

Improving Students' Vocabulary by Using Show and Tell (S&T) Method at the First Grade Students of SMA Negeri 6 Toraja Utara

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Abstract

This research aims (1) to determine the level of students' vocabulary mastery before and after being taught using the S&T method (2) to find out whether using the S&T method further improves students' vocabulary. This is in accordance with the hypothesis which states that the use of the Show and Tell (S&T) method improve students' vocabulary. The design used in this study is a pre-experimental, which is One Group Pretest-Posttest design with the sample is from class X IPS 2, which consists of 16 students and using cluster random sampling technique. In obtaining the data, the researchers used the test as an instrument. The results of data analysis showed that by using the Show and Tell (S&T) method, students' vocabulary mastery improved. It can be proven by the t-test value of -27.547 which is less than the t-table value of 2.602, which means that H₀ of this research was rejected and H₁ was accepted. So, it can be concluded that the use of the Show and Tell (S&T) method improve students' vocabulary at the first-grade students of SMA Negeri 6 Toraja Utara.

Keywords: *Vocabulary, Show and Tell (S&T), Method, Vocabulary.*

1. Introduction

As an international language, English is a tool to connect the world and its population. Several countries in the world place English as the main language or mother tongue which means that the population of the country uses English in their daily life. There are also countries that put English as a second language. This means that the country has a local language but they are also fluent in speaking English. Then, there are several countries in the world that use English as a foreign language, for example, Indonesia. This is indicated by the obligation to learn English from Elementary School to College and even English is included in the subjects tested to

graduate from Elementary School to High School. In college, some majors require final year students to take the Test of English as a Foreign Language (TOEFL).

There are four skills that students must be mastered in learning English as a foreign language. Listening skill, Speaking skill, reading skill, and writing skill are the four of that skill. Of these four skills, vocabulary has a very important role. First, before speaking students must know what will be said and of course that is vocabulary. It's the same with writing and reading. Before writing, students must think about what words to write and so also with reading, students must interpret the contents of the reading so that students can

understand the purpose or intent of the author. Then the last is listening. Students must master at least some vocabulary so that the messages by the speaker or teacher can be conveyed. Therefore, the researchers conclude that vocabulary is the basis that should be mastered for learning English as a foreign language.

Vocabulary is the most important aspect of learning English as a foreign language. "Regardless of how well the student learns grammar, or how successfully the sounds of L2 occur in any meaningful way" (McCarthy, 1997, p.140). Schmitt (2010, p.3) also stated that "Without grammar, very little can be expressed, and without vocabulary, nothing can be expressed". Many students and English learners think that grammar is the determining factor for people to be good in English. However, from the two opinions above, it can be concluded that though students master in grammar if their vocabulary knowledge is low, they will still not be able to make a sentence. A sentence can be formed from the composition of vocabulary. "Vocabulary is defined as words that are taught in a foreign language" (Penny 1991, p.60). However, this does not mean that learning grammar is not important. There are several vocabularies in English that have more than one meaning. Some of that are determined by the context of the sentence.

At school, teachers and students certainly have their own difficulties in teaching and learning vocabulary. The teacher must adapt the way of teaching vocabulary to the needs of the students. Usually, the teacher teaches vocabulary by providing a vocabulary list and then students are expected to memorize the list. Teachers without realizing it if the method can reduce students' interest in learning because it is boring. But it cannot be denied that teaching a foreign language is not an easy job for a

teacher. There will always be difficulties in class. "Making vocabulary study meaningful and useful for students has always been the difficult part" (Allen, 1999, p.40).

Based on the problem above, the researchers decided to use a teaching method that is more relaxed and attracts students' attention in learning vocabulary. One of the methods or techniques is the Show and Tell Method (S&T). This method is adapted to the needs of students and limited school facilities to use learning media. Tri, Yasbiati, and Bela (2017) stated that "The activity of showing something to the audience and telling them about it is known as show and tell". So, through this method, the learning process can use accessible media. Teachers or students only need picture paper to explain the pictures listed. This fits perfectly with the schools that are still lagging behind.

2. Literature Review

2.1. Definition of Vocabulary

Vocabulary is a set of words used in compiling a sentence and has meaning. In learning a language, the first step is to learn and try to master the vocabulary as much as possible. This will make it easier to compose the sentence you want to say. "Vocabulary is the most important aspect of language proficiency because it determines how well learners speak, listen, read, and write" (Richard, 2002, p.255).

Hornby (1995, p.1331) also stated that "Vocabulary is the total numbers of words in language or all the words known to a person or used in particular book, subject and a list of words with their meaning, especially one that accompanies a textbook". This definition shows that vocabulary is the basic or the first element that should be master in learning

language, especially English and then its follow by other component in English.

According to the definition above, it can be concluded that vocabulary is a set of words that must be mastered along with their meanings to become a tool for expressing language and or interpreting information in communication.

