

USING SHOW AND TELL (S&T) STRATEGY IN TEACHING VOCABULARY AT THE SECOND GRADE STUDENTS OF JUNIOR HIGH SCHOOL (MTS) ASSHOLIHIAH LINGKOK LEKONG EAST LOMBOK IN THE ACADEMIC YEAR 2023/2024

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ABSTRACT

The aim of this study is to analyze of The Use of Show And Tell (S&T) Strategy in Teaching Vocabulary at the Second Grade Students of Junior High School (MTs) Assholihyah Lingkok Lekong East Lombok in the Academic Year 2023/2024. The design of this research is Quasi Experimental Design, with experimental and control class. The data are collected by using observation and questionnaire. The populations are 38 students which consist of 19 students as experimental class and 19 students as a control class. The result of the data indicated that there is a significant difference between student's post-test in experimental class and controlled class. The mean score of post-test (9.02) in experimental class was higher than the mean score of post-test (5.63) in controlled class. Through t-test (14.2) was higher than t-table (2.042) at the level of significance 0.05 with degree of freedom are 36. It concluded that, the hypothesis on this study is accepted. Meaning that, by using Show & Tell (S&T) method is effective towards the students vocabulary mastery at the second Year Students of Junior High School (MTS) Assholihyah Lingkok Lekong East Lombok. Therefore, the English teacher may use Show & Tell (S&T) Method in teaching English process. Because it can make the English learning process more enjoyable, fun and effective.

Key Words: Show and Tell (S&T) Method, Vocabulary, Experimental, Learning.

1. INTRODUCTION

English is an international language that is used as a communication tool not only in daily life but also in academic activities. In Indonesia, English as a foreign language is taught formally in schools, from junior high school to university level. At each level of education, English is a compulsory subject that is examined in the National Examination. Furthermore, in English education found many vocabularies used, such as verbs, adjectives, nouns, and adverbs. Based on several references, Vocabulary is the smallest unit in English that is utilized by students in communicating.

Through mastery of vocabulary in English learning, the students can understand each other and express opinions, feelings and ideas when interacting in daily life. In the teaching process in the classroom, vocabulary is quite difficult for students to master, this phenomena occur because the teacher has

not used the right method in carrying out learning activities at school. Therefore, the learning process has not been able to run effectively and fun. There are many factors that make it difficult for students to master vocabulary, according to Allen (1999) which states that students' difficulties in mastering vocabulary are caused by a lack of interest, confidence, motivation, irrelevant teacher teaching methods, and an environment that does not support the learning process. These factors are still often found in several schools, this can be seen from the pre-observation activities carried out by researchers in grade VIII of MTS Assholihyah Lingkok Lekong, East Lombok Regency. From these activities, the researchers found some main problems in students side related to vocabularies mastery of learning, for instance; 1) Students cannot be understood the meaning of english word and they do not know how to write words well. This

thing appeared because the students are quite lazy to memorize the meaning of words when the English teacher give them exercises. The students only access the words from the dictionary without memorizing their meanings and without paying attention to the written form. 2) Students cannot be pronounced of English words well, they only read words based on their writing. 3) Teachers still used traditional methods in teaching English. In this case the teacher only gave a list of vocabulary to students and asked them to memorize the vocabulary, so that students were not interested and feel bored in the learning process.

Based on these conditions, the researcher assumes that English teacher should improve English teaching through an easy and effective method. The teacher must choose the right model in 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 of suitable techniques is the Show and Tell (S&T) method. The method used by the teacher can affect the success or failure in 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 English learning process for instance mastering vocabulary. Furthermore, by emphasizing this method can increase the students ability to translate the material explained by the teacher.

Based on the description above, the researcher is interested in conducting a research entitled "The Use Of Show And Tell (S&T) Method In Teaching Vocabulary At The Second Grade Students Of Junior High School (MTs) Assholihyah Lingkong Lekong East Lombok In The Academic Year 2023/2024"

Based on the background of the study above, the researcher would like to formulate the research question as follow: a) What

Vocabulary is improved by using Show and Tell (S&T) Method at the second year students of MTS Assholihyah Lingkong Lekong Kabupaten Lombok Timur in academic year 2023/2024?, b) What the factors are motivated the students to improve vocabulary by using show and tell (S&T) Method at the second year students of Mts Assholihyah Lingkong Kabupaten Lombok Timur in academic year 2023/2024?

