



## THE USE OF SHOW AND TELL METHOD IN TEACHING VOCABULARY AT THE SECOND YEAR STUDENTS OF JUNIOR HIGH SCHOOL

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### ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui penggunaan metode show and tell dalam pengajaran kosa kata pada siswa SMPS Darul Ulum Panaikang Bantaeng. Yang terdiri dari 38 siswa, 19 siswa di kelas kontrol dan 19 di kelas eksperimen. Penelitian ini adalah Quasi Experimental Design; dengan kelas eksperimen dan kontrol. Satu kelompok diperlakukan sebagai kelas eksperimen dan kelompok lain diperlakukan sebagai kelas kontrol. Para peneliti menggunakan desain pre-tes dan post-tes di kelas eksperimen dan kontrol. Analisis skor rata-rata dalam post-tes antara eksperimen dan kontrol kelas memastikan apakah teknik yang digunakan efektif. Nilai rata-rata kelas Eksperimen adalah 9,02 dan 5,63 untuk kelas kontrol. Itu berarti kesenjangan nilai siswa dari kelas Eksperimen dan kelas kontrol adalah 3,39. Berdasarkan hasil penelitian ini maka dapat disimpulkan bahwa kelas Eksperimen menunjukkan peningkatan yang lebih signifikan dari pada kelas kontrol.

**Kata Kunci:** Kosa Kata; Metode Show and Tell; Quasi Experimental Design.

### ABSTRACT

This study aimed to know the use of the show-and-tell method in teaching vocabulary the second-year students Of Junior High School SMPS Darul Ulum Panaikang Bantaeng. It consisted of 38 students, 19 students in class controlled and 19 in the experimental class. This research was Quasi-Experimental Design; with experimental and controlled classes. One group was treated as the experimental class and another group was treated as the controlled class. The researchers used pre-test and post-test designs in both experimental and controlled classes. 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 9.02 and 5.63 for the Controlled class. It meant the gap between the students' scores in the Experimental and Controlled class was 3.39. The explanation of the gap between the two classes indicated that the Experimental class showed high improvement than the Controlled class. Based on the result of this study, showing the students' scores were much higher after the treatment in the Experimental class using the show & tell method. The use of the show & tell method was effective toward the students' vocabulary mastery.

**Keywords:** Vocabulary, Show and Tell, Quasi-Experimental Design.



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## PENDAHULUAN

Nowadays, vocabulary learning is a base for learning foreign languages. To achieve a high level of proficiency in learning a foreign language, learning vocabulary is key. Insights gained from the vocabulary learning process have now highlighted the fact that second and foreign language learners should concentrate their efforts on developing vocabulary learning strategies. Due to this reason and regardless of the importance, little attention or no emphasis was given to teaching vocabulary (Melesse Mengistie, 2019). 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 Tell method (Yasmiatun et al., 2022). While, Suharti States that one method that might help both teachers and students to increase their interaction during the learning session process is the interactive teaching method (Sirajuddin et al., 2022).

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their ideas. Particularly as students develop greater fluency and expression in English, it is significant for them to acquire more productive vocabulary knowledge and develop their vocabulary learning strategies (Ibrahim; & Yahrif, 2020).

According to Lado (2003) in Ira Riyani (2019), there are four aspects in teaching vocabulary;(1) Meaning, when the teacher delivers the students the meaning, the teacher should explain that a word may have more than one meaning when it used in a different context. To discover the meaning, the teacher can use ways such as guided discovery and using dictionaries,(2) Spelling, in learning vocabulary, spelling is important because it aids in reading and as the connector of letters and sounds. Spelling there may be different acceptable written forms for the same word within the same variety of English because they belong to different varieties as happens with many British or American English terms,(3) Pronunciation, pronunciation is how a particular person pronounces the words of language,(4) Word Classes, the word classification in based on their functional categories which are called part of speech. There are parts of speech that should be practiced fluently by the students such as nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections (Riyani, 2019).

Meanwhile, Rosminarty (2005) in Yahrif (2015), classified vocabulary into three types; (1) Active vocabulary, the words that we use in speaking and writing, (2) Reserve vocabulary, the words we know but rarely used in ordinary speech. We use them in writing a letter when we have more time to consider or we search for a synonym, (3) Passive vocabulary, the words recognize vaguely but are not sure of the meanings (Yahrif, 2015).

