

A THESIS

**THE USE OF SHOW AND TELL (SAT) METHOD IN IMPROVING
STUDENTS VOCABULARY MASTERY OF THE FIRST GRADE
STUDENTS AT SMAN 3 PAREPARE**



BY

**ANDI NUR HIKMAH
REG. NUM.19.1300.001**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)

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Parepare, 02 January 2024

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Stated that herself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

Parepare, 23 May 2024

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ABSTRACT

Andi Nur Hikmah. *The Use of Show And Tell (SAT) Method in Improving Students Vocabulary Mastery of the First Grade Students at SMAN 3 Parepare* (Supervised by Ambo Dalle and Yulie Asni)

The Show and Tell (SAT) method is an interactive teaching and learning approach that involves students presenting and explaining picture and text. The purpose of this research is to know either using Show and Tell (SAT) method is able to improve students Vocabulary Skill at First Grade Students SMAN 3 Parepare.

This research used pre-experiment pre-test, post-test with one design. Research sampel was 29 students and instrument of research used test and treatment. There were 6 meetings including pretest, treatment and posttest. The data analysis used automatic calculation by SPSS version 26.

The result showed that 1) The students Vocabulary Mastery of the First Grade of SMAN 3 Parepare showed that, students pretest categorized as poor with score 54.00 and students posttest categorized as very good with score 82.00. 2) The use of Show and Tell (SAT) Method at First Grade Students at SMAN 3 Parepare were four meetings used picture and adjective text with meaning, synonym and antonym implemented into somegroup where students tell the vocabulary into their group team. 3) The improvement using Show and Tell (SAT) method toward students Vocabulary Mastery of the First Grade Students at SMAN 3 Parepare showed that was accepted which means that there is an Improvement of Students Vocabulary Mastery of the First Grade Students at SMAN 3 Parepare.

