

A THESIS

USING SHOW AND TELL (S&T) METHOD TO IMPROVE  
VOCABULARY MASTERY OF 7 GRADE STUDENTS  
AT UPTD SMP NEGERI 10 PAREPARE



BY

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ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC RELIGION INSTITUTE  
PAREPARE

2025

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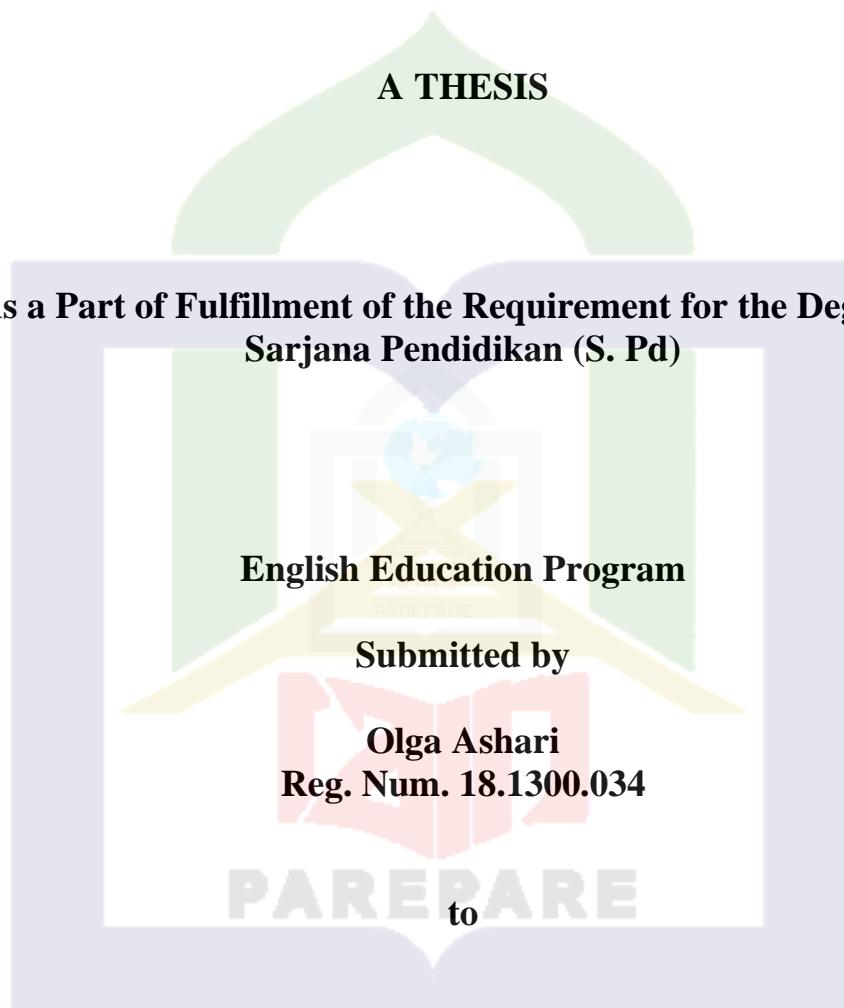
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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of  
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**2025**

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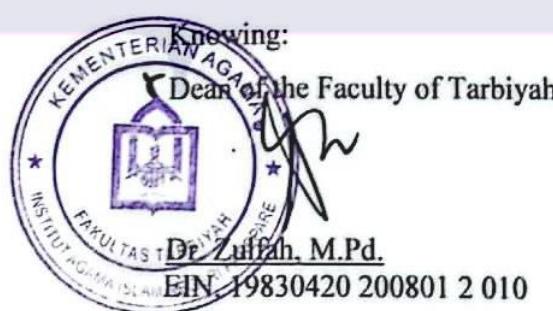
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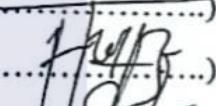
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ وَعَلَى آلِهِ وَصَحْبِهِ  
أَجْمَعِينَ أَمَّا بَعْدُ

Alhamdulillahi Rabbil 'Alamin, Praise is merely to the Almighty Allah Swt. Give thanks for God's love and grace for us, the most gracious, the most merciful, the lord of the universe and the master of the judgment, the king of the kings, who has given his bless and salvation to the writer for finishing this Thesis entitled: Using Show and Tell (S&T) Method to Improve Vocabulary Mastery of 7 grade Students at UPTD SMP Negeri 10 Parepare. Shalawat and salam always be given to our prophet Muhammad saw. (Peace is upon him) a person that becomes a leader, the best example for us, who has been guided us from uneducated person to be educated person or the other words from the bad character to the good one.

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Stated this was her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this thesis and the degree than been gotten would be postponed.

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## ABSTRACT

**Olga Ashari.** *Using Show and Tell (S&T) Method to Improve Vocabulary Mastery of 7 Grade Students at UPTD SMP Negeri 10 Parepare* (Supervised by Nanning and Humaeroah).

Mastering vocabulary is essential when learning English because it is crucial for good communication skills. Therefore, vocabulary development must be done correctly and engagingly so that students can easily and enjoyably master new words. One effective learning method to enhance vocabulary mastery is the Show and Tell Method, which actively involves students in showing and telling about objects or images related to the vocabulary they are learning.

Pre-experimental research was conducted using a one-group pre-test and post-test design. This study involved 32 students in class 7.1 of State Junior High School 10 Parepare, who were selected through a purposive sampling technique.

The results of the analysis show that the alternative hypothesis ( $H_a$ ) is accepted, and the null hypothesis ( $H_0$ ) is rejected. The t-table value, found at a significance level of 0.05 and degrees of freedom ( $df$ ) = 31, has a value of 2.040. Therefore, it can be concluded that there is a significant difference in vocabulary mastery among seventh-grade students at UPTD SMP Negeri 10 Parepare before and after applying the Show and Tell method. These results indicate that the Show and Tell method helps improve students' vocabulary mastery

**Keywords:** Vocabulary Mastery, Show & Tell method

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## CHAPTER I

### INTRODUCTION

#### A. Background

English, which is learned as a foreign language in Indonesia, has a significant influence in many areas of life. It is not only used as a foreign language in Indonesia but also has a significant impact on technology, tourism, business, and global communication. Therefore, the objective of English language education in SMP/MTs is to provide students with functional skills that enable them to communicate effectively through spoken and written language to solve problems that arise in daily life.<sup>1</sup>Junaini emphasized that English is not only a tool for accessing information but also a means of building relationships, exchanging information, and appreciating the nuances of language in everyday life.<sup>2</sup>

The four basic language skills, namely speaking, listening, reading, and writing, have never developed as a discipline of their own. Instead, they function together to provide a broad picture of language learning as a discipline. Comprehension skills are the first and third skills, and production skills are the second and fourth skills. There is a fundamental and reciprocal relationship between speaking and listening skills in oral language, just as there is between the two written language skills, reading and writing.<sup>3</sup>Students can effectively improve their vocabulary and acquire new ones by developing these skills. However, of the four skills, vocabulary plays a particularly crucial role.

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<sup>1</sup>Kandung Supriyono and Sugirin, “Pengembangan Media Pembelajaran Membaca Bahasa Inggris SMP Berbasis Web,” *Jurnal Inovasi Teknologi Pendidikan* 1, no. 1 (2014).p. 50.

<sup>2</sup>Elfa. F Utami, “Pengelolaan Pembelajaran Bahasa Inggris” (Universitas Bengkulu, 2013).p. 3.

<sup>3</sup>Chitra Sharma and Shaifali Rachna Puri, “The Importance of Four Basic Skills in Learning English,” *The Genesis* Vol. VII, no. 4 (2021).

Vocabulary learning is an essential component of language acquisition, and if students want to achieve a high level of proficiency, they must develop effective vocabulary learning strategies. Vocabulary is the foundation of a language, and on top of it, all other language skills are built. Learners will struggle to express themselves accurately and effectively in the target language if they do not have a strong vocabulary. Therefore, vocabulary learning is crucial for language acquisition, and learners must develop effective vocabulary learning strategies or methods.

Observations at UPTD SMP Negeri 10 Parepare show that students face several problems and difficulties when learning English. Among them are a lack of student knowledge of English vocabulary, limited English skills, difficulties in pronouncing vocabulary, and a shortage of basic vocabulary, which makes it hard for them to communicate their ideas effectively. Additionally, students often do not have enough motivation to learn English, resulting in them not actively engaging in the learning process and not showing demonstrations.

Therefore, English teachers are expected to create enjoyable classes and make students interested in learning English by designing interactive activity models for teaching vocabulary. In addition, teachers should be creative in choosing appropriate approaches, techniques, and games for their learning processes.<sup>4</sup>

Show and Tell (S&T) is an excellent method because it combines natural language analysis with interaction. It helps students talk to their classmates and teachers and allows them to point out and mention what is in the classroom to learn. It builds confidence and intelligence. The Show and Tell (S&T) method aids in learning and teaching. It can enhance students'

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<sup>4</sup>Amrullah Ullah, Vivit Rosmayanti, and Muhamad Yahrit, "The Use of Show and Tell Method in Teaching Vocabulary at the Second Year Students of Junior High School," *Kumpulan Artikel Pendidikan Anak Bangsa* 3, no. 1 (2023).p. 14-15.

memorization skills and vocabulary mastery.<sup>5</sup> This research will use the Show and Tell (S&T) method to address the problems of students in the 7 grade of UPTD SMP Negeri 10 Parepare and improve their vocabulary mastery.

The specific aim of this study is to determine whether the Show and Tell (S&T) method can improve the vocabulary mastery of 7 grade students at UPTD SMP Negeri 10 Parepare in English and whether this method is effective and engaging for students. Consequently, this study is expected to help develop more interactive and effective English language learning strategies.

Studies have shown that the use of the Show and Tell (S&T) method in English language learning can enhance students' vocabulary mastery. For example, a study at UPTD SMP Negeri 02 TanjungTiram found that the use of the Show and Tell (S&T) method can improve students' vocabulary mastery. Another study conducted on students at SMA Negeri 6 Toraja Utara found that the use of the Show and Tell (S&T) method can enhance students' vocabulary mastery. Consequently, the research in question is "Using Show and Tell (S&T) Method to Improve Vocabulary Mastery of 7 Grade Students at UPTD SMP Negeri 10 Parepare."

### **B. Research Question**

1. Does the Show and Tell method improve vocabulary mastery of 7 grade students at UPTD SMP Negeri 10 Parepare?

### **C. Objective of the Research**

1. To improve english vocabulary mastery of 7 grade students at UPTD SMP Negeri 10 Parepare by using the Show and Tell Method.

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<sup>5</sup>Enma Oktaviani, Winda Sari, and Ilham, "An Analysis of How Effective Show and Tell Method to Teach Vocabulary Learning," *Seminar Nasional Paedagoria* 3, no. 3 (2023).p. 205.

## **D. Significance of the Research**

### **1. For Students**

By expanding students' vocabulary, this research is expected to help improve their language skills. Students are expected to enhance their vocabulary mastery using the Show and Tell method, which allows them to understand the meanings of complex words and practice using these words in relevant contexts. This is expected to be useful in various situations, such as classroom discussions, presentations, and speaking with others. Students can improve their writing skills by understanding the meanings of complex words. It is hoped that they can use more complex words and practice using them better in their writing.

### **2. For Teacher**

By expanding the vocabulary used in learning, the Show and Tell method is expected to help teachers enhance their teaching skills. This method helps teachers understand complex words and practice their usage in relevant contexts.

### **3. For Schools**

Using the Show and Tell approach, this research is expected to help improve the quality of learning in schools by enhancing students' ability to master vocabulary. This can increase students' awareness of the importance of vocabulary in English communication.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Finding

Several studies are based on analyses conducted on various sources, and three previous studies relevant to this research, namely the studies conducted by Ayu Andira in 2020, Annisa Fitri Zian M in 2024, and Amad Daud in 2022 are included here.

