the students just read the words based on its writing, they did not observe the way to pronounce the words. 3) The teacher still used a traditional method in teaching English, in these problems the teachers just gave list vocabulary to students and asked them to memorize the vocabulary, which made the students did not interest and feel bored in learning process.

By those conditions, the researcher assumed that the teaching of English must be really improved with some practical and easy ways. The teacher had to choose an appropriate method in teaching vocabulary, because it was not easy to teach English especially vocabulary without using suitable method. Teaching vocabulary was like teaching other social science, which needed suitable techniques or methods in order to get the successful learning. One of the good techniques or methods was *Show and Tell (S&T)* method. The method used by the teacher could influence the success or failure in language learning.

Gordon, M & Harel, D (2000) stated that *Show and Tell (S&T)* is the new method combines natural language parsing methods with user interaction and uses these to create an intelligent user interface. *Show and Tell (S&T)* method is a good and new method for helping the teaching and learning process, it can improve students' intelligence in vocabulary by translating the materials.

RESEARCH METHOD

This study employed a quasi-experimental research design using a pre-test and post-test approach with two groups: an experimental class and a control class. The experimental class was taught vocabulary using the *Show and Tell (S&T)* method, while the control class was taught using conventional teaching techniques. The objective of this study was to examine the effectiveness of the *Show and Tell* method in enhancing students' English vocabulary.

There were two variables in this research: the independent variable was the *Show and Tell (S&T)* method, and the dependent variable was the students' vocabulary mastery. By comparing the pre-test and post-test scores of both classes, the researcher aimed to determine whether the method had a significant effect on improving vocabulary acquisition. The population of the study consisted of all second-year students at SMP 1 Darudd'Awah, Kabupaten Kubu Raya, during the 2022/2023 academic year, totaling 60 students across three classes. The sampling technique used was purposive sampling, selecting class VIII.A (19 students) as the experimental group and class VIII.B (19 students) as the control group.

The instrument used to collect data was a vocabulary test consisting of 25 items: 15 puzzle-type questions and 10 essay questions. Both the pre-test and post-test used the same content to

measure vocabulary mastery before and after treatment. The data collection procedure began with preliminary visits to the school to coordinate with the administration, obtain permission from the headmaster, and consult with the English teacher. The pre-test was administered on June 6, 2023, for the experimental class and on June 7, 2023, for the control class. The treatment phase for the experimental class took place from June 6 to June 27, 2023, using the *Show and Tell* method with various noun categories presented through pictures. Meanwhile, the control class received traditional instruction from June 7 to June 28, 2023, using vocabulary lists written on the board.

The post-test was conducted after the treatment: on June 27 for the experimental class and June 28 for the control class, to assess the students' vocabulary improvement. For data analysis, students' correct answers were scored and classified into seven performance categories based on Depdikbud (2006) criteria. Then, the mean scores and standard deviations of each group were calculated. Finally, a t-test was used to determine the statistical significance of the difference in vocabulary mastery between the two groups. The formulas and techniques used for the statistical analysis were adapted from Gay (2006). Through this quantitative approach, the study aimed to provide empirical evidence of the effectiveness of the *Show and Tell* method in teaching English vocabulary at the junior high school level.

RESULTS AND DISCUSSION
Result
This chapter consists of two items, the findings of the research and the discussion of the research findings. In finding item, the researcher shows all of the data which were collected during the research. While, in the discussion item, the researcher analyze all of the data to show the finding.

1. *Findings*
The findings of this research deals with the students' score in pre-test and post-test, the students' score classification, mean score, the significant differences between the score of pre-test and post-test, and hypothesis testing of the faired samples. This findings are described as follows:

a. The classification of Students' Pre-test Score and Post-test Scores in Experimental Class.
The following table shows the classification of frequency and percentageof score of students' vocabulary mastery at the second grade students of Junior High School (SMP) 1 Darudd'awah Kabupaten Kubu Raya pre-test and post-test of experimental class.