Keyword: Show and Tell (SAT) Method; Vocabulary Mastery; SMAN 3 Parepare

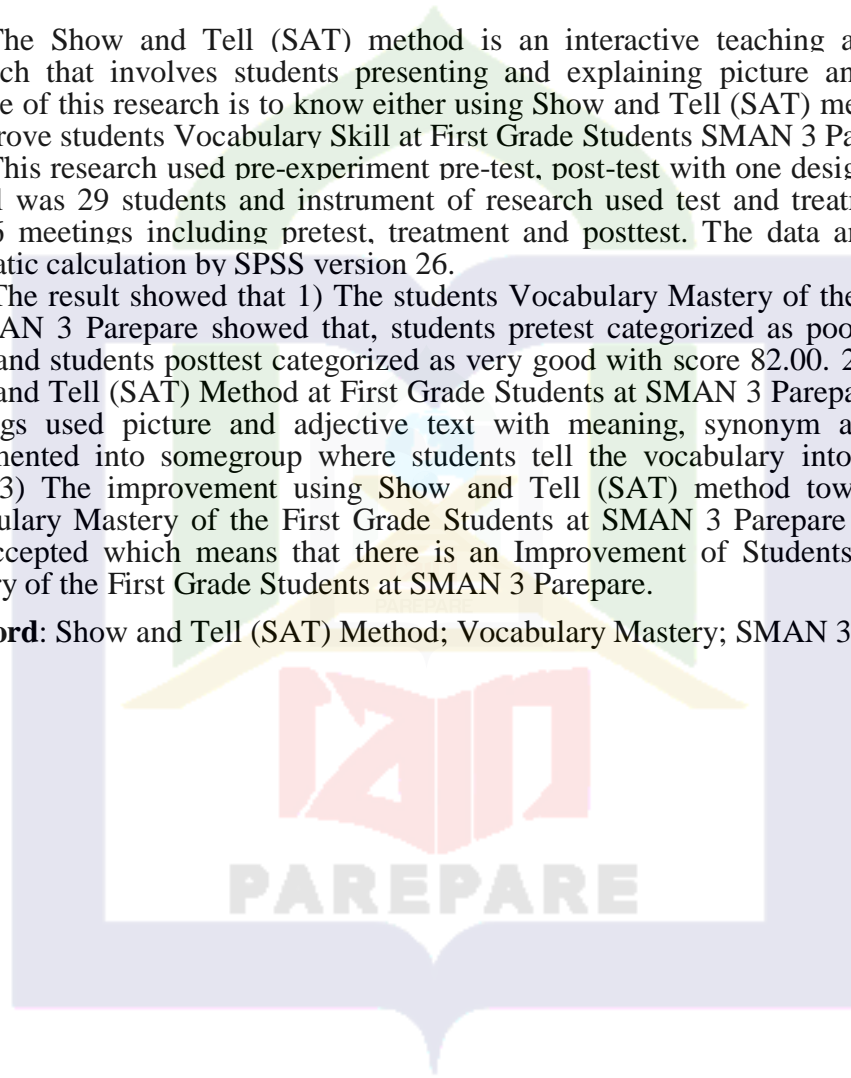
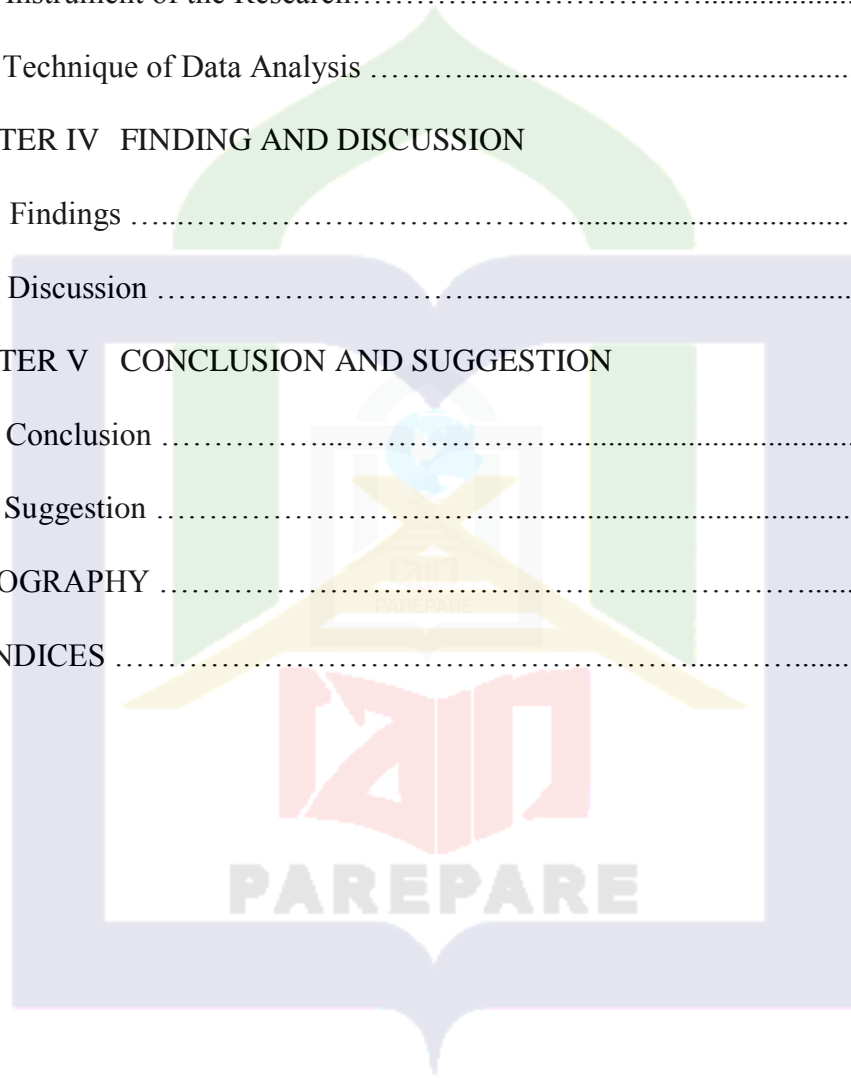


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CHAPTER I

INTRODUCTION

A. Background

English is as an international language used as a tool for communication in daily life and in academic activities. In Indonesia, English as a foreign language is formally in schools from junior high school until university. There are so many elements in English such as vocabulary. Vocabulary is a smallest element in English that must to be mastered by students because without vocabulary we can not understand each other's and it must not express our opinion, feeling and ideas. On the other hand, teaching vocabulary is very hard, because the teachers must to choose an appropriate ways in order to make the learning process effectively. So, the students enjoyed and relaxed learning vocabulary and they could master it. There are many factors that made the students difficult in mastering vocabulary. It stated that lack of interest, self-confidence, motivation, teacher and environment are factors that hamper students to master English vocabulary.¹

Teaching vocabulary, however, poses significant challenges. Educators must employ innovative and suitable methods to ensure that the learning process is engaging and productive, fostering an environment where students enjoy and feel at ease while acquiring new words. Several factors contribute to the difficulties students face in mastering English vocabulary.