The first research conducted by Ayu Andira in 2020 is titled “Implementation Of Show And Tell Method To Improve Students' Vocabulary Mastery At UPTD SMP Negeri 02 Tanjung Tiram.” The results of this study indicate that the use of the Show and Tell method on students can enhance inspiration, self-confidence, and vocabulary mastery. This research is similar to other studies that will be conducted by researchers who will also use the Show and Tell method to improve the vocabulary of junior high school students. The upcoming research will use a one-class pre-experimental design, while the previous study utilized action research.<sup>6</sup>

The second is a study conducted by Annisa Fitri Zian M in 2024 titled “The Influence of Show and Tell (S&T) Towards Students' Vocabulary Mastery at the Eighth Grade of MTs N 1 Lampung Tengah in the Academic Year 2023/2024.” This study shows that the use of the Show and Tell method in teaching vocabulary to junior high school students has a significant effect on students' vocabulary mastery. This research is different from previous studies

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<sup>6</sup>Ayu Andira, “Implementation of Show and Tell Method to Improve Students' Vocabulary Mastery at UPTD SMP Negeri 02 Tanjung Tiram” (Universitas Islam Negeri Sumatera Utara, 2020).

because it uses a quasi-experimental design, while this research uses a one-group pre-experimental design.<sup>7</sup>

And lastly, there is the research conducted by Ahmad Daud in 2022 titled “The Effectiveness of Teaching Vocabulary by Using the Show and Tell Method at MTs Darul Muhajirin Putra.” The research results show that the Show and Tell method helps teach vocabulary at MTs Darul Muhajirin Putra. This indicates that the post-test scores of students in the experimental class and the control class differ significantly; the values are lower than the significance level of 0.05 (0.003 less than 0.05), which indicates that H<sub>0</sub> is rejected from this study, and H<sub>1</sub> is accepted. The Show and Tell method is similar to previous studies and research that has been conducted. Previous research used a quasi-experimental design, but the current study uses a one-group pre-experimental design.<sup>8</sup>

## B. Theory Review

1. English vocabulary mastery
  - a) Definition of vocabulary

Vocabulary is a group of words that contains meaning while according to Ur, vocabulary can be defined, roughly, as the words we teach in the foreign language.<sup>9</sup> According to Norbert, Vocabulary is only one component of language skills such as reading and speaking. It should also not be assumed that substantial vocabulary knowledge is always a prerequisite to the performance of language skills. Vocabulary enables language use, language use enables the increase of vocabulary, knowledge of the world enables the increase of vocabulary and

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<sup>7</sup>Fitri Zian M Annisa, “The Influence of Show and Tell (S&T) Towards Students’ Vocabulary Mastery at the Eighth Grade of MTs N 1 Lampung Tengah in the Academic Year 2023/2024” (UIN Raden Intan Lampung, 2024).

<sup>8</sup>Ahmad Daud, “The Effectiveness of Teaching Vocabulary by Using Show and Tell Method at MTs Darul Muhajirin Putra” (UIN Mataram, 2022).

<sup>9</sup>Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge University Press, 1996).p. 60.

language use and so on. With these cautions in mind let us now look at estimates of vocabulary size and their significance for second language learners.<sup>10</sup>

Vocabulary is taught in connection with other language activities. For example, the vocabulary of reading passage is dealt with before the learners read passage. Sarawit said describes the teaching vocabulary a few days before a type of debate. According to Hiebert and Kamil, much of a student's vocabulary is learned incidentally through multiple exposures to words in multiple contexts. Vocabulary is also developed through ongoing text-related dialogue between the teacher and students during the read-alouds.<sup>11</sup>

Based on this statement, vocabulary is essential for learning a foreign language because it combines the four language skills: reading, writing, speaking, and listening. In addition, vocabulary includes the total number of words in a language, the words known by a person, and a list of words with their meanings. Having a strong vocabulary is essential for high school students to communicate effectively and succeed in learning English.

#### b) Types of vocabulary

Some experts have classified vocabulary into various types. Vocabulary is the knowledge of the meanings of words. Hiebert and Kamil (2005) classify vocabulary into two main types, namely:

##### 1) Receptive Vocabulary

Receptive vocabulary is that set of words for which an individual can assign meanings when listening or reading. These

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<sup>10</sup>Norbert Schmitt and Michael McCarthy, *Vocabulary: Description, Acquisition and Pedagogy* (Cambridge University Press, 1997).p. 6.

<sup>11</sup>Elfrieda H Hiebert and Michael L Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice* (London: Lawrence Erlbaum Associates, 2005).

are words that are often less well known to students and less frequent in use. Individuals may be able assign some sort of meaning to them, even though they may not know the full subtleties of the distinction. Typically, these are also words that individuals do not use spontaneously. However, when individuals encounter these words, they recognize them, even if imperfectly.

## 2) Productive Vocabulary

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.<sup>12</sup>

Nation also distinguishes between productive (active) and receptive (passive) vocabulary in the following: He calls the active vocabulary a “motivated” vocabulary. It consists of all the words we need to use and feel no reluctance in using in our everyday life. A passive vocabulary includes the active vocabulary and also includes the learners’ “unmotivated” vocabulary. The unmotivated vocabulary can be divided into two groups: (1) may overlap with each other, when a person’s daily communication needs change and (2) may become a part of the “motivated” active vocabulary.<sup>13</sup>

Based on explanation above, There are two categories of vocabulary understanding and use: receptive and productive. Both are dynamic, changing based on communication needs and learning experiences.

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<sup>12</sup>Elfrieda H Hiebert and Michael L Kamil. *Teaching and Learning Vocabulary: Bringing Research to Practice* (London: Lawrence Erlbaum Associates, 2005).p. 3.

<sup>13</sup>Ian. S.P Nation, *Teaching And Learning Vocabulary* (Boston: Heinle & Heinle, 1990).

c) Function of vocabulary

Vocabulary plays several crucial roles in language learning and usage:

1) Communication:

- (a) Expression: By using vocabulary, people can communicate their thoughts, ideas, and emotions easily and accurately.
- (b) Understanding: Without sufficient vocabulary, individuals struggle to comprehend written and spoken language, hindering effective communication.

2) Language Acquisition:

- (a) Link Between Skills: Vocabulary states that mastering reading, writing, speaking, and listening are critical language skills.
- (b) Foundation for Grammar: Although grammar is essential, vocabulary provides the building blocks for constructing sentences and expressing complex ideas.

3) Reading Comprehension:

- (a) Role in Reading Process: Vocabulary significantly influences reading comprehension. Understanding most words in a text is essential for grasping its overall meaning.
- (b) Impact on Speed and Accuracy: Poor vocabulary limits reading speed and comprehension accuracy, leading to slower processing and reduced material retention.

4) Enhancing Thought Processes:

- (a) Richness of Expression: A broader vocabulary enhances cognitive abilities, allowing for more nuanced and detailed expressions of ideas.
- 5) Contextual Understanding:
  - (a) Knowledge Base: Vocabulary serves as a foundation for understanding various contexts within different subjects, such as sociolinguistics, psycholinguistics, and business correspondence.<sup>14</sup>

In summary, vocabulary is a cornerstone in language education. It facilitates communication, enhances comprehension, and enriches thought processes.

d) The Important of teaching vocabulary mastery

One way to build students' vocabularies is to immerse them in a rich array of language experiences so that they learn words through listening, speaking, reading, and writing. In kindergarten and the primary grades, listening and speaking are particularly important for promoting vocabulary growth. Most children enter kindergarten with substantial oral vocabularies and very small reading vocabularies. Appropriately, most of the words in materials they read are words that are already in their oral vocabularies. For this reason, however, young children will not learn many new words from reading, they will learn them from discussion, from being read to, and from having attention directly focused on words. In the intermediate grades, middle school, and secondary school, discussion continues to be important. Students of all ages—English learners as well as native English speakers—need to

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<sup>14</sup>Mofareh Alqahtani, "The Importance of Vocabulary in Language and How to Be Taught," *International Journal of Teaching and Education* Vol. 3, no. 3 (2015).p. 22.

engage frequently in authentic discussions, give-and-take conversations in which they get the opportunity to thoughtfully discuss topics.<sup>15</sup>

Nothing can be conveyed without grammar or vocabulary. David Wilkins, a linguist, summarizes the importance of vocabulary learning in this way. According to Dellar H and Hocking D, if you spend most of your time studying grammar, your English proficiency will not significantly improve. Conversely, if you add more words and expressions, your ability will increase. You can say almost anything with grammar, but you can say very little. Teachers have not fully realized the remarkable communicative benefits of developing a vast vocabulary, and vocabulary teaching is not always very responsive to this issue. For some time, teaching methods such as the Direct Method and audiolingualism prioritized the teaching of grammatical structures over other aspects of instruction. The number of words used in these courses is quite limited so as not to distract from learning these structures.<sup>16</sup>

However, most vocabulary learning occurs when students use the language for different purposes. The technique that takes vocabulary out of context aims to accelerate the vocabulary learning process. Use, both receptive and productive, is a real way to learn vocabulary. Teachers can assist in this process by drawing attention to specific words, teaching vocabulary techniques, and providing simplified material. The most important opportunity for vocabulary learning occurs when teachers encounter words in various contexts and must use some of them to convey new ideas.<sup>17</sup>

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<sup>15</sup>Michael F Graves, *The Vocabulary Book: Learning & Instruction* (Teacher College Press, 2006).p. 5.

<sup>16</sup>Scott Thornbury, *How to Teach Vocabulary* (Edinburgh: Pearson Education Limited, 2002).p. 13-14.

<sup>17</sup>Ian. S.P Nation, *Teaching And Learning Vocabulary*.p. 6.

e) Teaching and learning vocabulary involves various strategic

Approaches to ensure effective acquisition and retention of new words. Here are some key strategies and principles:

**Effective Vocabulary Learning Strategies:**

- 1) Relating Words: Teachers should start with words students already know and then introduce new words through relationships such as synonymy, antonymy, and classification within lexical sets.
- 2) Visual Aids: Utilizing visual aids like pictorial schemata (using graphics like Venn Diagrams, grids, or tree diagrams) enhances the relationship between words and makes learning more engaging.
- 3) Contextualization: Providing definitions, examples, and anecdotes helps create meaningful contexts for new words, aiding comprehension and memorability.

**Effective Vocabulary Teaching Strategies:**

- 1) Gradual Introduction: Teach words gradually, focusing on high-frequency words initially and building upon existing knowledge.
- 2) Multimodal Presentation: Combine oral and written presentations; write words on the board while explaining them to reinforce multiple senses of learning .
- 3) Active Participation: To keep learners active participants in the learning process, engage them in activities such as suggesting collocates, doing word-by-word revisions, and practicing word formations.
- 4) Real-Life Applications: Incorporate real-life scenarios and objects to illustrate the usage of new words, enhancing practical application and interest.

- 5) Repetition and Review: Regularly review previously taught vocabulary to consolidate learning and prevent forgetting.
- 6) Interactive Activities: Implement interactive methods like "Word Detectives," where learners report on discovered words, discussing their meanings, spellings, pronunciations, and collocations.<sup>18</sup>

These strategies aim to build a comprehensive understanding of vocabulary by leveraging cognitive, social, memory-based, and metacognitive processes. For detailed insights into specific methodologies and challenges associated with teaching and learning vocabulary, refer to the sources provided above.

## 2. The concept of Show and Tell (S&T) Method

### a) The definition of Show and Tell (S&T) Method

According to Tilar, Show and Tell method is activity prioritizing the ability to communicate simple. 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.<sup>19</sup> Gordon, M & Harel, D stated that Show and Tell (S&T) is the new method combines natural language parsing methods with user interaction and uses these to create an intelligent user interface. Show and Tell (S&T) method is a good and new method for helping the teaching and learning process, it can improve students' intelligence in vocabulary by translating the materials. Meanwhile, Suyanto states show and tell method are used to uncover the children's abilities, feelings, and desire. The teacher can ask two or three children

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<sup>18</sup>Hiebert and Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*. (London: Lawrence Erlbaum Associates, 2005).