Table 1

Classification of frequency and percentage score of students' vocabulary

mastery in experimental class (pre-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	9.6 – 10	0	0%
2	Very Good	8.6 - 9.5	0	0%

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3	Good	7.6 - 8.5	0	0%
4	Fairly Good	6.6 - 7.5	1	5.26%
5	Fair	5.6 - 6.5	2	10.52%
6	Poor	3.6 - 5.5	11	57.86%
7	Very Poor	0 - 3.5	5	26.33%
Total			**19**	**100%**

The data above showed that from 19 students, there were 5 (26.33%)students in very poor level, 11 (57.86%) students in Poor level and 2 (10.52%) student in fair level, 1 (5.26%) student in good level, and none of students who gain good, very good and excellent level.

Table 2

Classification of frequency and percentage score of students' vocabulary

mastery in experimental class (post-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	9.6 – 10	7	36.82%
2	Very Good	8.6 - 9.5	6	31.56%
3	Good	7.6 - 8.5	3	15.78%
4	Fairly Good	6.6 - 7.5	3	15.78%
5	Fair	5.6 - 6.5	0	0%
6	Poor	3.6 - 5.5	0	0%
7	Very Poor	0 - 3.5	0	0%
Total			**19**	**100%**

The data above showed that from 19 students, there was no one got fair, poor level and very poor score, there were 3 students in a fairly good score and as well as 3 students in good level (15.78). 6 Students (31.56%) in very good score and 7 students (36.82%) got

excellent. Based on the table 1 and 2, it can be concluded that the rate percentage of experimental class in post-test was higher than the percentage in pre-test.

b. The classification of Students' Pre-test and Post-test Scores in Controlled Class.

The following table shows the classification of frequency and percentageof score of students' vocabulary mastery at the second grade students students of Junior High School (SMP) 1 Darudd'awah Kabupaten Kubu Raya in pre- test and post-test of controlled class.

Table 3

Classification of frequency and percentage score of students' vocabulary

mastery in controlled class (pre-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	9.6 – 10	0	0%
2	Very Good	8.6 - 9.5	0	0%
3	Good	7.6 - 8.5	0	0%
4	Fairly Good	6.6 - 7.5	0	0%
5	Fair	5.6 - 6.5	1	5.26%
6	Poor	3.6 - 5.5	4	21.04%
7	Very Poor	0 - 3.5	14	73.64%
	Total		**19**	**100%**

Table 3 above indicates that the classifying score of pre-test in controlled class. The data above showed that from 19 students, there were 14 (73.64%) students in very poor level, 4 (21.04%) students in poor level, 1 (5.26%) students in fair level and none of students who gain fairly good, good, very good and excellent level.

Table 4

Classification of frequency and percentage score of students' vocabulary

mastery in controlled class (post-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	9.6 – 10	0	0%
2	Very Good	8.6 - 9.5	0	%
3	Good	7.6 - 8.5	1	5.26%
4	Fairly Good	6.6 - 7.5	3	15.78%
5	Fair	5.6 - 6.5	6	31.56%
6	Poor	3.6 - 5.5	7	36.82%
7	Very Poor	0 - 3.5	2	10.52%
	Total		**20**	**100%**

Table 4 above indicates that the classifying score of post-test in control class. The data above showed that from 19 students, there was 1 (5.26%) students in good level, 3 (15.78%) students in fairly good level, 6 (31.56%) students in fair level, 7 (36.82%) students in poor level and 2 (10.52) in very poor level). Based on the table 3 and 4, it can be concluded that the rate percentage of control class inpost-test was same in the in the percentage of pre-test.

c. The Mean Score and Standard Deviation of Experimental Class and Controlled Class.

After calculating the result of the students score, the mean scores andstandard deviation for both classes can be presented by the following table.

Table 5

The mean score of experimental class

And controlled class in pre-test

Class	Mean Score	Standard Deviation
Experimental	4.05	0.58
Controlled	3.26	1.03

Table 6
The mean score of experimental class
And controlled class in Post-Test

Class	Mean Score	Standard Deviation
Experimental	9.02	0.92
Controlled	5.63	1.37

d. The significance score between experimental and controlled class can beknown by using t-test. The result of t-test can be seen in table 7 as follows:

Table 7
Distribution the value of t-test and t-table in post-test

Variable	t-test value	t-table value
Post-Test	14.12	2.042

Discussion

As it was stated in second chapter, that the method of show and tell areused to uncover abilities, feelings, and the wishes of children. From that definition the researcher concluded that Show & Tell (S&T) Method can make the students enjoy the learning process, the students can opened their mind to mention or pronounce the vocabulary given by using picture. The students easily to remember the words by using picture than just gave them a list of words.