Students who lack interest in learning English vocabulary may struggle to engage with the material and commit it to memory. Similarly, a lack of self-

¹Allen, *Techniques in Teaching Vocabulary*.(Oxford University Press. New York. 2019).

confidence can hinder progress. Students who doubt their abilities may be reluctant to participate actively in vocabulary lessons, impeding their learning.

The role of teachers is also effective teaching methods and strategies are essential for vocabulary acquisition. Instructors must select appropriate tools, exercises, and activities to make learning vocabulary enjoyable and effective. Moreover, teachers should provide a supportive and encouraging learning environment to boost students' confidence and motivation.

Based on the pre observation at first grade of SMAN 3 Parepare which identified from the teacher interview and students vocabulary skill, the researcher evaluated the students by asking some of the word to be translated but most of students did not understand the vocabulary tested. The students can not mention the simple word or pictured that showed. It will indicate the students still have low vocabulary skill. Another term, researcher interview the teacher which students showed low interest in studying at class because they don't have more motivation in study English.²

According to the explanation above, one of the solution used for the problem is using certain method namely "Show and Tell" (SAT) method, this method is a contextual learning which students select an object or topic to present, students' are required to describe it in detail. According to the theory that "Show and Tell" (SAT) method is adapted to the needs of students and limited school facilities to use learning media. Tri, Yasbiati, and Bela stated that "The activity of showing something to the audience and telling them about it is known as show

² Mustakin, S.Pd, *English Teacher 1 Grade of SMAN 3 Parepare*, 02 August 2023

and tell”.³ So, through this method, the learning process can use accessible media. Teachers or students only need picture paper to explain the pictures listed. This fits perfectly with the schools that are still lagging behind. This necessitates the use of specific and descriptive words, fostering contextual learning. As they explain their chosen item or topic, they naturally incorporate relevant vocabulary into their speech.

The teaching of English must be really improve with some practical and easy ways. The teacher will choose an appropriate method in teaching vocabulary, because it is not easy to teach English especially vocabulary without using suitable method. Teaching vocabulary is like teaching other social science, which needed suitable techniques or methods in order to get the successful learning. Show and Tell (SAT) is the new method combines natural language parsing methods with user interaction and uses these to create an intelligent user interface. Show and Tell (SAT) 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. According to the explanation above, the researcher is interesting to conduct an experimental research entitled “The Use of Show And Tell (SAT) Method in Improving Students Vocabulary Mastery of the First Grade Students at SMAN 3 Parepare”.

³ Yasbiati, Y., & Mustika, B. N. “Penggunaan Metode Show and Tell untuk Meningkatkan Keterampilan Berkomunikasi Anak Usia Dini”. JURNAL AGAPEDIA, 1(1), 129-136

B. Research Questions

Based on the background explained above, the researcher formulates research question that:

1. How is the students Vocabulary Mastery of the First Grade Students at SMAN 3 Parepare before using Show and Tell Method?
2. How is after using of Show and Tell (SAT) Method at First Grade Students at SMAN 3 Parepare?
3. Is there any improvement using Show and Tell (SAT) method toward students Vocabulary Mastery of the First Grade Students at SMAN 3 Parepare?

C. The Objectives of the Research

Based on the research question, the objective of this research is formulated:

1. To examine the students Vocabulary Mastery of the First Grade Students at SMAN 3 Parepare.
2. To examine the using of Use of Show and Tell (SAT) Method at First Grade Students at SMAN 3 Parepare.
3. To examine either using Show and Tell (SAT) method able to improve students Vocabulary Mastery of the First Grade Students at SMAN 3 Parepare.