<sup>19</sup>H. A.R Tilaar, *Unexpected Show and Tell Method* (United States: Libraries Unlimited, Inc, 2013).

to tell what they want to say every day. When the child tells a story, the teacher can assess the child. The teacher can continue the topic the child is discussing as learning.<sup>20</sup>

Musfiroh defines show and tell as the activity showed something to the audience and explaining or describing that something. Also Musfiroh explained that the show and tell method refers to three main areas: education, music, and theater. Among these three areas, the educational show and tell method is the most used in Western countries. The show and tell method is utilized for all three areas simultaneously. The three regions are show and tell educative for speaking (show and tell educative for speaking), show and tell educative for record playing toys (show and tell for playing with toys), and show and tell for children's books (show and tell for children's books).<sup>21</sup>

Susan said Show and tell isn't just about giving the kids a reason to bringing toys to class; each child's social, emotional and language skills will grow and develop from this activity as the children learn to use descriptive language, practice listening skills and share their special items with others. Sharing prized possessions with peers makes for a fun and comfortable learning arena for everyone involve.<sup>22</sup>

#### b) Application Show & Tell (S&T) Method

Musfiroh said that several different types of Show and Tell (S&T) can be used. The first is Show and Tell (S&T) with personal objects; the second is Show and Tell (S&T) with food; and the last is Show and Tell (S&T) with photos and images.

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<sup>20</sup>Slamet Suyanto, *Dasar-Dasar Pendidikan Usia Dini* (Yogyakarta: Hikayat Publishing, 2005).

<sup>21</sup> Tadkiroatun Musfiroh, *Educational Show and Tell Guide to Early Childhood Social Skill Development* (Yogyakarta: Locus Tiara Wacana Group, 2011).

<sup>22</sup>Susan Revermann, "Show and Tell Benefits Kindergarten," accessed July 29, 2025, <https://classroom.synonym.com/show-tell-benefits-kindergarten-12399.html/>.

1) Show and Tell (S&T) method with personal objects

Students who use the Show and Tell (S&T) approach are allowed to bring personal items such as pens, books, rulers, bags, shoes, and backpacks.

2) Show and Tell (S&T) method with food

Food is what they need and greatly influences their ability to grow independently and responsibly. When children are shown and told, they can talk about things like taste, the main ingredients in food, color, and more.

3) Show and Tell (S&T) method with images and photos

Images and photos are a fantastic way to instill politeness, independence, and responsibility. It is very beneficial for children to receive good acceptance from media articles that have images or photos.

However, according to Gleen, the Show and Tell (S&T) method can be used to showcase anything that is considered new or interesting to children, such as new play equipment, gifts for a 33rd birthday, food from family, or anything else that is deemed new or interesting.<sup>23</sup>

Hoerr states that children can use completed projects or works that have been finished for Show and Tell (S&T). Children can create dioramas that take stories from books or tales from American Indian tribes. The next day, the child stands beside it and narrates a story about the diorama that depicts various aspects of the tribe's life.<sup>24</sup>

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<sup>23</sup>Gleen Legget, *A Guide and Resource Book for Teachers* (Cambridge: Cambridge, 2021).

<sup>24</sup>Hoerr, *Show and Tell Benefits In Kindergarten*, 2007.

Some previous perspectives state that the Show and Tell (S&T) method can be applied to anything that is considered interesting to children, such as food, photos or images, new toys, birthday gifts, eating utensils, and children's artwork.

The research used the Show and Tell method with images or photos by showing or displaying images or objects, then the students would name the photos that the researcher presented or showed to them. And so the learning will continue. And in each session, the researcher will present different types of vocabulary. For example, in the first meeting, the researcher will present and demonstrate vocabulary with themes depicted in the images.

c) The Benefit of Show and Tell Method

The benefits of Show and Tell are numerous and can be summed up as follows: Children can better grasp social issues through Show-and Tell, which enhances their theoretical comprehension; promoting a democratic mindset among teachers by involving them in the learning process; Teachers can enhance the learning process that gives their pupils the confidence and drive to get active in social issues, and youngsters can consider the educational implications of social problems.<sup>25</sup>

The benefits of the show and tell method for developing several aspects. These benefits include children learning to speak and listen, becoming listeners and introducing themselves, conducting investigations based on questions, establishing connections between children's responses and those of others, anticipation and observation, practicing critical conversation skills, practicing storytellinglearning

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<sup>25</sup>Yuspar Uzer, "Peningkatan Keterampilan Berbicara Melalui Penerapan Metode Show And Tell Siswa Sd Negeri 97 Palembang," *PERNIK Jurnal PAUD* 4, no. 1 (2021).

similarities and differences, using vocabulary, using descriptive language, expressing gratitude, and boosting self-confidence.

Regarding the benefits mentioned by Laurie Patsalides regarding increased self-confidence, this was also confirmed by Zingher, who stated that when children do show and tell, it becomes a shining moment for them because their self-confidence increases.<sup>26</sup> Burrell revealed that Show and Tell activities can improve children's self-concept. Self-esteem, autonomy, social skills, and cognitive development will also improve with the use of this method.

Based on several benefits of the Show and Tell method, one aspect that can be developed is the social-emotional aspect, with indicators of increased self-confidence. This can be used as a guideline for developing learning steps using the Show and Tell Method.

#### d) The Advantages of Show and Tell Method

The Show and Tell method, which is widely used, greatly aids in children's learning and development. Here are some of its main benefits:

##### 1) Enhances Communication Skills

Show and Tell provides children with the opportunity to practice public speaking in a supportive environment. This method encourages the use of descriptive language, helping children articulate their thoughts and feelings more effectively, which is crucial for their overall communication skills.

##### 2) Boosts Confidence and Self-Esteem

Engaging in Show and Tell allows children to present topics they are passionate about, fostering a sense of pride and

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<sup>26</sup>Zingher and Gary, *Unexpected Show and Tell Method* (United States: Libraries Unlimited, Inc, 2011).

boosting their self-esteem. As they speak in front of peers, they gain confidence in their public speaking abilities, which can translate to improved participation in classroom discussions.

### 3) Promotes Active Listening

Participating as an audience member during Show and Tell teaches children the importance of listening attentively to others. This practice enhances their ability to engage respectfully with peers, encouraging them to think critically about what is being presented and formulate questions.

### 4) Encourages Critical Thinking and Creativity

Preparing for Show and Tell requires children to think critically about their chosen topic, allowing them to express their creativity. This process helps them organize their thoughts coherently, leading to a deeper understanding of the subject matter.

### 5) Strengthens Vocabulary Mastery

Studies show that the Show and Tell approach significantly improves students' vocabulary mastery. Children find it easier to remember new vocabulary when they relate it to personal experiences or objects.

### 6) Fosters Relationships and Social Skills

The collaborative nature of Show and Tell encourages children to interact with one another, building social skills and relationships within the classroom. This interaction is essential for developing teamwork and empathy as they share experiences.

In summary, the Show and Tell method serves as an effective educational tool that not only enhances language skills

but also contributes significantly to children's emotional and social development.<sup>27</sup>

e) The Disadvantages of Show and Tell Method

While the Show and Tell method can be beneficial, it also has several disadvantages that can hinder its effectiveness in educational settings. Here are some of the key drawbacks:

1) Time Consumption

Show and Tell can be time-consuming, as not all students can present at once. This often leads to lengthy sessions where only a few students get to share their items, which may result in boredom for both presenters and listeners.

2) Distractions

Students may become distracted by the objects being shared rather than focusing on the speaker. This can lead to a chaotic environment where attention is divided, making it difficult for teachers to maintain classroom order. Additionally, if students bring toys or personal items, it can foster competition and materialism rather than genuine sharing.

3) Emotional Challenges

Some children may feel anxiety or disappointment if they do not get a turn to share or if their item is not well-received. This can lead to negative emotional experiences, such as tears or feelings of inadequacy, which detracts from the intended educational purpose.

4) Unequal Participation

The method may inadvertently favor more extroverted students while leaving quieter or more reserved children feeling

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<sup>27</sup>Mallevi Agustin Ningrum, et al., eds., "The Effect of Show and Tell Method on Children's Confidence," *Education and Humanities Research* vol.382 (2019).p. 97.

marginalized. This imbalance can discourage participation from those who are less confident in public speaking.

#### 5) Limited Learning Outcomes

While Show and Tell aims to enhance communication skills, it may not effectively promote deeper learning or critical thinking about the topics presented. Many students may simply describe their items without engaging in meaningful discussion or analysis.

In summary, while Show and Tell has its merits, these disadvantages highlight the need for careful consideration of its implementation in the classroom to ensure that it meets educational goals effectively.<sup>28</sup>

#### f) The Learning Step by Show and Tell Method

Related to learning activities that will be done, this research used show and tell method. Methods show and notify is one of the best methods to improve children's confidence. There are several steps in running the show and telling the method, e.g. according to Revermann and Takdiroatun Musfiroh in Ningsih describes the steps in applying show & tell method, which are:

- 1) Sometimes, children are asked to bring their favorite items to share and showcase in class.
- 2) When the youngster is the focus of attention for his pals, the teacher lets him perform and signals for items that he brought from home.
- 3) Other kids question the children who are present.
- 4) On the ground floor (carpets, mats, etc.), kids form a circle.
- 5) Every group comprises seven to ten kids.

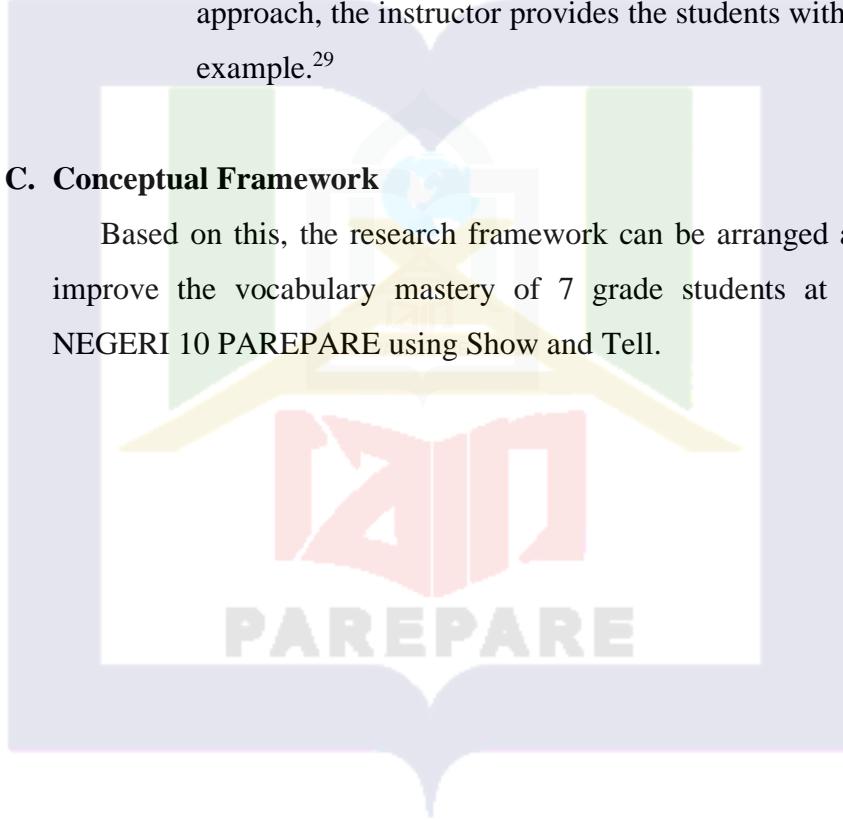
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<sup>28</sup>Erlin. P.A Artanti, "Pelaksanaan Metode Show and Tell Di Kelompok B2 TK ABA Ngangkruk Prambana," *Jurnal Pendidikan Anak Usia Dini* 9, no. 6 (2020).p. 523-524.

