The Effectiveness Of Using Show And Tell (S&T) Method To Teach Vocabulary (A Pre-Experimental Study At Class VIII-A In SMPN 1 Diwek In The Academic Year Of 2022/2023)

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Abstract*. The aim of this study was to find out whether the Show and Tell (S&T) Method is effective to teach vocabulary at class VIII-A in SMPN 1 Diwek. The research method of this study was quantitative method. Furthermore, the design of this study was pre-experimental design. This study used test as the instrument, the tests are pre-test and pots-test which consist of 20 questions. The mean score of post-tests showed a higher score than the mean score od pre-test. The mean score of pre-tests was 68,59 while the mean score of post-tests was 8359. The data analysis using t-test on SPSS 25.0 showed that the t count (7.820) is greater than the t table (2.042) and the sig. (2-tailed) 0.000 is smaller than the significant level of 0.05 (5%). Thus, it can be concluded that there was a significant difference between the students' vocabulary mastery before and after the Show and Tell (S&T) Method was applied. This means that the method is effective to teach vocabulary at class VIII-A in SMPN 1 Diwek.*

Keywords*: Show And Tell (S&T Method), Vocabulary, Teaching Vocabulary*

Abstrak. Tujuan dari penelitian ini adalah untuk mengetahui apakah metode Show and Tell (S&T) efektif untuk mengajarkan kosa kata pada siswa kelas VIII-A di SMPN 1 Diwek. Metode penelitian ini adalah metode kuantitatif dengan design pre-eksperimen. Penelitian ini menggunakan tes sebagai instrumen, yaitu pre-test dan post-test yang terdiri dari 20 soal. Hasil nilai rata-rata dari post-test menunjukkan nilai yang lebih tinggi daripada nilai pre-test. Nilai rata-rata dari pre-test adalah 68.59, sedangkan nilai rata-rata post-test adalah 83,59. Analisis data menggunakan uji-t pada SPSS 25.0 menunjukkan bahwa t hitung (7.820) lebih besar dari t tabel (2.042) dan nilai sig. (2-tailed) 0.000 lebih kecil daripada taraf signifikan 0.05 (5%). Maka dapat disimpulkan bahwa ada perbedaan yang signifikan antara penguasaan kosa kata siswa sebelum dan sesudah metode Show and Tell (S&T) diterapkan. Artinya, metode Show and Tell (S&T) efektif untuk mengajarkan kosa kata pada siswa kelas VIII-A di SMPN 1 Diwek.

Kata kunci: Metode Show And Tell (S&T), Kosa Kata, Pengajaran Kosakata

INTRODUCTION

Vocabulary is the basic element that is important for students to master in learning English as a second language. Alqahtani in Susanto (2017) states that having a large vocabulary is necessary for the successful use of a foreign language. Because without it, student will not be able to use the structures and functions that may have been learned to communicate in an understand way. Without vocabulary, students will not be able to master those four skills. According to Vitasyari (2017), vocabulary is the most important aspect of English that students needed to master because without it, we could not communicate with other and express our thoughts, feelings, and opinions.

On a daily basis, both inside and outside of the school, vocabulary importance is emphasized. The highest-achieving student in the class have the most extensive vocabulary (Susanto, 2017). It was found by the researcher in her observation in class VIII-A in SMPN 1 Diwek. There were only particular students who understood enough vocabulary, most of them did not understand and could not even pronounce it. The researcher concluded that the students' vocabulary mastery in the class was still low.

In addition, students were also passive, looked bored and lazy in the learning process. Whereas, participation among students is required for active learning, and they must be able to act and think effectively. Environments that are created for active learning are centered on the students and are intended to promote engagement and interaction. They are designed to improve teaching methods, enable collaborative learning activities, and decrease the distance between the teacher and the learner (Metzger in Raw & Ismail, 2021).

However, teaching vocabulary is very difficult because the teacher has to choose the right approach to make learning affective. As stated by Alqahtani (2015) that one of the topics that is most frequently mentioned in the teaching of EFL is vocabulary instruction. Teacher would encounter issues during the teaching and learning process. They struggle with how to teach students in a way that produces satisfying outcomes.