Based on the pre-observing that was done in SMPS Darul Ulum Panaikang Kabupaten Bantaeng 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 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 their writing, they did not observe the way to pronounce the words. 3) The teacher still used a traditional method in teaching English, in this problem the teachers just gave a list of vocabulary to students and asked them to memorize the vocabulary, which made the students not interested and feel bored in the learning process.

To those conditions, the researcher assumed that the teaching of English must be improved in some practical and easy ways. The teacher had to choose an appropriate method of teaching vocabulary because it was not easy to teach English, especially vocabulary without using a suitable method. Sahraini (2015) claims that in designing a model of teaching and learning English vocabulary through interactive activities, an English teacher is expected to make the students enjoyable and interested in studying English. The teacher must be also creative in using some appropriate approaches, techniques, and games in the process of teaching and learning.

Furthermore, Saparwadi et al., (2022) argue that the teacher must choose the right model for teaching vocabulary because it can assist the students to master vocabulary. Teaching vocabulary, like teaching social studies, requires appropriate techniques or methods to achieve successful learning. One suitable technique is the Show and Tell (S&T) method. The method used by the teacher can affect the success or failure of learning a language. Gordon and Harel (2000) state that Show and Tell (S&T) deals with a new method that combines learning activity and language used naturally through teacher-student interactions in the classroom, where the teacher guides the students to see and pronounce the word personally. The use of the Show and Tell (S&T) method in the classroom is one of the appropriate and new methods to assist the students in the English learning process for instance mastering vocabulary.

Show and Tell is one of the methods that the researcher chose to help the students enhance

their vocabulary. This activity will involve students communicating with others, they will share their ideas and describe something with the help of pictures, things, photos, words, or videos. The students will be doing this activity individually project, in pairs, and in group work (Sari *et al.*, 2021). In Addition, Tilaar (2013) stated that Show and Tell (S&T) method can be applied to show something like new game equipment, a 33 birthday gift, food gift from relatives, tableware, or all the objects that are considered new or interesting items for children.

This study had been conducted by several researchers. One of the research had done by Nasrudin (2015), with the title “use of the Show and Tell method to improve speaking skills in Indonesian language subjects grade v elementary school” Based on his research, the application of the method of the show and tell in the Indonesian Language subjects had already improved the students' speaking skills for 5th elementary school. The result of this research had been increased students speaking skills. in cycle I, the average value was 71,97 from 18 students and the average in cycle II was 51,42%, it had a significant increase in the average of the values obtained by students of 101.09.

## METODE

### **Types of Research**

The type of this research was Quasi-Experimental Design with experimental and controlled class. One group was treated as the experimental class and another 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 the controlled class used the conventional teaching method. The main subject of this research was VIII. A consisted of 19 students as the experimental class and VIII.B consisted of 19 students as the controlled class Of Junior High School SMPS Darul Ulum Panaikang Bantaeng.

### **The procedure of Collecting Data**

There are two types of techniques to collect data in this research, they are: primary data and supporting data. The primary data would be taken from the test, and the supporting data would be taken from the observation checklist and field notes. A vocabulary test was used to collect the primary data about the students' vocabulary achievement. It is used to know the students' achievement in vocabulary tests after the learning process by Show and Tell method. Meanwhile, an observation checklist and field notes are needed to get the supporting data. Observation is a technique for collecting data about the researcher and students' activities in the teaching and learning process.

### **Data Analysis Procedure**

The data collected through the test was analyzed by using the following steps:  
Calculating the student's correct answer to the test.

1) to measure the average or mean of students' vocabulary scores on every test, the formula is as follows:

$$\bar{X} = \frac{\sum X}{N}$$

Explanation:

X= Mean score

$\sum X$  = Sum of individual score

N = Total number of individual

2) to know the percentage of the student's development in vocabulary ability:

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P = Percentage of students' improvement

F = students' frequency who passed the minimum scored

N = total number of students

(Sudjiono, 2014)

## RESEARCH FINDINGS AND DISCUSSION

The findings of this research deal with the student's scores on the pre-test and post-test, the students' score classification, mean score, the significant differences between the score on the pre-test and post-test, and hypothesis testing of the faired samples.

1. The classification of Students' Pre-test Score and Post-test Scores in Experimental Class. The following table shows the classification of frequency and percentage of a score of students' vocabulary mastery at the second-grade students of Junior High School SMPS Darul Ulum Panaikang Kabupaten Bantaeng pre-test and post-test of experimental class.