- 6) Greetings and opening events.
- 7) Leading a group prayer while guiding one child.
- 8) Say his name when you greet the kids one by one.
- 9) Using positive language and stimulating children's curiosity.
- 10) Allow the child to demonstrate what will occur during Show and Tell.
- 11) Describe the steps involved in the show and tell method. The instructor can provide instances of Show and Tell if needed. Five minutes are spent doing this. In order to implement this approach, the instructor provides the students with a real-world example.<sup>29</sup>

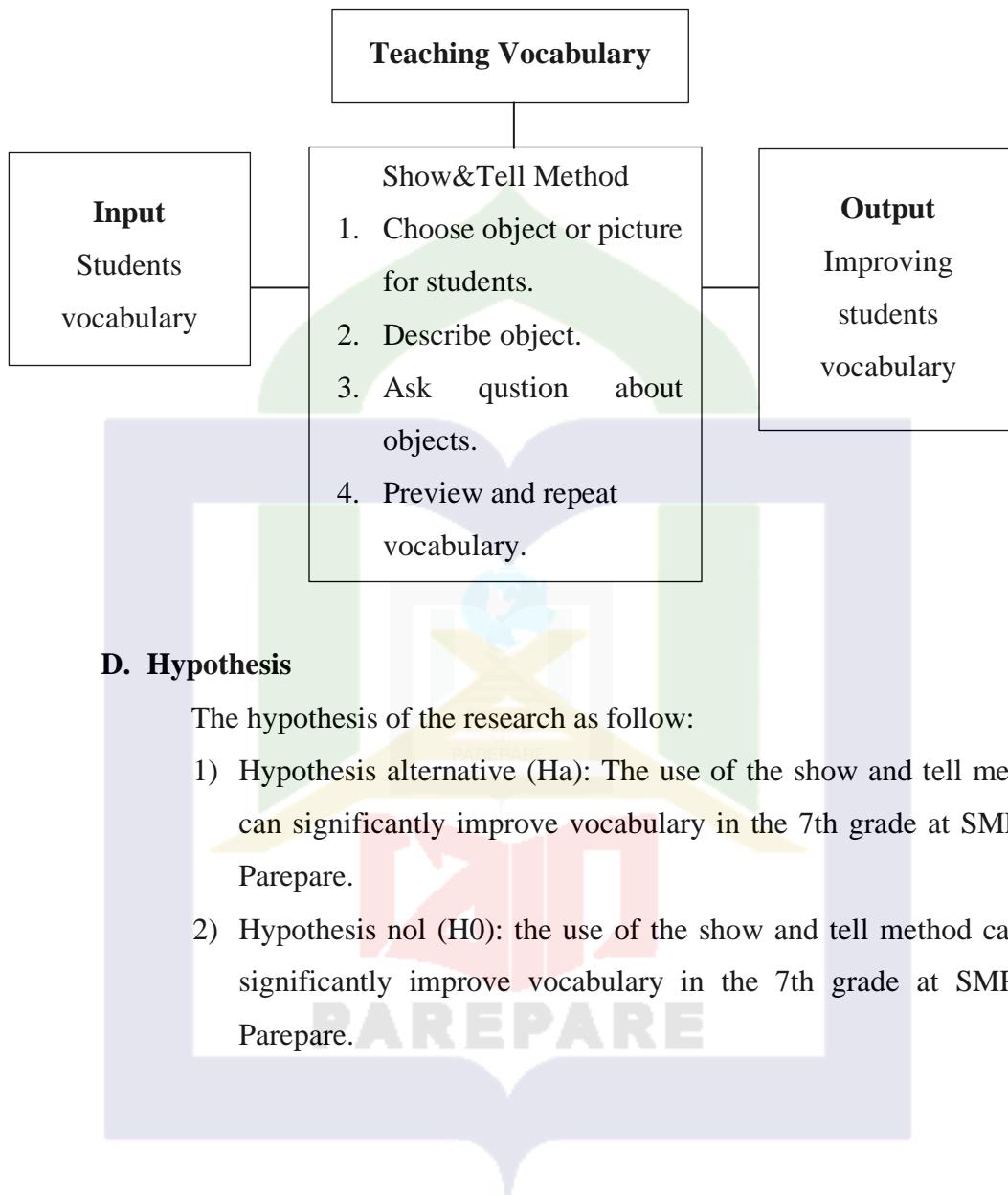
### C. Conceptual Framework

Based on this, the research framework can be arranged as follows to improve the vocabulary mastery of 7 grade students at UPTD SMP NEGERI 10 PAREPARE using Show and Tell.



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<sup>29</sup>Okki. R. M. Ningsih, "Meningkatkan Percaya Diri Melalui Metode Show And Tell Pada Anak Kelompok A Tk Marsudi Putra, Dagaran, Palbapang, Bantul, Yogyakarta" (Universitas Negeri Yogyakarta, 2014).



#### D. Hypothesis

The hypothesis of the research as follow:

- 1) Hypothesis alternative (Ha): The use of the show and tell method can significantly improve vocabulary in the 7th grade at SMP 10 Parepare.
- 2) Hypothesis nol (H0): the use of the show and tell method cannot significantly improve vocabulary in the 7th grade at SMP 10 Parepare.

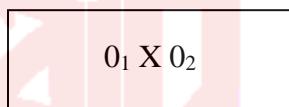
## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research was conducted using quantitative research. Quantitative research is an approach for testing objective theories by examining the relationship among variables or a comparison among groups. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.<sup>30</sup> This type of research is pre-experimental research. According to Campbell and Stanley, pre-experimental design are characterized by little or no control of extraneous variables and no random assignment.<sup>31</sup> A pre-experimental design that only involved one class. The purpose of this pre-experimental design is to ensure students' progress in mastering English vocabulary through the Show and Tell method. Therefore, to know the treatment results, the researcher only tested one group or class through a pre-test and post-test.

The research design used in this research is as follows:



Where:

0<sub>1</sub> : Pre-test (Before Treatment)

X : Treatment

0<sub>2</sub> : Post-test (After Treatment)

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<sup>30</sup>John W Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (United States of America: SAGE Publications, 2003).

<sup>31</sup>Donald T Campbell and Julian C Stanley, *Experimental and Quasi-Experimental Design For Research* (Houghton Mifflin Company, 1963).

## **B. Location and Time of Research**

This research was conducted for approximately one to two months at SMP Negeri 10 Parepare, located at Jl. Bau Massepe, No. 474, Ujung Sabbang, Ujung District, Parepare City, South Sulawesi Province.

## **C. Population and Sample of Research**

### **1. Population**

This study's population includes all individuals with characteristics relevant to the research objectives. In this study, the 7grade students in UPTD SMP Negeri 10 constitute the population. A total of 32 students in the class implement the Show and Tell (S&T) method to improve vocabulary comprehension. These students were selected because they showed limited English vocabulary, which hindered their ability to use language in sentences or conversations in class. Due to its accessibility and relevance to the research focus, it provides an enlightening representation of the school students' point of view, particularly about English vocabulary development.

### **2. Sample**

The researcher used one class as the research sample. They selected the sample based on the researcher's desires and objectives; the purposive method determined the sample based on specific considerations. Seven-grade students from SMP Negeri 10 Parepare are the research sample.

## **D. The Procedure of Collecting Data**

Data collection is very important in research. In this study, the researcher collected data using pre-tests and post-tests.

### **1. Pre-Test**

Before the treatment was administered to students in class, a pre-treatment test was administered to measure students' vocabulary mastery. This test was administered at the first meeting before the treatment to determine students' vocabulary mastery. The pre-test consisted of ten

questions intended to measure students' vocabulary mastery. The test took 30 minutes to complete.

## 2. Treatment

After the pre-test, the researcher provided treatment to the students to improve their vocabulary using the show and tell method:

- a) The research asks the students to speak.
- b) The research presents the subject that was studied.
- c) The research provied a detailed explanation of the topic.
- d) The researcher explains the technique of show and tellto students.
- e) The researcherdivides students into 3-5 groups.
- f) The researcherprovides vocabulary topics and their titles to students.
- g) The research explained the Show and Tell.
- h) Next, the research asked each group to complete the vocabulary that had been provied.
- i) The research provides explanations about the initial vocabulary and asks students to continue using it. Each student in the group has the opportunity to present their vocabulary and talk with other students.
- j) Finally, the researcher motivates students to continue learning English.

## 3. Post-Test

This study aims to measure students' vocabulary mastery after receiving treatment with the Show and Tell method. The post-test system and level of difficulty are the same as the pre-test, as both are used to measure students' vocabulary mastery and determine how much their vocabulary mastery has developed after the implementation of this method.

### **E. Definition of Operational Variabel**

Here is the operational definition of the variables used in this study to collect data and information.

#### 1. Independent variable (X)

The independent variable influences or causes changes in or the emergence of the dependent variable. In this study, the Show and Tell method is used to treat the independent variable.

#### 2. Dependent variable (Y)

The independent variable, in this case the students' vocabulary mastery, is considered as a dependent variable.

### **F. Research instruments**

The researcher used written tests to collect data in this study. The written tests consist of a pre-test and a post-test given to students during therapy. The pre-test assesses the student's abilities before the therapy, and the post-test assesses their abilities after the therapy.

### **G. Data Analysis Techniques**

The researcher must determine the average, mode, median, and standard deviation of the pre-test and post-test scores of students to analyze the data collected from the tests. The researcher use the following formulas to process the data in this study:

#### 1. To calculate student scores, researcher use the following formula:

$$Score = \frac{\text{Student correct answer}}{\text{The total number of them}} \times 100$$

#### 2. After collecting student data, the researcher divided the students' scores into the following categories.

Tabel 1. Classification the Score of the Students

Score 1 – 100	Classifications	Predicate
80 – 100	Very good	A
70 – 79	Good	B
60 – 69	Enough	C
<60	Less	D <sup>32</sup>

3. Percentage of increasing achievement used the following formula:

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

Where

$p$  = Percentages  
 $F$  = Number of correct  
 $N$  = The number of students

4. The average student score can be calculated using the following formula:

$$\bar{x} = \frac{\sum x}{n}$$

Where:

$\bar{x}$  = The mean of score  
 $\sum x$  = The sum of all scores  
 $n$  = The number of students

5. The researcher used the following formula to determine the standard deviation:

$$SD = \sqrt{\frac{SS}{N}} \quad \text{where } SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

<sup>32</sup>Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2001).

Where :

SD = the standard derivation

SS = The square root of the sum of squares

$\Sigma X$  = the sum of square

N = the total number of students.

6. To calculate the t-test value, the following formula is used:

$$T = \frac{Md}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N(N-1)}}}$$

Where :

T = Test of significant

Md = The mean score of difference ( $X_1 - X_2$ )

$\sum D$  = The sum of the total score

$\sum D^2$  = The square of the sum score of the difference

N = The total sample.<sup>33</sup>

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<sup>33</sup>L.R Gray, G.E Mills, and Peter Airasian, *Educational Research Competencies for Analysis and Applications* (United States of America: Pearson Merril, 2006). p. 323.

## CHAPTER IV

### FINDING AND DISCUSSION

The researcher present their research findings in this chapter. The research problem is whether the Show and Tell method can improve the vocabulary mastery of 7 grade students at UPTD SMP Negeri 10 Parepare. The researchers present the results of this study by analyzing the data collected using the previously mentioned methods.

#### A. Finding

This study uses a quantitative pre-experimental design. The researcher surveyed all 32 students in class 7.1 UPTD SMP Negeri 10 Parepare. In addition, the improvement in vocabulary mastery and the presentation of pre-test and post-test data are discussed in this section.

##### 1. Scoring Classification of Students' Pre-test Result

Before applying the Show and Tell (S&T) method to improve students' vocabulary mastery, the researcher conducted a preliminary vocabulary test. The date of the pre-test was Wednesday, May 14<sup>th</sup>, 2025. In class 7.1 of UPTD SMP Negeri 10 Parepare, students were given five multiple-choice questions and asked to match five items for a total of ten items. This was done to evaluate students' vocabulary mastery. The results of the initial assessment collected through this evaluation provided helpful information, summarized in the following table.