2. 2. Types of Vocabulary

Vocabulary can be divided into several parts according to experts. According to Harmer (1991, p.159), Active vocabulary and passive vocabulary are the types of vocabulary. Active vocabulary that is meant by Harmer is vocabulary that students have learned and have been taught with the purpose it can be used for them. The second is passive vocabulary, which means words that students will recognize when they meet them but they will probably not be able to produce it.

Good (1959, p.644) has opinion that vocabulary divided into four. Oral vocabulary, writing vocabulary, listening vocabulary, and reading vocabulary are the four types of vocabulary. First, oral vocabulary refers to the words that people use to express thought in an active and understandable way. Second, writing vocabulary is the words used when writing a piece of writing. Third, the listening vocabulary is the speaker's words that can be understood by the listener, where it can also be said that the speaker's message can be conveyed well to the listener because the words in speech can be interpreted. The latter are words that can be understood in writing when someone reads. The four types of vocabulary above by Harmer cover all activities in language communication.

2. 3. Aspect of Vocabulary

According to Harmer (1991, p.158), understanding the meaning, word use, word formation, and word grammar are all part of having a good vocabulary. This is similar to Lado's opinion (1957) that there are some aspects that have to be known in vocabulary, such are word meaning, word spelling, word pronunciation, word classes, and word use.

2. 4. Definition of Show and Tell (S&T) Method

Show and Tell (S&T) method is one of the methods in teaching-learning process which is effective because it involves teachers and students actively in participating with students expressing opinions freely. Novia (2019, p.25) stated that "By Show and Tell method, students' oral language and thinking abilities will be developed. Because through Show and Tell students can learn, share, and describe some case, such as their experience, their favorite place, their favorite thing, or their idol".

Creating an interesting atmosphere in the classroom during the learning process is a challenge for a teacher. It is not easy to attract students' attention. Vocabulary learning really needs the creativity of the teacher so that the atmosphere is not boring. Show and Tell (S&T) is one of many learning methods that is suitable with vocabulary teaching.

2. 5. Advantages and Disadvantages of Show and Tell (S&T) Method

Show and Tell (S&T) method has some advantages and disadvantages. They are as follows:

a. Advantages

Show and tell method is a simple method so, it can be easy to apply for students, and easier for students to tell a story by using a concrete object, the students emphasize participatory approach in the learning process. It causes the students to be actively involved, Show and tell effectively develops the ability of students' public speaking (public talking), Show and Tell can train the students to do problem-solving.

b. Disadvantages

The method must always be used with the teacher's supervision. This is because the show and tell method requires guidance if students have difficulty identifying the objects used. Second, this method cannot be used in an emergency. This is because the objects and experiences that will be discussed must be prepared and the last, the time allotted for show and tell is restricted.

vocabulary during treatment. The vocabulary items in treatment were selected from the vocabulary list, which are the vocabulary list is the vocabulary from the learning module at the first grade of SMA Negeri 6 Toraja Utara. There are two hundred of vocabulary on the list and the researcher analyzed the students' knowledge about those vocabulary by giving the vocabulary list. There were sixty vocabulary items were taught during the treatment (10 % of very familiar, 80% of quite familiar, and 10 % of unfamiliar word).

The test was given twice. The pretest was given to students at the first meeting or before treatment. It aims to measure the level of students' vocabulary knowledge using conventional methods so far. The posttest was given to students at the last meeting or after being given treatment. It aims to see the success or failure of this research.

3. Research Methodology

3. 1. Research Design

To obtain data as the purpose of a study, research methods are needed. The researchers used pre-experimental as the research design in this study, which is the One-Group Pretest-Posttest design. The researchers gave the pre-test and the post-test in one group to be studied to test the success of the show and tell method in increasing students' vocabulary.

3. 2. Research Instrument

The researchers used a vocabulary test as the instrument in this study. The test consists of 35 items (20 items of multiple choice and 15 of fill the blank) and it is selected from the

3. 3. Data Analysis

After collecting the data, the researchers analyzed the data using the following steps:

- a. Determine the score for each item in the questionnaire, which is done by specifying the value of numbers 1 to 4 based on the applicable scoring norms by looking at the nature of the favorable or unfavorable statement.
- b. Tabulate the scores of the questionnaire items and calculate the score of each subject and the total score of the items. After that, analyze the data statistically using the IBM SPSS Statistics Version 22 and Microsoft Excel 2016.
- c. The categorization is based on the normal distribution using the level or ordinal categorization method.

Table 1. Ordinal Categorization

Norm or Score Criteria	Categorization
$X (\mu+1,0 \sigma) \leq X$	High
$(\mu-1,0 \sigma) \leq X < (\mu+1,0 \sigma)$	Medium
$X < (\mu-1,0 \sigma)$	Low

d. Describing the students' self-efficacy level in writing their bachelor's theses.

4. Findings

This research took place for four meetings, from January 10, 2022 until January 31, 2022 at SMA Negeri 6 Toraja Utara. The researchers used the Show and Tell Method in teaching vocabulary with the aim of improving students' Vocabulary.

