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The Application of Show and Tell (S&T) Methods in Teaching Vocabulary in Indonesian Junior Secondary School

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ABSTRACT

The research aimed to find out the effectiveness of the show-and-tell method in boosting students' vocabulary. The writer applied a quasi-experimental design with an experimental class and a controlled class. The populations of this research were the eight class students of SMP Negeri 7 Enrekang in the academic year 2023/2024 with a total number of 39 students. The sample of this research was VIII A (22 students) as experimental group and VIII B (17 students) as controlled group. It was taken by using a purposive sampling technique. This research applied the show-and-tell method in the experimental group and the problem-based learning method in the control group. The instruments of the research were pre-test and post-test which consisted of 25 numbers. The result of the data indicated that there was a significant difference between students' post-tests in the experimental class and the controlled class The mean score of the post-test (91.45) in the experimental class was higher than the mean score of the post-test (76.94) in the controlled class. From the result of data analysis, it could be determined that the hypothesis was accepted. It revealed that the use of the show-and-tell method was effective in boosting students' vocabulary mastery among the eighth-grade students of SMP Negeri 7 Enrekang. It is therefore, English teachers suggested applying the show-and-tell method in teaching the English process since it can make the English learning process more enjoyable, fun, and effective.

Introduction

Vocabulary is the smallest element in English that has to be mastered by students. Without vocabulary, we could not understand each other and we could not express our opinions, feelings, and ideas. Many factors made the students difficult in mastering vocabulary. Al-Qahtani (2020) stated that lack of interest, self-confidence, motivation, teacher, and environment are factors that hamper students from mastering English vocabulary. Takdiroatun Musfiroh (2019:129) stated that Show

and Tell method (S&T) is a method that combines the method of natural language parsing with interaction, use this method to make students interface with their classmates and teachers, students can show the object and tell the object in front of the class to make students confident and smarter.

Based on the pre-observing at SMP Negeri 7 Enrekang in class VIII the researchers found 3 problems; 1) The students could not understand the meaning and did not know how to write the word because the students were too lazy to memorize the meaning of the words; 2) The students could not pronounce the words well because the students just read the words based on its writing; 3) The teacher still used a traditional method in teaching English. One of the good techniques or methods for these problems is the show-and-tell (S&T) method. According to Wardah (2020), the Show and Tell (S&T) method is an essential activity to prioritize the ability to communicate simply. This method has so many other benefits to encourage students to learn vocabulary and make students motivate them to learn English.

Show and Tell method can also teach students how to pay attention and give feedback to a friend who is talking (Rahma, 2019:3). There are also advantages which are owned by the show-and-tell method one of them is being able to give opportunities for students to not hesitate do hands-on in activities learning by utilizing various objects in the classroom. Therefore, can train students' activeness in answering questions given by the teacher. Not only that, but the activities carried out using hands are also related to literacy materials through association activities with initial letters (associating beginning letters) and sounds with real objects), and it has a close relation with

teachers' style in communication and teacher's gender. It is, therefore, the research under that investigation is needed to be done to enhance students' vocabulary and make them motivated to study. Based on the illustration above, the objectives of this study were to explore the effectiveness of the Show and Tell (S&T) method in improving students' vocabulary of the eighth-grade students of SMP 7 Enrekang.

RESEARCH METHOD

The research applied a Quasi-Experimental Design; with experimental and control classes. One group was treated as the experimental class and the other group was treated as the controlled class. In the experimental class, the researcher would apply Show and Tell (S&T) as a method of teaching while in the controlled class used Project Learning in the conventional teaching method. The researcher used pre-test and post-test design in both experimental and controlled classes.

The population of the research was the eighth-grade students of SMP Negeri 7 Enrekang in the academic year 2023/2024. Then, the researcher used a purposive sampling technique to take the sample and it was class VIII. A that consisted of 22 students. The instrument of the research was a test that had the purpose of figuring out several students' vocabulary mastery. The test would be given through pre-test and post-test. The test was vocabulary which consisted of 25 numbers, 15 numbers for puzzles, and 10 numbers for essays for both the pre-test and post-test. Finally, the data was analyzed by using statistical analysis on SPSS for Windows 20.0 program.

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FINDINGS AND DISCUSSION

Findings

The finding presented here deals with the result of students' scores in the pre-test and post-test, the students' score classification, mean score, the significant differences between the scores of the pre-test and post-test, and hypothesis testing of the faired samples. These findings are described as follows:

1. **The classification of student's pre-test scores and post-test scores in Experimental Class.**

The following table shows the classification of frequency and percentage of scores of students' vocabulary mastery at the eighth-grade students of SMP Negeri 7 Enrekang in the pre-test and post-test of the experimental class.

Table. 1.   Classification of frequency and percentage score of student's vocabulary mastery in experimental class (pre-test)

No	Classification	Score	Freq.	%
1.	Excellent	9.6-10	5	0%
2.	Very Good	8.6-9.5	16	0%
3.	Good	7.6-8.5	1	0%
4.	Fairly Good	6.6-7.5	0	18,1%
5.	Fair	5.6-6.5	0	27%
6.	Poor	3.6-5.5	0	27%
7.	Very Poor	0-3.5	0	27%
Total			**22**	**100%**

The data above showed that from 22 students, there was no one got a fair, poor level, or very poor score, there was 1 student with a good level (4,5%), 16 students (72,5%) with very good scores,

and 5 students (22,6%) got excellent. Based on the table 1 and 2, it can be concluded that the rate percentage of the experimental class in the post-test was higher than in the percentage in the pre-test.