Table 2. The Score and Classification in the Pre-test

No.	Students	Scores		Classification
		X1	X2	
1.	S1	40	1600	Less
2.	S2	60	3600	Enough
3.	S3	60	3600	Enough

4.	S4	70	4900	Good
5.	S5	50	2500	Less
6.	S6	60	3600	Enough
7.	S7	50	2500	Less
8.	S8	60	3600	Enough
9.	S9	40	1600	Less
10.	S10	70	4900	Good
11.	S11	60	3600	Enough
12.	S12	50	2500	Less
13.	S13	50	2500	Less
14.	S14	60	3600	Enough
15.	S15	60	3600	Enough
16.	S16	50	2500	Less
17.	S17	60	3600	Enough
18.	S18	70	4900	Good
19.	S19	70	4900	Good
20.	S20	70	4900	Good
21.	S21	60	3600	Enough
22.	S22	50	2500	Less
23.	S23	70	4900	Good
24.	S24	50	2500	Less
25.	S25	50	2500	Less
26.	S26	60	3600	Enough
27.	S27	70	4900	Good
28.	S28	50	2500	Less
29.	S29	70	4900	Good
30.	S30	60	3600	Enough
31.	S31	40	1600	Less

32.	S32	70	4900	Good
	Total	1860	111000	

According to the results of the pre-test given before the treatment, the student's initial vocabulary mastery was assessed. As indicated by the analysis above, the majority of students received scores in the adequate or insufficient category, indicating that students' vocabulary mastery needs to be significantly improved. This result shows that students still have difficulty in understanding and effectively using vocabulary.

First, the researcher calculated the average score from the previous test:

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

$$X = \frac{1860}{32}$$

$$X = 58,13$$

Therefore, the average score (X1) for the pre-test is 58,13.

Second, the researcher calculated the standard deviation of the pre-test.

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum x)^2}{N-1}}{N-1}}$$

$$SD = \sqrt{\frac{111000 - \frac{(1860)^2}{32-1}}{32-1}}$$

$$SD = \sqrt{\frac{111000 - \frac{3459600}{32}}{32}}$$

$$SD = \sqrt{\frac{13220 - 108112.5}{32}}$$

$$SD = \sqrt{\frac{2887.5}{32}}$$

$$SD = \sqrt{9.65}$$

$$SD = 9.65$$

Therefore, the standard deviation of the pre-test is 9.65.

It can be concluded that the student's vocabulary mastery is low, with an average pre-test score ( $X_1$ ) of 58.13 and a standard deviation (SD) of 9.65.

Tabel 3. The Students' Frequency and Percentage score of the pre-test

No	Classification	Scores	Pre-test	
			F	P
1.	Very good	80-100	0	0%
2.	Good	70-79	9	28.13%
3.	Enough	60-69	11	34.38%
4.	Less	<60	12	37.5%
Total			32	100%

The results of the pre-test showed that 12 students (37.5%) were in the poor category (score < 60), 11 students (34.38%) were in the enough category (scores 60-69), and a total of 9 students (28.13%) were in the good category (scores 70-79). At the

same time, no students received scores between 80 and 100. It can be concluded that some students still have low vocabulary mastery.

## 2. Scoring Classification of Students' Post-test Result

After using the Show and Tell (S&T) method to improve students' vocabulary mastery, the researcher conducted a post-test using a test to evaluate students' vocabulary mastery. This post-test was conducted on Wednesday, June 5<sup>th</sup>, 2025. Students were given five multiple-choice questions and five matching numbers totaling 10 numbers to measure the mastery of the vocabulary of students in class 7.1 UPTD SMP Negeri 10 Parepare. The post-test results obtained through this assessment provide helpful information and are summarized in the following table.

Tabel 4. The Score and Classification in the Post-test

No	Students	Scores		Classification
		X1	X2	
1.	S1	90	10000	Very good
2.	S2	80	6400	Very good
3.	S3	90	8100	Very good
4.	S4	90	8100	Very good
5.	S5	80	6400	Very good
6.	S6	100	10000	Very good
7.	S7	100	10000	Very good
8.	S8	80	6400	Very good
9.	S9	100	10000	Very good
10.	S10	80	6400	Very good
11.	S11	70	4900	Good
12.	S12	90	8100	Very good
13.	S13	90	8100	Very good

14.	S14	100	10000	Very good
15.	S15	80	6400	Very good
16.	S16	90	8100	Very good
17.	S17	100	10000	Very good
18.	S18	100	10000	Very good
19.	S19	90	8100	Very good
20.	S20	90	8100	Very good
21.	S21	80	6400	Very good
22.	S22	100	10000	Very good
23.	S23	80	6400	Very good
24.	S24	70	4900	Good
25.	S25	90	8100	Very good
26.	S26	90	8100	Very good
27.	S27	100	10000	Very good
28.	S28	70	4900	Good
29.	S29	80	6400	Very good
30.	S30	100	10000	Very good
31.	S31	70	4900	Good
32.	S32	100	10000	Very good
<b>Total</b>		<b>2820</b>	<b>253700</b>	

Based on the results of the post-test conducted to measure students' vocabulary mastery after the treatment, the results indicate that the majority of students' scores fall into the very good category. This result shows that students' vocabulary mastery has significantly improved.

First, the researcher calculated the average score of the post-test.

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

$$X = \frac{2820}{32}$$

$$X = 88.13$$

Therefore, the average value (X2) for the post-test is 88.13.

Second, the following formula is used to calculate the standard deviation of the post-test:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum x)^2}{N-1}}{N-1}}$$

$$SD = \sqrt{\frac{253700 - \frac{(2820)^2}{32-1}}{32-1}}$$

$$SD = \sqrt{\frac{253700 - \frac{7952400}{31}}{31}}$$

$$SD = \sqrt{\frac{253700 - 248512.5}{31}}$$

$$SD = \sqrt{\frac{5187.5}{31}}$$

$$SD = \sqrt{167.3387}$$

$$SD = 12.94$$

Therefore, the post-test standard deviation is 12.94.

1. The result of the pre-test and post-test were presented in the following:

Tabel 5. The Mean Score and Standard Deviation of the Pre-test and Post-test

Test	Mean Score	Standard Deviation
Pre-test	58.13	9.65
Post-test	88.13	12.94

Tabel 6. The Students' Frequency and Percentage Score of the Post-test

No	Classification	Scores	Post-test	
			F	P
1.	Very good	80-100	28	87.5%
2.	Good	70-79	4	12.5%
3.	Enough	60-69	0	0%
4.	Less	<60	0	0%
<b>Total</b>				100%

According to the post-test results, students' vocabulary mastery has significantly improved after using the Show and Tell method. A total of 28 students (87.5%) fell into the very good category (score 80-100), while 4 students (12.5%) were in the good

category (score 70-79). No students were in the enough category (60-69) or poor category (<60). This indicates that the Show and Tell method helps students master vocabulary in class 7.1.

## 2. The T-test Value

After conducting initial tests and final tests on students who were part of the pre-experimental design, the researcher tested the research hypothesis using a t-test. The researcher can draw a more accurate conclusion about the effectiveness of the intervention or method used in the study by using this t-test. The main objective of this t-test is to determine if there is a significant difference between the average scores of students on the pre-test and the post-test.

Tabel 7. The Worksheet for Calculating Pre-test and Post-test Scores of Vocabulary Mastery

No.	Pre-test	Post-test	D	D2
1.	40	90	50	2500
2.	60	80	20	400
3.	60	90	30	900
4.	70	90	20	400
5.	50	80	30	900
6.	60	100	40	1600
7.	50	100	50	2500
8.	60	80	20	400
9.	40	100	60	3600
10.	70	80	10	100
11.	60	70	10	100
12.	50	90	40	1600
13.	50	90	40	1600
14.	60	100	40	1600

15.	60	80	20	400
16.	50	90	40	1600
17.	60	100	40	1600
18.	70	100	30	900
19.	70	90	20	400
20.	70	90	20	400
21.	60	80	20	400
22.	50	100	50	2500
23.	70	80	10	100
24.	50	70	20	400
25.	50	90	40	1600
26.	60	90	30	900
27.	70	100	30	900
28.	50	70	20	400
29.	70	80	10	100
30.	60	100	40	1600
31.	40	70	30	900
32.	70	100	30	900
<b>Total</b>			<b>960</b>	<b>34200</b>

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

$$D = \frac{960}{32}$$

$$D = 30$$

The calculated t-test value is as follows:

$$T = \frac{Md}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N(N-1)}}}$$

$$T = \frac{30}{\sqrt{\frac{34200 - \frac{(960)^2}{(32-1)}}{32(32)}}}$$

$$T = \frac{30}{\sqrt{\frac{31.493 - \frac{921600}{32}}{1024}}}$$

$$T = \frac{30}{\sqrt{\frac{31.493 - 29793.55}{108}}}$$

$$T = \frac{30}{\sqrt{\frac{4406.45}{108}}}$$

$$T = \frac{30}{\sqrt{4.302}}$$

$$T = \frac{30}{2.073}$$

$$T = 14.47$$

When the Show and Tell method is used to improve students' vocabulary mastery, this study uses the t-test to determine whether the mean scores of the pre-test and post-test are significantly different. The result of the t-test is  $t = 14.47$ . This research uses the appropriate formula to calculate the degrees of freedom (df).

$$df = N - 1$$

$$df = 32 - 1$$

$$df = 31$$

The t table value is 2.040 at a significance level ( $p = 0.05$ ) and degrees of freedom ( $df = 31$ ). Therefore, the calculated t value (14.47) is greater than the t table value (14.47\*2.040), indicating that the vocabulary mastery of students in class 7.1 UPTD SMP Negeri 10 Parepare has significantly increased.

### 3. Hypothesis testing

In this study, the statistical analysis of the t-test was used to test the hypothesis. The results of the analysis showed that the t-test value is 14.47, while the critical t-value is 2.040 at a significance level of 0.05 and degrees of freedom ( $df = 32 - 1 = 31$ ) is 2.040. Therefore, the alternative hypothesis ( $H_a$ ) is accepted, and the null hypothesis ( $H_0$ ) is rejected. Thus, it can be concluded that the vocabulary mastery of 7grade students at UPTD SMP Negeri 10 Parepare has significantly improved before and after using the Show and Tell method.

## B. Discussion

The results show that the Show and Tell (S&T) method successfully improved the vocabulary mastery of students in class 7.1 UPTD SMP Negeri 10 Parepare. The results are explained in this section and supported by theory and previous research findings. The study was conducted over six meetings.

In the first meeting on Wednesday, May 14<sup>th</sup>, a pretest was given to students to determine their level of vocabulary mastery before the treatment was carried out.

Students had difficulty naming vocabulary in the second meeting on Friday, May 16<sup>th</sup>, They did not have a sufficient basic vocabulary, which significantly hampered their mastery of vocabulary comprehension and practical use. In the third meeting on Monday, May 19<sup>th</sup>, the researchers explained how the Show and Tell method can improve vocabulary. Students may initially have difficulty understanding and interpreting words related to the material or theme being discussed. In the fourth meeting on Monday, May 26<sup>th</sup>, students began to enjoy learning vocabulary through Show and Tell as time passed and their confidence increased. They could identify and understand new words related to the objects or themes being discussed and use them in appropriate sentences. In the fifth meeting on Monday, June 2<sup>nd</sup>, students significantly increased their vocabulary using the Show and Tell method. In the sixth meeting on Thursday, June 5<sup>th</sup>, students were given a post-test to determine the increase in vocabulary mastery after applying the learning method. Thus, they demonstrated better ability in answering questions related to vocabulary. As a result, students can improve their oral and written communication skills more effectively.

This study examines improving students' English vocabulary mastery at UPTD SMP Negeri 10 Parepare. The primary focus is on applying the Show and Tell method as a solution, especially for students with a lack of vocabulary. The results indicate that this method can create more enjoyable learning, add new vocabulary, and significantly encourage an increase in vocabulary mastery. These findings also positively contribute to improving the quality of English learning, especially regarding vocabulary mastery.