The researchers took one class as a sample that is X IPS 2. The researchers started by giving the pretest and then giving treatment. The last, the researchers gave posttest to measure the improvement of the students' vocabulary. In the treatment, the researchers showed fifteen pictures in every meeting. In the first meeting,

the researchers showed fifteen pictures of nouns, the second meeting is adjectives, the third and fourth meeting is verbs. After showing the pictures, the researchers asked the students to find out the meaning of those pictures and then the researchers told the correct meaning. Before giving the students assignment, the researchers pronounced those vocabulary loudly and then the students repeated it.

4. 1. The Frequency and Rate Percentage of the Pretest and Posttest Scores

Students' scores of the pretest and posttest are classified into five categories, which are excellent, good, average, poor, and very poor scores. The classification of the students' scores is presented below:

Table 2. Pretest and Posttest Score Classification

Classification	Score	Pretest		Posttest	
		Frequency	Percentages	Frequency	Percentages
Excellent	91-100	0	0	4	25
Good	81-90	0	0	5	31.25
Average	71-80	0	0	5	31.25
Poor	61-70	1	6.25	2	12.5
Very poor	<61	15	93.75	0	0
Total		16	100%	16	100%

The data on the table above showed that none students got excellent scores, good scores, and average scores. Furthermore, there was 1 (6.25 %) out of 16 students got poor scores and 15 students (93.75 %) got very poor scores.

For the posttest, it showed that there were 4 students (25 %) got excellent scores, 5 students (31.25 %) got good scores, 5 students (31.25 %) got average scores, 2 students (12.5 %) got

poor or low scores, and none of students got very poor score.

From the two tables above, it can be concluded that the rate percentage of excellent score, good score, and average score of the posttest was higher than the percentage of the pretest.

4. 1. The Frequency Students' Mean Score and Standard Deviation

Table 3. Mean Score and Standard Deviation

No	Classification	Pretest	Posttest
1	Mean	22.6	82.7
2	Standard Deviation	13.3	8.9

Table 3 showed that the mean score of the pretest was 22.6 and it is classified into very poor score, while the standard deviation was 13.3. The mean score of the posttest was 82.7 and it is classified into good score, while the standard deviation was 8.9. It can be said that the students' vocabulary improved after giving treatment by using Show and Tell (S&T) method.

5. Discussions

Based on the results of the data analysis above, it is shown that the vocabulary of students before the researchers gave the Show and Tell teaching method was classified as low. This is evidenced by the scores obtained by students before being given treatment (pretest) and after being given treatment (posttest). The mean score of the pretest was 22.6 and the mean score of the posttest was 82.7. It shows that there is an improvement in students' vocabulary which is relatively high.

Then to find out how the improvement in students' scores from the pretest to posttest, the N-gain is 0.586. Based on the criteria, 0.586 belongs to the medium criteria. It means that the use of Show and Tell (S&T) method improve students' vocabulary.

The use of the Show and Tell (S&T) method is effective in learning vocabulary, especially for schools with limited learning media facilities. Musfiroh (2011) stated that "Show and Tell (S&T) method is activity to show something to the audience or describe something". As mentioned in chapter two that the Show and Tell (S&T) method can attract students'

attention without any pressure. Students become more active, and participate overall.

Novia (2019) revealed that "by Show and tell (S&T) method, students' oral language and thinking abilities were develop because through Show and Tell (S&T) method, students can learn, share, and describe some case, such as their experience, their favorite place, their favorite thing, or their idol. The findings showed that the using Show and Tell (S&T) method is effective toward the students' vocabulary at the second-grade students of Junior High School (SMP) Negeri 4 Galesong Selatan Kabupaten Takalar. It proven by the t-test value was 14.12 and t-table value was 2.042, which it means the t-test was higher than the t-table.

In this research, Show and Tell (S&T) method is helpful for students and teacher. Students enjoyed the class and they felt free in conveying idea especially in learning vocabulary, they conveyed the meaning of pictures that were showed. For the teacher, it easier in teaching vocabulary. So, it can be seen by the scores of students in pretest-posttest and the value of t-test and t-table.

As the findings, the researchers found the strength of the Show and Tell (S&T) method in learning vocabulary in the classroom. Show and Tell (S&T) method can attract students' attention during the learning process and the students actively participate. The student's enthusiasts to guess the pictures that showed by the researchers and they find out the English words in their dictionary. The researchers also found the weakness of the Show and Tell (S&T)

method that this method needs the extra time in the learning process.

6. Conclusion

After going through the data analysis process, the researchers are finally able to provide conclusions from this research. Based on the data obtained, the researchers found the differences in students' scores before and after being taught the Show and Tell (S&T) method. The mean score of posttests was higher than the pretest mean score, where the pretest mean score was 22.6 (very poor score) and posttest was 82.7 (good score).

The value of t_{obtained} was less than t_{table} where -27.547 was less than 2.602. Based on the result above, it can be concluded that the use of Show and Tell (S&T) method improves the vocabulary of the first-grade students at SMA Negeri 6 Toraja Utara.

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