Learning vocabulary is mostly about remembering. Students need to say and write newly learned words many times before they can be considered to have learned them. In addition, teaching vocabulary is difficult because the teacher has to choose the right approach to make learning affective. For the classroom environment to be anything but monotonous, the teacher's inventiveness is absolutely essential (Manda et al., 2022). Fitriani (2020) said when the teacher just explains or lectures, the students learn relatively little since the learning process is one-way.

Therefore, teacher must have a unique and fun method to teach vocabulary, so that it can attract students' interest and enjoy in learning. Because boring learning process makes students lazy to learn and difficult to concentrate, so it has an impact on students ability to understand the material and decreasing students' learning achievement (Sugiharto in Sarmiati et al., 2021). Alqahtani (2015) stated that teaching and learning can be said to be successful if the students may immediately experience and acquire the benefits of learning materials.

Show and Tell (S&T) Method is a method that can be used to teach vocabulary. Show and Tell (S&T) Method can be defined as a method in teaching and learning process by sharing time activity for student. Gordon & Harel in Vitasyari (2017) found the new technique known as Show and Tell (S&T) Method combines user interaction and natural language processing

technique to produce an intelligent user interface. Show and Tell (S&T) Method is a great new method to support the teaching and learning process. It can help students to improve their vocabulary by translating the teaching materials.

By using Show and Tell (S&T) Method, students can actively participate in learning process, as well as helping students remember and apply the new words they learn, this method can also increase students' confidence in pronouncing English words or sentences in front of others. This study sought to answer how is the students' vocabulary mastery before and after being taught by using Show and Tell (S&T) Method and whether there was any significant difference between students' vocabulary mastery before and after being taught using Show and Tell (S&T) Method.

Furthermore, this study concerned to applied Show and Tell (S&T) Method to improve students' vocabulary mastery at class VIII-A in SMPN 1 Diwek. The vocabulary is focused on adjective in the material of Comparison Degree.

Sari et al. (2021) improved students vocabulary mastery using Show and Tell (S&T) Method from uncapable category became capable category with the percentage of improvement being 31,96%. In addition, Apriyanto & Syahkur (2022) and Manik et al. (2022) conducted research in two cycles using Classroom Action Research and improved students' speaking skill. Therefore, the researcher wants to prove whether this method can be used to teach vocabulary as previously revealed by some researchers by changing some of the elements in it

THEORETICAL STUDY

Homby in Baskarani (2016) defined vocabulary is all the words someone knows or uses; every word in a specific language; words that individuals use to discuss a certain subject; a list of words and their definitions, particularly in books about learning foreign languages. Utami (2015) concluded that vocabulary is the basic component of a language that one needs to master in order to interact effectively with others. Additionally, vocabulary refers to the words of a certain language that a person understands or employs to successfully communicate.

Harmer in Baskarani (2016) stated that vocabulary is categorized into two types. Namely active vocabulary and passive vocabulary. Furthermore, Hatch and Brown in Susanto (2017) indicated there are two kinds of vocabulary. They are productive vocabulary that learners can understand, pronounce correctly and use constructively in speaking and writing and receptive vocabulary that learners recognize and understand when used in context but they cannot produce.

As well as the other, Jo Ann Aebersold and Mary Lee Field in Sari et al. (2021) concluded that productive vocabulary is the vocabulary that people actually use when speaking and writing, while receptive vocabulary is vocabulary that readers recognize when they use it, but do not use it when speaking or writing.

From the definitions above, the researcher concludes that in general vocabulary is divided into two types, namely productive vocabulary which can be called active vocabulary and receptive vocabulary which can be called passive vocabulary.

Susanto (2017) stated that teaching vocabulary is considered one of the most controversial parts of teaching English as a foreign language. Teachers need to realize that teaching vocabulary is something new and different from the students' native language. Teacher must also consider that teaching English to young learners is different from teaching adult.