A study of learning outcomes shows that students' vocabulary mastery has significantly improved, based on analyzing students' learning results before and after the treatment in enhancing vocabulary through the Show and Tell method. The research results show a significant improvement in students' vocabulary mastery after being taught using the Show and Tell method. The mean score increased from 58.13 in the pre-test to 88.13 in the post-test, which indicates an improvement of 30 points, suggesting that the treatment effectively enhanced students' vocabulary skills. Furthermore, the statistical analysis using a paired sample t-test revealed a t-count

value of 14.47, significantly higher than the t-table value of 2.040 at the significance level of 0.05. This result confirms that the improvement is statistically significant, and the null hypothesis (which stated that there is no significant effect of using the Show and Tell method) is rejected. Therefore, the alternative hypothesis is accepted.

Furthermore, the results of this study support Hiebert and Kamil view that vocabulary acquisition can occur effectively through direct engagement in meaningful contexts, including discussions and real-life activities such as Show and Tell. These activities provide learners with authentic opportunities to use language in interactive settings, promoting more profound understanding and long-term retention of new vocabulary. By encouraging students to express their thoughts, describe objects, and share personal experiences, Show and Tell is a valuable platform for receptive and productive vocabulary development. This finding aligns with the growing body of research emphasizing the importance of contextualized and student-centered learning approaches in language education.<sup>34</sup>

The results of this study prove that the show and Tell (S&T) method significantly increases students' vocabulary mastery at UPTD SMP Negeri 10 Parepare. This supported by Tilaar that Show and Tell method is activity prioritizing the ability to communicate simple. 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.<sup>35</sup>

These results align with Musfiyah's theory, which explains that Show and Tell is the activity of showing something to an audience and presenting it. This theory emphasizes educational aspects, including speaking and describing objects, which have been shown to help students understand vocabulary contextually. Musfiyah which explains that Show and Tell is an activity of presenting something to an audience and then providing an explanation or description of that thing. Education, music, and theatre are the three main domains of this method. The Show and Tell method that is

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<sup>34</sup> Hiebert and Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*. (London: Lawrence Erlbaum Associates, 2005).

<sup>35</sup> Tilaar, *Unexpected Show and Tell Method*. (United States: Libraries Unlimited, Inc, 2013).

most relied upon in Western countries is used for three areas at once: speaking education (Show and Tell about speaking), recording toy education (Show and Tell about playing with toys), and children's book education (Show and Tell about children's books).<sup>36</sup>

This research involves the initial and core stages of learning. This process includes welcoming students, motivating them, teaching new vocabulary, and encouraging them to work together in groups. Tilaar states that the Show and Tell (S&T) method aims to train children to speak in front of the class and become more aware of simple things in everyday life. This opinion is in line with Musfiroh, who states that Show and Tell requires students to present a specific object and verbally explain it. The characteristics of the SAT approach include activities such as showing pictures, naming objects, and repeating vocabulary until students master it. Activities like this can also create communicative learning, support two-way interaction, and increase students' confidence in using language.

This is supported by previous research, which shows that the Show and Tell (S&T) method can significantly improve students' vocabulary. Some previous studies support this finding. Ayu Andira's research titled "Implementation Of Show And Tell Method To Improve Students' Vocabulary Mastery At UPTD SMP Negeri 02 Tanjung Tiram". Quantitative data, which shows the improvement of students' scores from pre-test to post-test I and then to post-test II, and qualitative data, which shows that teachers improved classroom control and that students are more active and enthusiastic in learning vocabulary, indicates that this research shows that using Show and Tell can enhance students' vocabulary.<sup>37</sup>

This study shows that the use of the Show and Tell method can be an effective way to improve students' vocabulary. This method offers various ways to display

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<sup>36</sup>Tadkiroatun Musfiroh, *Educational Show and Tell Guide to Early Childhood Social Skill Development*. (Yogyakarta: Locus Tiara Wicana Group, 2011).

<sup>37</sup>Ayu Andira, "Implementation of Show and Tell Method to Improve Students' Vocabulary Mastery at UPTD SMP Negeri 02 Tanjung Tiram." (Universitas Islam Negeri Sumatera Utara,2020).

objects or themes being discussed, so it can help students expand their vocabulary in a fun and interactive way. This is evident from several studies that have used the Show and Tell method as a tool to improve students' vocabulary mastery. There is also another study conducted by Annisa Fitri Zian M entitled "The Influence of Show and Tell (S&T) Towards Students' Vocabulary Mastery at the Eighth Grade of MTs N 1 Lampung Tengah in the Academic Year 2023/2024." This study found that the show and tell method significantly influences students' vocabulary learning. Thus, the show and tell method can be considered as one type of learning method influence because it helps students understand and remember new vocabulary related to the material.<sup>38</sup>

Another study was conducted by Ahmad Daud entitled "The Effectiveness of Teaching Vocabulary by Using Show and Tell Method at MTs Darul Muhajirin Putra." This study is quasi-experimental. This study used two classes, namely class X IPA as the experimental class and class X IPS as the control class. The experimental class was taught using the Show and Tell method, while the control class was taught without the Show and Tell method. There is a significant difference in the effectiveness of vocabulary using the Show and Tell method, as seen from the alternative hypothesis (Ha) accepted and the Null hypothesis (Ho) rejected. It can be concluded that using the Show and Tell method is positively effective in teaching vocabulary.<sup>39</sup>

In addition, researcher found several weaknesses in using this method during the learning process. Although the Show and Tell method has many advantages in creating interactive and contextual learning, several weaknesses must be considered, especially regarding vocabulary development. One major challenge is the large amount of time required for each presentation. In classes with many students, this can lead to inefficient learning time and cause some students not to get the same turn-taking. In most cases, students tend to focus more on the visual aspects of presentation rather than on using a

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<sup>38</sup>Fitri Zian M Annisa, "The Influence of Show and Tell (S&T) Towards Students' Vocabulary Mastery at the Eighth Grade of MTs N 1 Lampung Tengah in the Academic Year 2023/2024." (UIN Raden Intan Lampung, 2024).

<sup>39</sup>Ahmad Daud, "The Effectiveness of Teaching Vocabulary by Using Show and Tell Method at MTs Darul Muhajirin Putra." (UIN Mataram, 2022).

diverse and appropriate vocabulary. Evaluation also poses a problem. Researcher may struggle to assess vocabulary development quantitatively because this method is more qualitative and observational. The Show and Tell method should be used with other, more evaluative and structured strategies to achieve the best results.

It can be concluded that the Show and Tell method can improve students' vocabulary mastery. This shows that students can improve their mastery by participating in fun and interactive learning activities, such as when researcher display images or objects being discussed. By using the Show and Tell method, students can expand their vocabulary in a fun and effective way and improve their oral and written communication skills. Through the Show and Tell method, students can learn new vocabulary in a contextual and easy-to-understand way so they can understand and use the words in the right context. The visual and interactive elements of the Show and Tell method make it easier for students to participate in class and improve their understanding of the material. Thus, the Show and Tell method can help students at the UPTD SMP Negeri 10 improve their vocabulary mastery.



## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the results of the research that has been conducted, it can be concluded that the Show and Tell method effectively improves the mastery of the vocabulary of 7 grade students at UPTD SMP Negeri 10 Parepare. This answers the formulation of the research problem, namely whether the Show and Tell method can improve the mastery of vocabulary of 7 grade students. The results showed that after the application of this method, students' mastery of recognizing, understanding, and using new vocabulary increased significantly compared to before the application of the method.

#### B. Suggestion

The research results show the following recommendations:

##### 1. For Teachers

Teachers at the UPTD SMP Negeri 10 Parepare are expected to use the Show and Tell method for vocabulary learning. This method has been proven to significantly enhance students' vocabulary mastery and make the learning process more engaging and enjoyable.

##### 2. Learning Development

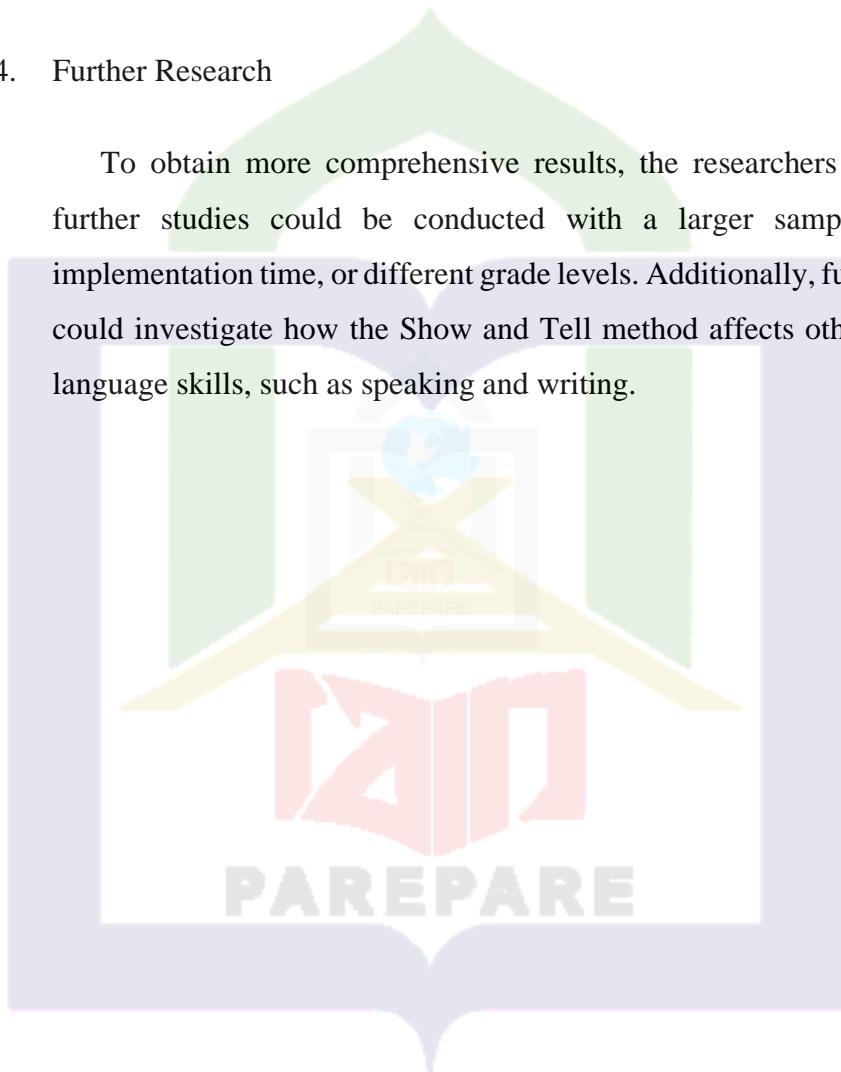
Teachers can modify the Show and Tell method by adjusting the theme and objects according to the subject matter and the student's needs to make learning more contextual and easier to understand.

### 3. For Schools and Related Parties

Schools and educational offices should provide training or workshops for teachers to enhance their skills and confidence in applying the Show and Tell method and other interactive learning techniques in the classroom.

### 4. Further Research

To obtain more comprehensive results, the researchers suggest that further studies could be conducted with a larger sample, a longer implementation time, or different grade levels. Additionally, future research could investigate how the Show and Tell method affects other aspects of language skills, such as speaking and writing.



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# APPENDICES



NAME OF THE STUDENT

: OLGA ASHARI

STUDENT REG. NUMBER

: 18.1300.034

FACULTY/STUDY PROGRAM

: TARBIYAH

THE TITLE OF RESEARCH PROPOSAL : USING SHOW AND TELL (S&T)

METHOD TO IMPROVE

VOCABULARY MASTERY OF 7

GRADE STUDENTS AT UPTD

SMP NEGERI 10 PAREPARE

*Appendix 1: Instrument of Lesson Plan*

## LESSON PLAN

School : UPTD SMP NEGERI 10 PAREPARE  
 Subject : English Language Education  
 Class : VII (Seven)  
 Material : Vocabulary (This is My School)  
 Time Allocation :  $3 \times 40$  minute

### **A. Core Competencies**

1. Accept, practice, and respect the teachings of the religion they adhere to.
2. Showing honest, disciplined, responsible, polite, caring, and confident behavior in interactions with family, friends, teachers, and neighbors.
3. Understanding factual knowledge by observing and questioning based on curiosity about oneself, God's creations and their activities, and the objects encountered at home, at school, and in the surroundings.
4. Present factual knowledge in clear, systematic, and logical language, in aesthetically pleasing works, in movements that reflect a healthy child, and in actions that reflect the behavior of a faithful and virtuous child.