2. RESEARCH METHOD

This chapter deals with research method, research variables, population and sample, research instrument, data collection procedures, and data analysis techniques.

Quasi Experimental is an empirical interventional study used to estimate the causal impact of an intervention on target population without random assignment. (Sugiyono, 2014: 77)

The design of this research is Quasi Experimental Design, with experimental and control class. One group will be treated as the experimental class and other group is treated as the controlled class. Researcher will apply Show and Tell (S&T) as method in teaching, while in control class will employ of conventional teaching method.

The researcher uses pre-test and post-test design in both experimental and control class. The aim to find out of using Show and Tell (S&T) method in enhancing students' vocabulary is to get the effectiveness significant by comparing the pre-test and post-test both of experimental class and control class.

The research design in this research can be seen as follows:

$$E = \frac{O_1 \quad X \quad O_2}{O_3 \quad O_4}$$

Figure 3.1 Research Design

Where:

E: Experimental class

C: Control class

O₁: Result of Pre-test (in experimental class)

O₃: Result of Pre-test (in controlled class)

X: Treatment that will be given for experimental class by using Show and Tell (S&T) method.

O₂: Result of Post-test (in experimental class)

O₄:Result of Post-test (in control class)

There are two variables of this research, namely independent variable and dependent variable. Independent variable is Show and Tell (S&T) as method. This method is expected to enhance the Students English, especially in vocabulary.

According to Arikunto (2013:9), population is all subjects in the research. The population of this research will be taken from the second year students of MTS Assholihyah Lingkok Lekong Kabupaten Lombok Timur, In academic year 2001/2002. The total numbers of population are 60 students, which consists of 2 classes.

Millan and Schumacher (1984:12) stated that sample is a group of subject selected from the population. In this research the researcher uses purposive sampling technique. The research takes VIII.A consist of 19 students as experimental class and VIII.B consists of 19 students as a control class.

The instrument of the research is a form of test. This instrument applies is to figure out a number of students' vocabulary mastery. The test will give through pre-test and post-test. The test will be arranged by vocabularies which consist of 25 numbers, 15 numbers for puzzle and 10 numbers for essay to both pre-test and post- test. By giving pre-test to the students are intended to find out the learners achievement of English vocabulary, while the post-test is intended to find out the students' vocabulary improvement after the treatment given. The content of pre-test is the same as the content of the post-test

In collecting the data, there are some steps will be taken by the researcher, they are:

Preliminary Visit

The researcher will visit the school to get information about the English teacher and students as participant. To gain more information about document and administrative form, the researcher will ask the administration officer of school.

Visiting the Headmaster

The researcher will ask permission to the Headmaster of MTS Assholihyah Lingkok Lekong Kabupaten Lombok Timur to conduct a research.

Visiting The English Teacher

After getting permission from headmaster, the researcher will met with the

English teacher for asking his/her help and guidance in conducting the research.

Giving The Pre-Test

The researcher gives the pre- test to experiment and control class. The Pre-Test will be conducted on July 24,2021 for experimental class and August 25, 2021 for control class.

Giving The Students Treatment

The activities of the experimental class are started on July 24, 2021 until 25 August, 2021. The treatment for the students will be given by using Show & Tell (S&T) Method in teaching vocabulary especially in nouns material, while the activities in control class are started on August 25, 2021. The control class the students are only taught of vocabulary by conventional strategy without using Show & Tell (S&T) method.

Experimental Class (treatment by using Show & Tell (S&T) Method

- The first meeting in treatment is taken on July 24, 2021. The researcher will act the treatment in experimental class with noun as a material .For example vocabulary of noun such foods. In this treatment, the researcher explains the description about noun to students by using pictures.
- The second meeting will conduct on July 27, 2021. The students are given the example words of noun (drinks) which showed by pictures.
- The third meeting is done on July 28,2021. The material given is example words of noun (fruits) delivered by using pictures.
- The fourth meeting will act on July 29, 2021. The material explained is example words of noun (Animals) showed by pictures.
- The fifth treatment is applied in July 30, 2021, and then the researcher asked the students to memorize the example words of noun that is learned on previous meeting.
- The sixth meeting is conducted on August 1, 2021. Furthermore the material given is words of noun (Favorite things) explored by using pictures.