Analysis of the mean score gap in the post-test between the Experimental and controlled ensures if the technique used was effective. The mean score of the Experimental class was 9.02 and 5.63 for Controlled class. It meant the gap of the students' score of the Experimental and Controlled class was 3.39. The explanation of the gap between the two classes indicates that the Experimental class shows high improvement than the Controlled class.

To sum up, based on the result of this study, which shown the students' scores were much higher after the treatment in Experimental class using *Show & Tell (S&T) Method*. The use of *Show & Tell (S&T) Method* was effective toward the students' vocabulary mastery. This was surely improve the students' Vocabulary mastery.

The use of *Show & Tell (S&T) Method* was the most appropriate method for learning because the teachers can provide an interesting materials by using pictures. In the use of *Show & Tell (S&T) Method*. there were many advantages as follows:

1. The learning activities more interesting and not makes the students be bored

2. The students easy to understand the words given.

3. The students enjoy the learning process.

From the comparison of the result of post-test score between experimental and controlled group, the vocabulary mastery of experimental group was getting higher than control group. It means that the treatment of using Show & Tell (S&T) Method to the experimental group was successful.

Some definitions from experts that can support this thesis, they were first, from Tilaar (2013) that Show and Tell (S&T) method is activity prioritizing the ability to communicate simple. The purpose of this activity is to train children to speak in front of the classroom and get children sensitive the simple things every day.

Second, Suyanto (2005) stated that the method show and tell are used to uncover abilities, feelings, and the wishes of children. Every day the teacher can ask two or three children to tell you what you want disclosed. When children tell stories, teachers can conduct an assessment on the child. Teachers can continue topic talked about children as learning.

Third, Musfiroh (2011) stated that a show and tell activity showed something to the audience and explain or describe something. Musfiroh (2011) also explained that the method of Show and Tell (S&T) method based on three main areas, namely education, music and theater. Among these three areas, Show and Tell (S&T) method educative method the most reliable in western countries. Show and Tell (S&T) method utilized for the three domains at once. Three realms is Show and Tell (S&T) method educative for speaking Show and Tell (S&T) method instructive to speak, show and tell educative for record playing toys (show and tell (S&T) method to play with toys and show and tell for children's book (show and tell (S&T) method to book child.

Moreover, it is perceived that the learners are more eager and interested in learning English, especially for the implementation of *Show & Tell (S&T) Method*, it was proved that this method influenced the learners' vocabulary mastery.

CONCLUSION AND SUGGESTION

This chapter consists of two sections. The first section deals with the conclusion and the second one deals with suggestion.

Conclusion

Based on the discussion in the previous chapter, it was clear that using *Show & Tell (S&T)* method can improve the students' vocabulary mastery.The students' score in vocabulary test before applying *Show & Tell (S&T)* method is low. It is different from the students' mastery after applying *Show & Tell (S&T)* method in learning vocabulary. It can be found in students post-test. The score was higher than the pre-test. Using *Show & Tell (S&T)* method in learning activity contributed to the students' mastery in vocabulary. It can increase student's understanding about the words. This method can increase students' vocabulary mastery.

It was proved by the t-test value 14.12 is greater than the t-table value 2.042. Accordingly, *Show & Tell (S&T)* method improved the students' vocabulary mastery. It can be concluded that

using *Show & Tell (S&T)* Method is effective toward the students' vocabulary at the Second Grade Student of Junior High School (SMP) 1 Darudd'awah Kabupaten Kubu Raya.

Suggestion

Based on the conclusion above, the researcher presents some suggestions as follows:

1. The teacher should be active, creative, and effective to arrange English materials.
2. The teacher should be able to manage the class to make the students more active in teaching English, especially in learning and teaching vocabulary.
3. The teacher should be able to choose a good method. For instance the teacher may use *Show & Tell* method as her method to make their students enjoy the class. Because this method involved the participation of the students in learning and teaching process. By this method the students can encourage their motivation in learning with a fun learning Sourches, the students can improve their English, especially in teaching vocabulary.

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