There are several techniques in teaching vocabulary as proposed by some experts as cited in Susanto (2017) are: (a) teaching vocabulary using objects, this technique can help students to remember vocabulary better. This is because remembering objects and images is very reliable; (b) teaching vocabulary by spelling, drilling and active involvement, these activities are to familiarize students with word forms, especially how they are pronounced; (c) teaching vocabulary using drawing or picture, in this technique teacher can use flashcard. Flashcard can be used repeatedly and help students easily understand the main point they have learned; (d) teaching vocabulary using mime, expression and gestures, it can help students to infer the meaning of the words or expression spoken by the teacher.

Furthermore, to deal with the problem in the teaching and learning English vocabulary, the Show and Tell (S&T) Method can be used. Show and Tell (S&T) Method is a teaching and learning strategy in which students describe an experience or process with an object. Apriyanto & Syahkur (2022) describe Show and Tell (S&T) Method as an activity to show something to everyone while telling, explaining, or describing something. Whereas, according to Walter in Kuning (2021), Show and Tell (S&T) means a school activity for young learners in which a student brings an object into the class and talks. Yasmiatun et al. (2022) also stated that during the implementation of the learning process, The Show and Tell approach can also be used to make students interested in learning vocabulary.

According to Kuning (2021), Show and Tell (S&T) Method has several advantages, they are (a) having the teaching and learning process more engaging and prevent pupils from becoming bored; (b) students enjoy the teaching and learning process; (c) students easy to understand the word given. However, (Siagian, 2019) stated that using this method in learning

process should always be under teacher supervision, because this method requires guidance when students have difficulty in telling objects used. Additionally, this method requires object preparation, so it cannot be used in sudden situation.

METHOD

The researcher used the quantitative method in this study. According to Creswell (2009), quantitative method is a mean of testing objective theories by examining relationships between variables. These variables can be measured with instruments, so in analyzing the numbered data, statistical procedures can be used. This statement is also emphasized by Sugiyono (2013) who stated the reason it is called a quantitative method is because the research data in this method is in the form of numbers and to analyze it using statistical procedures. Furthermore, the research design is Pre-Experimental Design. This study has two variables, they are dependent variable and independent variable. The independent variable is Show and Tell (S&T) Method and the dependent variable is students' vocabulary mastery.

The population of this study is all of the students in second-grade of SMPN 1 Diwek which the number of students were 251 students, while the sample is class VIII-A consist of 32 students. In selecting the sample, the researcher used a sampling technique in the form of purposive sampling.

In conducting this study, the researcher identified the research problem through preliminary visit and observation at the class. Then, the researcher created the instruments in the form of pre-test and post-test which validated by two experts and tested on other class to make sure the reliability of the instrument, and collected the data through treatment in three meetings. The data collected from the treatment was analyzed using t-test on SPSS 25.0.

FINDING AND DISCUSSION

The research was conducted from February 25 to March 14, 2023 in class VIII-A in SMPN 1 Diwek. The treatment was given on Monday and Tuesday. After getting validation of the instrument, the researcher conducted reliability test in other class. The reliability test was conducted to find out whether the question was reliable or not. The decision making on the result of reliability test calculation using SPSS 25.0 is based on the distribution of r table. The reliability test resulted the r count of 0,731 greater than r table of 0,349 (at the significant level of 5% with N value of 32). Then, it can be concluded that the instrument is reliable.

To determine students' vocabulary mastery before being given treatment, the researcher gave pre-test to students consisting of 20 questions in the form of multiple-choice and word formation. The number of students who took the pre-test were 32 students. The data on

students' pre-test score can be seen in the form of frequencies and percentages through the score's criteria presented in the following:

Table 1. Classification of Students' Pre-test Score

No	Classification	Score	Frequency	Percentage
1	Excellent	96 – 100	0	0%
2	Very good	86 – 95	2	6,25%
3	Good	76 – 85	4	12,5%
4	Fairly good	66 – 75	11	34,37%
5	Fair	56 – 65	10	31,25%
6	Poor	36 – 55	5	15,62%
7	Very poor	0 – 35	0	0%
	Total		32	100%

(Yasmiatun et al., 2022)

Students' score in the pre-test showed that students' vocabulary mastery is still low, this can be seen from 32 students, there were 2 (6,25%) students in very good level, 4 (12,5%) students in good level, 11 (34,37%) students in fairly good level, 10 (31,25%) students in fair level, 5 (15,62%) Student in poor level and none of students who gain excellent level and very poor level. The highest frequency of students' score was in the range of 55-75 as many as 11 students or 34,37% in a fairly good level.