### **B. Basic Competencies and Indicators of Competency Achievement**

Basic Competencies	Indicator of Competency Achievement
1. Adding new vocabulary and memorizing it. 2. Rewriting Vocabulary.	<ul style="list-style-type: none"> <li>• So that students can pronounce vocabulary correctly and accurately.</li> <li>• So that students write vocabulary correctly.</li> <li>• Memorizing vocabulary and its meanings.</li> <li>• Adding vocabulary that has already been learned.</li> </ul>

### C. Learning Objectives

1. Students are able to identify, mention, and write down the vocabulary found in the displayed image.
2. Students can accurately and correctly state the meaning of vocabulary.
3. Students are enthusiastic and eager, especially in learning vocabulary in English.

### D. Learning Method

1. Show and Tell
2. Discussion

### E. Learning Resources

1. Vocabulary Test

### F. Learning Activities

Activities	Activity Description
<b>Introduction</b>	<ul style="list-style-type: none"> <li>• The researcher greets the students and prays before starting the lesson.</li> <li>• The researcher checks the students' attendance.</li> <li>• The researcher provides motivation to build students' enthusiasm before starting the lesson.</li> </ul>
<b>Main Activities</b>	<ul style="list-style-type: none"> <li>• The researcher will ask the students to introduce themselves.</li> <li>• The researcher will explain the vocabulary using the show and tell method.</li> <li>• The researcher will divide the students into 3-5 groups.</li> <li>• The researcher will provide the vocabulary topic and its title to the students.</li> </ul>

	<ul style="list-style-type: none"> <li>• The researcher will ask each group to complete the provided vocabulary.</li> <li>• The researcher will explain the use of initial vocabulary and ask the students to continue, with each student in the group having the opportunity to present the vocabulary and talk with other students.</li> </ul>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Researchers evaluate students' learning outcomes.</li> <li>• The researcher asked if there were any difficulties faced by the students.</li> <li>• The researcher presented the learning plan at the upcoming meeting.</li> <li>• The researcher gave closing remarks and prayed together.</li> </ul>

#### **G. Media and Tools**

1. Media : Whiteboard, vocabulary test and English textbook
2. Tools : Marker and pen

#### **H. Assessment**

Assessment is carried out according to the needs of the researcher through multiple choice and matching tests.

*Appendix 2 : Research Instrument of the Pre-test*

**Pre-test**

<b>Name :</b>	<b>Class :</b>
---------------	----------------

Choose the correct answer with crossing (x) a, b, c or d!

1. The students are cleaning

They are sweeping the floor and throwing the trash into the ... ?

- a. Ruler
- b. Trash bin
- c. Canteen
- d. Laboratory

2. The teacher says : “please be quiet. You are in the ...” ?

- a. Library
- b. Parking area
- c. Field
- d. Corridor

3. The janitor sweeps the floor and cleans the trash bins.

What is his job in the school ... ?

- a. Principal
- b. Security guard
- c. Librarian
- d. Cleaner

4. The following items are usually found in the classroom, except ... ?

- a. Whiteboard
- b. Marker

- c. Table
- d. Wastafel

5. Which of these do use measure length ... ?

- a. Pencil
- b. Ruler
- c. Eraser
- d. Book

Match the words bellow with the correct answers!

6. Classroom	A place to for teachers to work and rest
7. Marker	Use to show time
8. Clock	A place where students and teacher can relieve themselves
9. Toilet	Use to write on a whiteboard
10. Teacher room	A place to study and listen to teacher

*Appendix 3 : Research Instrument of the Post-test*

**Post-test**

<b>Name :</b>	<b>Class :</b>
---------------	----------------

**Choose the correct answer with crossing (x) a, b, c, or d!**

1. “The teacher is writing on the ...” ?
  - a. Door
  - b. Floor
  - c. Chair
  - d. Whiteboard
  
2. Which one is used for cutting paper ... ?
  - a. Clock
  - b. Pen
  - c. Scissors
  - d. Pencil sharpener
  
3. We can buy snacks and drinks in the ... ?
  - a. Canteen
  - b. Toilet
  - c. Library
  - d. Teachers’ room
  
4. What do we call the head of the school ... ?
  - a. Principal
  - b. Janitor
  - c. Librarian
  - d. Student

5. What is the place at school where flag ceremonies are usually held called ... ?

- a. Parking area
- b. School medical room
- c. School yard
- d. Staffroom

**Match the words below with the correct answers!**

6. Bag	A place to store and use computers
7. Corridor	A place to store and organize books
8. Computer room	Used to indicate the date, day and month in a year
9. Calendar	A place outside the classroom for people to walk and gather
10. Bookshelf	Used to carry books and stationery

Appendix 4 : Students' Pre-test Result

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Research Instrument

Pre-test

Name : Afiqah Dwi Aprilia      Class : VII.1 (11)

Choose the correct answer with crossing (x) a, b, c, or d!

1. The students are cleaning.  
They are sweeping the floor and throwing the trash into the ...?  
 a. Ruler  
 b. Trash bin  
 c. Canteen  
 d. Laboratory      X

2. The teacher says : "please be quiet. You are in the ..."?  
 a. Library  
 b. Parking area  
 c. Field  
 d. Corridor      <

3. The janitor sweeps the floor and cleans the trash bins.  
What is his job in the school ...?  
 a. Principal  
 b. Security guard  
 c. Librarian  
 d. Cleaner      X

4. The following items are usually found in the classroom, except ...?  
 a. Whiteboard  
 b. Marker  
 c. Table  
 d. Wastafel      X

5. Which of these do use to measure length ...?  
 a. Pencil  
 b. Ruler  
 c. Eraser  
 d. Book      X

Match the words below with the correct answers!

6. Classroom	A place to for teachers to work and rest
7. Marker	Use to show the time
8. Clock	A place where students and teacher can relieve themselves
9. Toilet	Use to write on a whiteboard
10. Teacher room	A place to study and listen to the teacher

PAREPARE

X X < < <

60

Research Instrument

Pre-test

Name : Afniqa	Class : VII-1 (1.1)
---------------	---------------------

Choose the correct answer with crossing (x) a, b, c, or d!

1. The students are cleaning.  
They are sweeping the floor and throwing the trash into the ...?  
a. Ruler  
 b. Trash bin  
c. Canteen  
d. Laboratory ✓

2. The teacher says : "please be quiet. You are in the ... ?"  
 a. Library  
b. Parking area  
c. Field  
d. Corridor ✓

3. The janitor sweeps the floor and cleans the trash bins.  
What is his job in the school ...?  
a. Principal  
b. Security guard  
c. Librarian  
 d. Cleaner ✓

4. The following items are usually found in the classroom, except ...?  
 a. Whiteboard  
b. Marker  
c. Table  
d. Wastafel X

5. Which of these do use to measure length ...?  
a. Pencil  
b. Ruler  
 c. Eraser  
d. Book X

Match the words below with the correct answers!

6. Classroom	A place to for teachers to work and rest
7. Marker	Use to show the time
8. Clock	A place where students and teacher can relieve themselves
9. Toilet	Use to write on a whiteboard
10. Teacher room	A place to study and listen to the teacher

**PAREPARE**

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Research Instrument

Pre-test

Name : Akmal Fariz maulana Class : 7<sub>1</sub>

Choose the correct answer with crossing (x) a, b, c, or d!

1. The students are cleaning.  
They are sweeping the floor and throwing the trash into the ...?  
a. Ruler  b. Trash bin  c. Canteen  d. Laboratory

2. The teacher says : "please be quiet. You are in the ..."?  
a. Library  b. Parking area  c. Field  d. Corridor

3. The janitor sweeps the floor and cleans the trash bins.  
What is his job in the school ...?  
a. Principal  b. Security guard  c. Librarian  d. Cleaner

4. The following items are usually found in the classroom, except ...?  
a. Whiteboard  b. Marker  c. Table  d. Wastafel

5. Which of these do use to measure length ...?  
a. Pencil  b. Ruler  c. Eraser  d. Book

Match the words below with the correct answers!

6. Classroom	A place to for teachers to work and rest
7. Marker	Use to show the time
8. Clock	A place where students and teacher can relieve themselves
9. Toilet	Use to write on a whiteboard
10. Teacher room	A place to study and listen to the teacher

PAREPARE

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Research Instrument

Pre-test

Name : <i>M. Muhaddis</i>	Class : 7.1
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Choose the correct answer with crossing (x) a, b, c, or d!

1. The students are cleaning.  
They are sweeping the floor and throwing the trash into the ...?  
 a. Ruler  
 b. Trash bin  
 c. Canteen  
 d. Laboratory
2. The teacher says : "please be quiet. You are in the ..." ?  
 a. Library  
 b. Parking area  
 c. Field  
 d. Corridor
3. The janitor sweeps the floor and cleans the trash bins.  
What is his job in the school ...?  
 a. Principal  
 b. Security guard  
 c. Librarian  
 d. Cleaner
4. The following items are usually found in the classroom, except ...?  
 a. Whiteboard  
 b. Marker  
 c. Table  
 d. Wastafel
5. Which of these do use to measure length ...?  
 a. Pencil  
 b. Ruler  
 c. Eraser  
 d. Book

Match the words below with the correct answers!

6. Classroom	A place to for teachers to work and rest
7. Marker	Use to show the time
8. Clock	A place where students and teacher can relieve themselves
9. Toilet	Use to write on a whiteboard
10. Teacher room	A place to study and listen to the teacher

**PAREPARE**

Appendix 6 : Students' Post-test Result

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Post-test

Name : Afqah Dwi Aprilia	Class : VIII.1
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Choose the correct answer with crossing (x) a, b, c, or d!

1. "The teacher is writing on the ..."?

a. Door  
b. Floor  
 c. Chair  
 d. Whiteboard ✓

2. Which one is used for cutting paper ...?

a. Clock  
 b. Pen  
 c. Scissors  
 d. Pencil sharpener ✗

3. We can buy snacks and drinks in the ...?

a. Canteen  
 b. Toilet  
 c. Library  
 d. Teachers' room ✓

4. What do we call the head of the school ...?

a. Principal  
 b. Janitor  
 c. Librarian  
 d. Student ✓

5. What is the place at school where flag ceremonies are usually held called ... ?

a. Parking area  
 b. School medical room  
 c. School yard  
 d. Staffroom ✓

Match the words below with the correct answers!

6. Bag	A place to store and use computers
7. Corridor	A place to store and organize book
8. Computer room	Used to indicate the date, day and month in a year
9. Calendar	A place outside the classroom for people to walk and gather
10. Bookshelf	Used to carry books and stationery

PAREPARE

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Post-test

Name : Afniqa	Class : VIII-1 (1-1)
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Choose the correct answer with crossing (x) a, b, c, or d!

1. "The teacher is writing on the ..."?  
 a. Door  
 b. Floor

2. Which one is used for cutting paper ...?  
 a. Clock  
 b. Pen

3. We can buy snacks and drinks in the ...?  
 x Canteen  
 b. Toilet

4. What do we call the head of the school ...?  
 x Principal  
 b. Janitor

5. What is the place at school where flag ceremonies are usually held called ... ?  
 a. Parking area  
 b. School medical room

Match the words below with the correct answers!

6. Bag	A place to store and use computers
7. Corridor	A place to store and organize book
8. Computer room	Used to indicate the date, day and month in a year
9. Calendar	A place outside the classroom for people to walk and gather
10. Bookshelf	Used to carry books and stationery

**PAREPARE**

90

Post-test

Name : <i>Al Mawdah</i>	Class : 7/1
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Choose the correct answer with crossing (x) a, b, c, or d!