- 1.1 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%
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%
<b>Total</b>			<b>19</b>	<b>100%</b>

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

- 1.2 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%
<b>Total</b>			<b>19</b>	<b>100%</b>

The data above showed that of 19 students, there was no one got fair, poor level and very poor scores, there were 3 students with fairly good scores and as well as 3 students with good levels (15.78). 6 Students (31.56%) the very good scores and 7 students (36.82%) got excellent. Based on Tables 1 and 2, it can be concluded that the rate percentage of the experimental class in the post-test was higher than the percentage in the pre-test.

2. The classification of Students' Pre-test and Post-test Scores in a Controlled Class. The following table shows the classification of frequency and percentage of a score of students' vocabulary mastery at the second-grade student's students of Junior High School SMPS Darul Ulum Panaikang Kabupaten Bantaeng in pre-test and post-test of controlled class.

The following table shows the classification of frequency and percentage of a score of students' vocabulary mastery at the second-grade student's students of Junior High School SMPS Darul Ulum Panaikang Kabupaten Bantaeng in pre-test and post-test of controlled class.

- 2.1 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%
<b>Total</b>			<b>19</b>	<b>100%</b>

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

2.2 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%
<b>Total</b>			<b>20</b>	<b>100%</b>

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

3. The Mean Score and Standard Deviation of 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. The mean score of the experimental class and controlled class in the pre-test

Class	Mean Score	Standard Deviation
Experimental	4.05	0.58
Controlled	3.26	1.03

Based on the table mean score above, it showed that the experimental class was 4.05 while the controlled class was 3.26. it can conclude that in the pre-test the mean score of the experimental class was higher than the controlled class. The mean score of the experimental class and controlled class in the Post-Test

Class	Mean Score	Standard Deviation
Experimental	9.02	0.92
Controlled	5.63	1.37

Based on the table mean score above, it showed that the experimental class was 49.02 while

the controlled class was 5.63. it can conclude that in the pre-test the mean score of the experimental class was higher than the controlled class. Distribution of the value of t-test and t-table in post-test.

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

The table above was the t-test that shows the significance score between an experimental and controlled class that provided that there was a significant improvement in the experimental class, it meant that  $H_1$  was accepted and  $H_0$  was not accepted.

### Discussion

The use of the show and tell method was to uncover the abilities, feelings, and wishes of children. The researchers concluded that Show & Tell (S&T) 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 remembered the words by using pictures than just giving them a list of words.

The 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 9.02 and 5.63 for the controlled class. It meant the gap between the student's scores in the experimental and controlled classes was 3.39. The explanation of the gap between the two classes indicates that the experimental class showed high improvement than the controlled class. To sum up, based on the result of this study, shown the students' scores were much higher after the treatment in the Experimental class using Show & Tell (S&T) Method. The use of the Show & Tell (S&T) Method was effective toward the students' vocabulary mastery. This was surely improving the students' vocabulary mastery.

The use of the Show & Tell (S&T) Method was the most appropriate method for learning because the teachers can provide interesting material by using pictures. The use of the Show & Tell Method had 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 the post-test score between the experimental and controlled group, the vocabulary mastery of the experimental group was getting higher than the control group. It means that the treatment of using the Show & Tell (S&T) Method in the experimental group was successful. It was supported by Suyanto (2005), who 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 they want to be disclosed. When children tell stories, teachers can conduct an assessment of the child. Teachers can continue the topic talked about children as learning.

Moreover, it is perceived that the learners were more eager and interested in learning English, especially for the implementation of the Show & Tell (S&T) Method, it was proved that this method influenced the learners' vocabulary mastery. This is supported by Tilaar (2013) that the Show and Tell (S&T) method is activity prioritizing the ability to communicate simply. This activity is to train children to speak in front of the classroom and get children sensitive the simple things every day.

### CONCLUSION

The use of the Show & Tell (S&T) method can improve the students' vocabulary mastery. The student's score on the vocabulary test before applying for Show & Tell (S&T) method was low. It was different from the students' mastery after applying for Show & Tell (S&T) method in learning vocabulary. It can be found in students' post-test. The score was higher than the pre-test. The use of the Show & Tell (S&T) method in learning activity contributed to the student's mastery of vocabulary. It can increase students' understanding of the words. This method can increase students' vocabulary mastery. It was proved by the t-test value 14.12 was 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 for the student's vocabulary at the Second Grade Students of Junior High School At SMPS Darul Ulum Panaikang Kabupaten Bantaeng.

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