Meanwhile, the descriptive statistic of students' pre-test results is presented as follows:

Table 2. Descriptive Statistic of Students' Pre-test Score

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
PRETEST	32	40	90	68.59	11.725
Valid N (listwise)	32				

The pre-test result showed the mean score of 68,59 with the highest score of 90 and the lowest score of 40. Students' vocabulary mastery was in low category, such as not understanding the meaning of words and not being able to choose what words are suitable in sentences according to the pictures and context. It also can be seen from many students could not answer when the teacher asks a question, especially if the question used English and must be answered in English either.

However, after being taught using Show and Tell (S&T) Method, students' vocabulary mastery was increased. The data on students' pre-test score can be seen in the form of frequencies and percentages through the score's criteria presented in the following:

Table 3. Classification of Students' Post-test Score

No	Classification	Score	Frequency	Percentage
1	Excellent	96 – 100	2	6,25%
2	Very good	86 – 95	8	25%
3	Good	76 – 85	16	50%
4	Fairly good	66 – 75	6	18,75%
5	Fair	56 – 65	0	0%
6	Poor	36 – 55	0	0%
7	Very poor	0 – 35	0	0%
	Total		32	100%

(Yasmiatun et al., 2022)

The data showed that from 32 students, there were 2 (18,25%) students in excellent level, 8 (25%) students in very good level, 16 (50%) students in good level, and 6 (18,75%) students in fairly good level and none of students who gain fair, poor and very poor level.

Meanwhile, the descriptive statistic of students' post-test results is presented as follows:

Table 4. Descriptive Statistic of Students' Post-test Score

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
POSTTEST	32	70	100	83.59	7.098
Valid N (listwise)	32				

From the descriptive statistic above, the mean score of post-tests is 83,59 by 32 students. Students score in the post-test showed improvement after being given treatment using the Show and Tell (S&T) Method, this can be seen from the lowest score obtained by students is 70 and the highest score obtained by students is 100. The mean score of the post-test was increased from the pre-test, it means that the level of students' vocabulary mastery was increased from low (fairly good) to good level (Based on the table criteria score classification).

During the treatment, the researcher started by giving dialogue that was read together and asked students to show comparison sentences and tell what adjectives were used and their meanings. Some students responded quickly and some students just kept silent. Students who can find comparison sentence containing adjective that asked by researcher quickly compete to show and tell it first. As stated by Bangun (2016), that Show and Tell (S&T) Method led the students compete each other. Students who quickly understand the material respond and answer the questions faster than other, so that other students are silent because they think that the questions and answer have been represented. Show and tell activity carried out in this way only make a half of students in the class active.

Then, the researcher made groups and did show and tell activity in group using pictures. Students are given different pictures in one group. They make their own sentences based on the pictures given, then take turns to tell about their picture in front of their mates while showing the picture. In this section, active students have increased more than before, although not completely. The show and tell activity in pairs increase students' activeness and interest, and students became more enthusiastic than the activity at the beginning. Yasmiatun et al. (2022) said that using a method is necessary to learn vocabulary since it can be utilized and address the issue in learning vocabulary. The students have a wonderful experience and not be bored while learning new terms.

After the researcher applied the Show and Tell (S&T) Method during learning process, students become more active in participating, enthusiastic and enjoy the learning process. Students who are lazy and passive become active, such as asking questions, answering and responding. In addition, the vocabulary learned is also more quickly remembered by students. As stated by Amrullah, et al. (2023) that the Show and Tell (S&T) Method can make students enjoy learning, students easily remember the words by using picture rather than just giving them a list of words.