D. Significance of Research

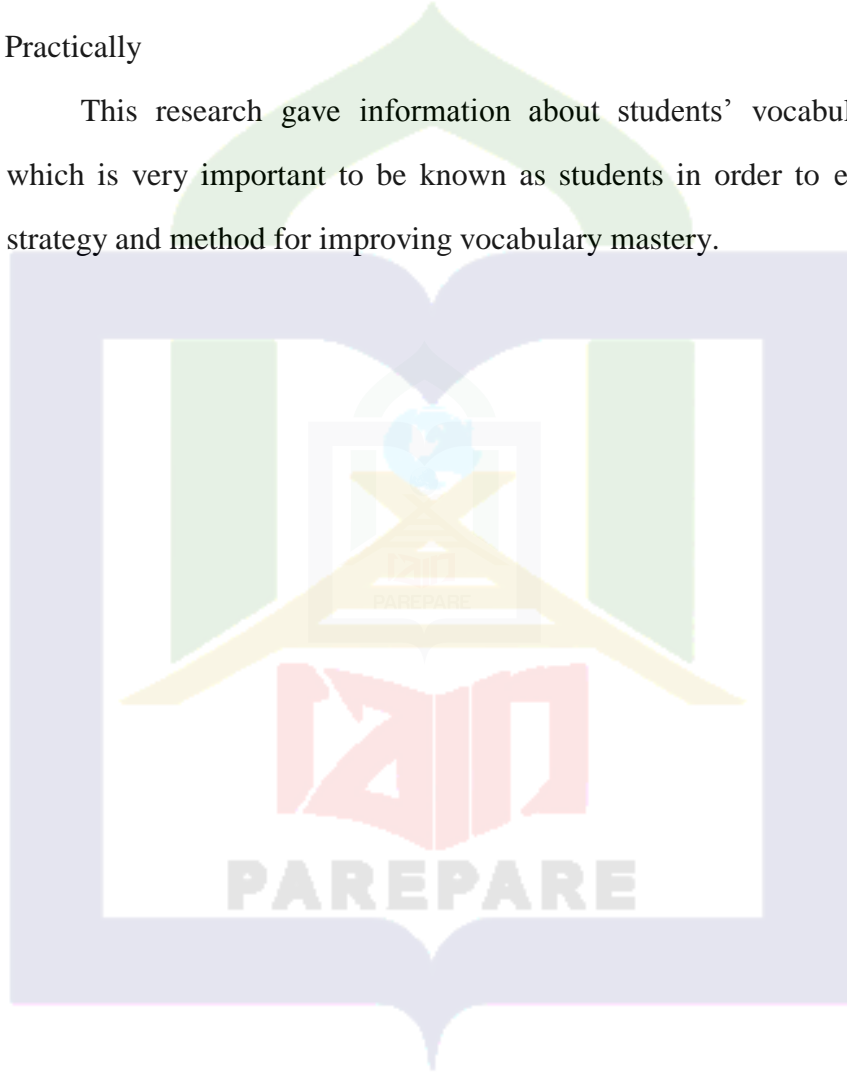
The significance of the research is hopelly give contribution for:

1. Theoretically

This research will give contribution toward the methodology of the teaching English for improving vocabulary mastery especially for method, strategy and technique for implementing at class.

2. Practically

This research gave information about students' vocabulary mastery which is very important to be known as students in order to examine their strategy and method for improving vocabulary mastery.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

This previous research may give more information which conducted their research on title of “The Use of Show and Tell (SAT) Method in Improving Students Vocabulary Mastery of the First Grade Students at SMAN 3 Parepare”. Their findings are consecutively presented below:

The first research from Sartika which title of “The influence of Students’ Vocabulary by Using Show and Tell (SAT) Method at the First Grade Students of SMA Negeri 6 Toraja Utara”. The results of data analysis showed that by using the Show and Tell (SAT) method, students' vocabulary mastery improved. It can be proven by the t-test value of -27.547 which is less than the t-table value of 2.602, which means that H₀ of this research is rejected and H₁ is accepted. So, it can be concluded that the use of the Show and Tell (SAT) method improve students' vocabulary at the first-grade students of SMA Negeri 6 Toraja Utara.⁴

The second previous research from Nurvitasari which title “The Use of Show & Tell (SAT) Method in Teaching Vocabulary at the Second Year Students of Junior High School (SMP) Negeri 4 Galesong Selatan Kabupaten Takalar”. The researcher concluded that the hypothesis is accepted. It means that using Show & Tell (SAT) method is effective towards the students vocabulary mastery at the second Year Student of Junior High School (SMP) Negeri 4 Galesong Selatan Kabupaten Takalar. Therefore, English teacher may use Show

⁴ Sartika. “The Influence of Students’ Vocabulary by Using Show and Tell (SAT) Method at the First Grade Students of SMA Negeri 6 Toraja Utara”. (*Journal of Excellence in English Language Education (JoEELE)*, Faculty of Languages and Literature Universitas Negeri Makassar).