Controlled Class (By Using Conventional Teaching Technique)

- a. The first meeting in treatment will apply on August 2, 2021. The researcher acts the treatment in experimental class by giving 'what is noun?' as a material to the students. The type words of noun deal with daily foods of human. In treatment, the researcher explains the description about noun to students by giving them list of those words in a blackboard.
- b. The second meeting is done on August 3, 2021. The material given is example words of noun (drinks) which elaborated by giving them list of those words in a blackboard.
- c. The third meeting will conduct on August 4, 2021. The material given to the students relates to example words of noun (Fruits) which presented by giving them lists of those words in a blackboard.
- d. The fourth meeting apply on August 5, 2021, after that the students are explained by the teacher of material that belong to the example words of noun (Animals) by listing of those words in a blackboard.
- e. The fifth meeting will act on August 6, 2021, and then the research asks the students to memorize the example words of noun taught.
- f. The sixth meeting conducts on August 7, 2021, after that the teacher explains a topic to the students that deals with words of noun (Favorite things) by using listing of those words in a blackboard.

Giving Post-Test

The post-test that gives to the students is conducted after the treatment. The aim of this phase of activity is to test their understanding on vocabulary mastery, and it will be held on August 24, 2021.

Data Analysis Technique

The data collected through a form of test will be analyzed by using the following steps:

- a. Calculating the student's correct answer of test.

$$\text{Score} = \frac{\text{Student's Correct Answer}}{\text{Total Number of Items}} \times 100$$

(Rosmalasari, 2004:12)
- b. Tabulated and classified the students' score into the following clarification the

score of the test are classified into seven levels as follows

NO	Classification	Score
1	Excellent	9.6-10
2	Very Good	8.6-9.5
3	Good	7.6-8.5
4	Fairly Good	6.6-7.5
5	Fair	5.6-6.5
6	Poor	3.6-5.5
7	Very poor	0-3.5

(Depdikbud, 2006:9)

- c. The mean score of the students' find out by means following the formula:

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

Where:

X : The mean of score

$\sum X$: The sum of all scores

N : The number of students

(Gay, 2006)

- d. Finding out the standard deviation by applying this formula:

$$SD = \sqrt{\frac{ss}{N}}, \text{ where } ss = \sum x^2 - \frac{(\sum x)^2}{N}$$

Where:

SD : Standard deviation

ss : The sum of the square

N : Total number of the subjects

$\sum x^2$: The sum of all square; each score is squared and all the squares are added up

$(\sum x)^2$: The square of the sum; all the scores are added up and the sum is square, total

(Gay, 2006)

- e. The formula used in finding out the difference between students' score in pre-test and post-test

$$T = x_1 - x_2$$

$$N_1 + n_2 - 2 \quad n_1 \quad n_2$$

$$\sqrt{(ss_1 + ss_2) (1 + 1)}$$

Where:

T : Test of significance

X₁ : Mean score of experimental group

X₂ : Mean score of control group

Ss₁ : Sum Square of experimental group

Ss₂ : Sum Square of control group

- N1 : Number of students of experimental group
 N2 : Number of students of control group
 2 : The number of class involved
 1 : Constant number

(Gay,2006)

3. FINDING

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. The findings are described as follows:

- a. The classification of Students' Pre-test score and post-test score in Experimental Class.

The following table shows the classification of frequency and percentage of score of students' vocabulary mastery at the second grade students of junior high School (MTS) Assholihyah Lingkok Lekong Lombok Timur pre-test and post-test of experimental class.

Table. 4.1

Classification of frequency and percentage score of students' vocabulary mastery in experimental class (pre-test)

No	Classificati on	Scor e	Frequenc y	Percent age
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 -35	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 student in good level (15.28%) 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 experim,ental class in post- test was higher than the percentage in pre- test.

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

The following table shows the classification of frequency and percentage of score of students' vocabulary mastery at the second grade students of Junior High School (MTS) Assholihyah Lingkok Lekong Lombok Timur in pre-test and post-test of controlled class.

Table.4.3

Classification of frequency and percentage score of students' vocabulary Mastery in controlled class (pre-test)

NO	Classifica tion	Sco re	Freq	Percent age
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%

Based on the Table 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 one of students who gain fairly good, good, very good, and excellent level.

Class	Mean Score	Standard Deviation
Experimental	4.05	0.58
Controlled	3.26	1.03

Table 4.4
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	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%

Based on the Table 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 in post-test was same in the percentage of pre-test.

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

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

Table 4.5
The mean score of experimental class And controlled class in pre-test

Table 4.6
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

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

Table 4.7
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

4. 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 students' 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 can improve the student's 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 (MTS) Assholihyah Lingkok Lekong Lombok Timur.

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