1. "The teacher is writing on the ..."?

a. Door      b. Floor      c. Chair       d. Whiteboard      ✓

2. Which one is used for cutting paper ...?

a. Clock      b. Pen       c. Scissors      d. Pencil sharpener      ✓

3. We can buy snacks and drinks in the ...?

a. Canteen      b. Toilet      c. Library      d. Teachers' room      ✓

4. What do we call the head of the school ...?

a. Principal      b. Janitor      c. Librarian      d. Student      ✓

5. What is the place at school where flag ceremonies are usually held called ...?

a. Parking area      b. School medical room       c. School yard      d. Staffroom      ✓

Match the words below with the correct answers!

6. Bag	A place to store and use computers
7. Corridor	A place to store and organize book
8. Computer room	Used to indicate the date, day and month in a year
9. Calendar	A place outside the classroom for people to walk and gather
10. Bookshelf	Used to carry books and stationery

**PAREPARE**

90

Post-test

Name : <i>Al Mawlidah</i>	Class : 7.1
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Choose the correct answer with crossing (x) a, b, c, or d!

1. "The teacher is writing on the ..."?

a. Door      b. Floor      c. Chair       d. Whiteboard      ✓

2. Which one is used for cutting paper ...?

a. Clock      b. Pen       c. Scissors      d. Pencil sharpener      ✓

3. We can buy snacks and drinks in the ...?

a. Canteen      b. Toilet      c. Library      d. Teachers' room      ✓

4. What do we call the head of the school ...?

a. Principal      b. Janitor      c. Librarian      d. Student      ✓

5. What is the place at school where flag ceremonies are usually held called ...?

a. Parking area      b. School medical room       c. School yard      d. Staffroom      ✓

Match the words below with the correct answers!

6. Bag	A place to store and use computers
7. Corridor	A place to store and organize book
8. Computer room	Used to indicate the date, day and month in a year
9. Calendar	A place outside the classroom for people to walk and gather
10. Bookshelf	Used to carry books and stationery

**PAREPARE**

Appendix 5 : Documentations







Appendix 6 : Form of Recomendation Research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH**

Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 (0421) 21307 (0421) 24404  
PO Box 909 Parepare 9110, website : [www.iainpare.ac.id](http://www.iainpare.ac.id) email: [mail.iainpare.ac.id](mailto:mail.iainpare.ac.id)

Nomor : B-1331/ln.39/FTAR.01/PP.00.9/05/2025

08 Mei 2025

Sifat : Biasa

Lampiran : -

H a l : Permohonan Izin Pelaksanaan Penelitian

Yth. WALIKOTA PAREPARE

Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di

KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	:	OLGA ASHARI
Tempat/Tgl. Lahir	:	BONE-BONE, 30 Desember 1999
NIM	:	18.1300.034
Fakultas / Program Studi	:	Tarbiyah / Pendidikan Bahasa Inggris
Semester	:	XIV (Empat Belas)
Alamat	:	BOJO 2, MALLUSETASI, KAB BARRU

Bermaksud akan mengadakan penelitian di wilayah WALIKOTA PAREPARE dalam rangka penyusunan skripsi yang berjudul :

USING SHOW AND TELL (S&L) METHOD TO IMPROVE VOCABULARY MASTERY OF 7 GRADE STUDENTS AT UPTD SM NEGERI 10 PAREPARE

Pelaksanaan penelitian ini direncanakan pada tanggal 08 Mei 2025 sampai dengan tanggal 08 Juni 2025.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,



Dr. Zulfah, S.Pd., M.Pd.  
NIP 198304202008012010

Tembusan :

1. Rektor IAIN Parepare

Appendix 7 : Form of Goverment Research Agreement

 <p>SRN IP0000408</p>	
<p><b>PEMERINTAH KOTA PAREPARE</b> <b>DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU</b> <i>Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id</i></p>	
<p><b>REKOMENDASI PENELITIAN</b> <b>Nomor : 408/IP/DPM-PTSP/5/2025</b></p>	
<p>Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi. 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian. 3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendeklegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.</p>	
<p>Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :</p>	
KEPADA NAMA	<b>MENGIZINKAN</b> : OLGA ASHARI
UNIVERSITAS/ LEMBAGA Jurusan	: INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE : PENDIDIKAN BAHASA INGGRIS
ALAMAT	: PUCCANRA, KEC. MALLUSETASI, KAB. BARRU
UNTUK	: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :
JUDUL PENELITIAN	: USING SHOW AND TELL (S&T) METHOD TO IMPROVE VOCABULARY MASTERY OF 7 GRADE STUDENTS AT UPTD SMP NEGERI 10 PAREPARE
<p>LOKASI PENELITIAN : DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA PAREPARE (UPTD SMP NEGERI 10 PAREPARE)</p>	
<p>LAMA PENELITIAN : 14 Mei 2025 s.d 08 Juni 2025</p>	
<p>a. Rekomendasi Penelitian berlaku selama penelitian berlangsung b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan</p>	
<p>Dikeluarkan di: <b>Parepare</b> 14 Mei 2025 Pada Tanggal :</p>	
<p><b>KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE</b></p>	
	
<p><b>Hj. ST. RAHMAH AMIR, ST, MM</b> Pembina Tk. 1 (IV/b) NIP. 19741013 200604 2 019</p>	
<p>Biaya : Rp. 0.00</p>	

Appendix 8 : Form of Completion Research at UPTD SMP Negeri 10 Parepare

**PEMERINTAH KOTA PAREPARE**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**UPTD SMP NEGERI 10**  
Jalan Bau Massepe No. 474 Kota Parepare 91114  
Telepon : 0421 21331  
Pos-EL : [info@smrn10parepare.sch.id](mailto:info@smrn10parepare.sch.id) Laman:<http://www.smrn10parepare.sch.id>

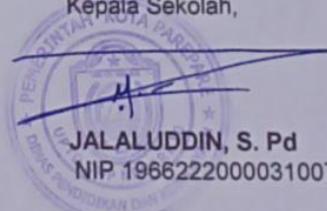
**SURAT KETERANGAN PENELITIAN**  
Nomor : 422.4/120/SMP.10

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 10 Parepare menerangkan bahwa :

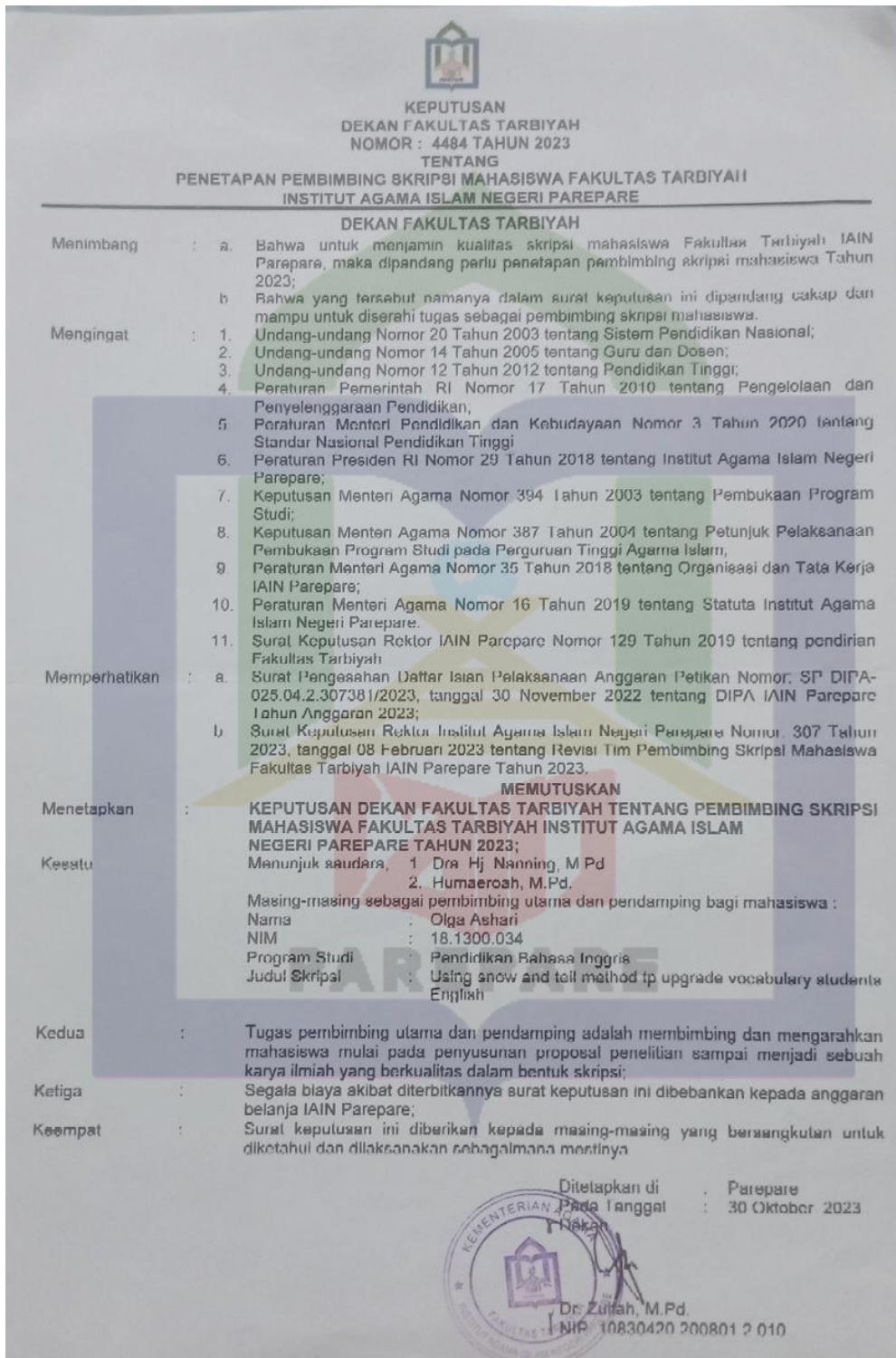
Nama	:	Olga Ashari
NIM	:	18.1300.034
Tempat / Tanggal Lahir	:	Bone-bone, 19 April 1998
Jenis Kelamin	:	Perempuan
Lembaga	:	Institut Agama Islam Negeri (IAIN) Parepare
Program Studi	:	Tadris Bahasa Inggris
Semester	:	14 (Empat Belas)
Fakultas	:	Tarbiyah
Tujuan	:	Penelitian
Alamat	:	Puccanra, Kec. Mallusetasi, Kab. Barru

Yang tersebut namanya di atas telah mengadakan Penelitian di UPTD SMP Negeri 10 Parepare tanggal, 14 Mei 2025 s.d. 08 Juni 2025 Untuk melengkapi syarat penyusunan skripsi yang berjudul : USING SHOW AND TELL (S&T) METHOD TO IMPROVE VOCABULARY MASTERY OF 7 GRADE STUDENTS AT UPTD SMP NEGERI 10 PAREPARE.

Demikian surat keterangan Penelitian ini diberikan untuk dapat dipergunakan sebagai mestinya.

16 Juni 2025  
Kepala Sekolah,  
  
JALALUDDIN, S. Pd  
NIP. 1966222000031007

*Appendix 9 ; Thesis Supervisor Appoinment*



## CURRICULUM VITAE



7 Grade Students at UPTD SMP Negeri 10 Parepare."

OLGA ASHARI was born on April 19<sup>th</sup>, 1998, in Bonebone. She is the first of two children of the couple Asri and Nurhaeni. Olga Ashari has a solid educational background. She began her education at UPTD SD Negeri 145 Barru in 2005 and graduated in 2011. She continued her studi at SMP Negeri 4 Mallusetasi and graduated in 2014. Then, she proceeded to SMK Negeri 3 Barru, where she graduated in 2017. In 2018, she enrolled at the State Islamic College of Parepare, which later became the State Islamic Institute of Parepare, Faculty of Tarbiyah, Department of English Education. She completed her studies with a thesis titled "Using Show and Tell (S&T) Method to Improve Vocabulary Mastery of