2. **The classification of student's pre-test and post-test scores in a controlled class**

The following table shows the classification of frequency and percentage of scores of students' vocabulary mastery among the eighth-grade students of SMP Negeri 7 Enrekang in the pre-test and post-test of the controlled class.

Table. 3. Classification of frequency and percentage score of students' vocabulary mastery in controlled class (pre-test)

No	Classification	Score	Freq.	%
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	0	0%
6.	Poor	3.6-5.5	12	70,8%
7.	Very Poor	0-3.5	5	29,5%
Total			**17**	**100%**

Table 3 above indicates the classification score of the pre-test in a controlled class. The data above showed that from 17 students, there were 5 (29,5%) students at the very pool level, 12 (70,8%) students at a poor level, and none of the students who gained a fair, fairly good, good, very good, and excellent level.

Table. 4. Classification of frequency and percentage score of student's vocabulary mastery in controlled class (post-test)

No	Classification	Score	Freq.	%
1.	Excellent	9.6-10	2	11,8%
2.	Very Good	8.6-9.5	3	17,7%
3.	Good	7.6-8.5	5	29,5%
4.	Fairly Good	6.6-7.5	3	17,7%
5.	Fair	5.6-6.5	3	17,7%
6.	Poor	3.6-5.5	1	5,9%
7.	Very Poor	0-3.5	0	0%
Total			**17**	**100%**

Table 4 above indicates the classifying score of the pre-test in a controlled class. The data above showed that from 17 students, there were 2 (11,8%) students in excellent level, 3 (17,7%) students in very good level, 5 (29,5%) students in good level, 3 (17,7%) students in fairly good level, 3 (17,7%) students in fair level, and 1 (5,9%) student in poor level. Based on the table 3 and 4, it can be concluded that the rate percentage of the control class in the post-test was higher than the percentage in the pre-test.

3. **The mean score and standard deviation of the experimental class and controlled class**

After calculating the result of the student's scores, the mean scores and standard deviation for both classes can be presented in the following table.

Table 5. The mean score of the experimental class and control class in the pre-test

Class	Mean Score	Standard Deviation
Experimental	48.59	16.106
Controlled	40.94	7.537

Table 4.5. The mean score of the experimental class and control class in the post-test

Class	Mean Score	Standard Deviation
Experimental	91.45	5.269
Controlled	76.94	14.180

The significance score between the experimental and controlled classes can be known by using a t-test. The result of the t-test can be seen in Table 4.7 as follows:

Table 6. Distribution of the value of the t-test and t-table in the post-test

Variable	t-test value	t-table value
Post-test	4.396	1.678

Discussion and Conclusion

The method of show and tell is used to uncover the abilities, feelings, and wishes of children. From that definition the researcher concluded that the show-and-tell method can make the students enjoy the learning process, the students can open their minds to mention or pronounce the vocabulary given by using pictures. The students easily remember the words by using pictures rather than just giving them a list of words.

Analysis of the mean score gap in the post-test between the experimental and controlled ensures that the technique used was effective. The mean score of the experimental class was 91.45 and 76.94 for the controlled class.

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It meant that the gap between the students' scores in the experimental and controlled classes was 14.51. The explanation of the gap between the two classes indicates that the experimental class shows higher improvement than the controlled class.

To sum up, based on the result of this study, shows the students' scores were much higher after the treatment in the experimental class using the show-and-tell method. The use of the show-and-tell method was effective toward the students' vocabulary mastery. This was surely improving the students' vocabulary mastery.

The use of the show and tell method was the most appropriate method for learning because the teachers can provide interesting material by using pictures. In the use of the show-and-tell method, Nuvitasari (2017) stated there were many advantages as follows:

1. The learning activities more interesting and do not make the students 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 scores between experimental and controlled groups, the vocabulary mastery of the experimental group was higher than control group. It means that the treatment using show and tell method to the experimental group was successful.

Some definitions from experts that can support this thesis, were first, from Tilaar (2019) that show and tell method is an activity prioritizing the ability to communicate simply. 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 (2019) stated that the method of show and tell is used to uncover the abilities, feelings, and 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 of the child. Teachers can continue the topic by talking about children as learning. Third, Musfiroh (2019) stated that a show-and-tell activity shows something to the audience and explains or describes something. Musfiroh (2019) also explained that the method of show and tell method is based on three main areas, namely education, music, and theater. Among these three areas, the show and tell method the educative method is the most reliable in Western countries.

The show-and-tell method is utilized for the three domains at once. Three realms are show and tell method educative for speaking show and tell method instructive to speak, Show and Tell educative for record playing toys show and tell method to play with toys, and show and tell for children's books show and tell method to book child. Moreover, it is perceived that the learners are more eager and interested in learning English, especially for the implementation of the show-and-tell method, it was proved that this method influenced the learners' vocabulary mastery.

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