This means that the application of the method has made a change in the attitude of students in class in addition to improving students' vocabulary mastery. Show and Tell approach can be used to get students interested in reviewing vocabulary. This method creates fun atmosphere in the learning process, students get motivated and enthusiastic in learning (Yasmiatun et al., 2022).

By implementing show and tell activities in pairs or groups, students have the same opportunity to participate in the learning process without having to compete with all of students in the class. The Show and Tell (S&T) Method attracted students' interest in learning process, they responded well, asking and answering what the researcher asked for. It is supported by Apriyanto & Syahkur (2022) who stated that a high level of interest prepares students to engage in the learning process with pleasure, to be fully attentive, and to be more focused on the activities of the learning process.

Besides being seen from the increase in the mean between the pre-test and post-test, the researcher also conducted the t-test to confirm that there was a significant improvement. After the data was declared to be described as normal, the researcher conducted the paired sample t-test which was used to test the hypothesis.

Table 5. Paired Sample T-test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PRETEST - POSTTEST	-15.000	10.851	1.918	-18.912	-11.088	-7.820	31	.000

Based on the calculation of the t-test above, the t count is -7,820 (symbol minus in this matter ignored at standard significance 5%) and the t table is 2,042 at the standard significant of 5% (0,05), it means t count (7,820) is greater than t table (2,042). Additionally, the significance value is 0,000 < than the standard significance level 0,05. Those mean that the null hypothesis is rejected and the alternative hypothesis (H_1) is accepted.

Based on the calculation of the t-test, it is showed that there was a significant different in students' vocabulary mastery before and after being given a treatment by using Show and Tell (S&T) Method. As the data results that have been described, it is proved that Show and Tell (S&T) Method can be used to teach vocabulary and improve students' vocabulary mastery.

This research is in accordance with previous research conducted by Sari et al. (2021), that the Show and Tell (S&T) Method increased students' vocabulary mastery from low category to capable category in teaching vocabulary on the learning material of describing text with the percentage of improvement being 31,69%.

In addition, by using Show and Tell (S&T) Method in learning process, students can get more benefits such as being skilled at memorizing vocabulary, writing, speaking and also being able to increase students' self-confidence. As the research conducted by Apriyanto & Syahkur (2022), the Show and Tell (S&T) Method improved students' speaking ability through discussion. This research also improved students' speaking ability through presentation made in front of their partner or group mates. Lestari (2019) said that this method built good communication on students by helping and listening their friends on the pair or group work practice. Show and Tell (S&T) assists students with presentation preparation, public speaking, the use of various kinds of vocabulary and descriptive language, and answering inquiries from their peers (Kuning, 2021).

The show and tell activity use objects and pictures as learning media, this makes the teacher does not need to make long notes and time-consuming just to write down the material.

The teacher also does not need to have trouble asking students to memorize vocabulary and check students' memorization one by one. However, show and tell activity takes a long time, so the teacher needs to manage the time and focus well. In addition, as stated by Siagian (2019), this activity cannot be used suddenly, because the teacher needs to prepare various pictures according to the vocabulary to be learned.

However, the data analysis on the t-test proved that the Show and Tell (S&T) method is effective to teach vocabulary at VIII-A in SMPN 1 Diwek.

CONCLUSION AND SUGGESTION

Based on the result and discussion described related to teach vocabulary using Show and Tell (S&T) Method at class VIII-A in SMPN 1 Diwek, the researcher concluded that the application of Show and Tell (S&T) Method is effective to teach vocabulary, it can be seen from the increase in the mean score in the pre-test and post-test. In addition, the calculation of the t-test showed that there was significant difference between students' vocabulary mastery before and after being taught using Show and Tell (S&T) Method. The Show and Tell (S&T) Method can be applied by future researchers to a variety of research procedures, educational materials, and research grade levels. This study concentrated on helping students improve their vocabulary. Thus, future researchers can utilize this method to determine what skills students can improve by using it.

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