& Tell (SAT) Method in teaching English process. Because it can make the English learning process more enjoyable, fun and effective.⁵

The third research from Enia which title of “The Use of the Show and Tell Method to Improve English Comprehensions in The First Grade Students of Junior High School”. The findings of data analysis using the normality, homogeneity tests. It can be concluded the alternative hypothesis is accepted while the null hypothesis is rejected. It means there were significant differences in vocabulary before and after using the show and tells method for the first grade Junior High School (SMP) Negeri 4 Juwana. Furthermore, of the Show and Tell Method is important teaching English because could help motivate students show and tell method; English mastery; in students of junior high school.⁶

The similarity and differentiate between the previous research and this research are about the method they used, the previous research explained about variable or method will be used for Use of Show and Tell (SAT) Method which the different from the object of the research, some of the research conducted for English subject as general and other subject. The different also from the location of the research.

⁵ Nurvitasari, Nurvitasari. “The Use of Show A Tell (SAT) Method in Teaching Vocabulary at the Second Year Students of Junior High School (SMP) Negeri 4 Galesong Selatan Kabupaten Takalar” (Undergraduate (S1) thesis, Universitas Islam Negeri Alauddin Makassar.2017).

⁶ Yasmiatun, “The Use of the Show and Tell Method to Improve English Comprehension in The First Grade Students of Junior High School”. (*Edusia: Jurnal Ilmiah Pendidikan Asia*, 2(1), 49–63. <https://doi.org/10.53754/edusia.v2i1.374>).

B. Some Pertinent Ideas

1. Concept of Vocabulary Mastery

a. Nature of Vocabulary

There are many definitions of vocabulary and in this study; the definition will be quoted from Richard stated on Iwan. According to Richard, vocabulary is a set of lexemes that can be in the form of single words, compound words, and idioms. Campillo stated that vocabulary is the total number of words. From two definitions above a conclusion can be made that a vocabulary is total number of words that someone has. These words can be single words, compound words or idioms.⁷

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Building a broad vocabulary is an important part of language learning. According to the American Heritage Dictionary defines vocabulary as the sum of words used by, understood by, or at the command of a particular person or group. Meanwhile, vocabulary is defined as a large numbers of words that the students

⁷ Iwan Kurniawan, "Measuring EFL Students' Vocabulary Size: Why and How". (English Education: Jurnal Tadris Bahasa Inggris, 9 (1), 2016, p-ISSN 2086-6003)

⁸ Iwan Kurniawan, "Measuring EFL Students' Vocabulary Size: Why and How". (English Education: Jurnal Tadris Bahasa Inggris, 9 (1), 2016, p-ISSN 2086-6003)

have to know; not only memorizing the form of the words but also understand the meaning.⁹

According to Hiebert and Kamil , vocabulary can be generically defined as knowledge of words or word meaning.¹⁰ Furthermore, Barnhart also stated vocabulary as a stock of words used by person, class of people, profession, and a collection of list of words, usually in alphabetical order and defined.¹¹

In addition, In Oxford Advanced Learner's Dictionary, vocabulary defines as follow: all words that a person knows or uses; all words in a particular In addition, In Oxford Advanced Learner's Dictionary, vocabulary defines as follow: all words that a person knows or uses; all words in a particular.¹²

From the definitions above, it can be concluded that vocabulary is a list of word that have meaning and can be understood by someone that it can used to communicate with others. A better understanding of the vocabulary, it would produce a better understanding in communication and comprehend meaning of the text.

b. Definition of Vocabulary Mastery

Mastery refers to having great mastery at something or total dominance over something.¹³ According to Webster, Mastery refers to the authority of a master stated that skill or knowledge that makes one master of a subject

⁹John J. Pikulski and Shane Templeton, *Teaching and Developing Vocabulary: Key to Long-Term Reading Success*, (USA: Houghton Mifflin Company, (2014).

¹⁰Hani sutrisna, , *Vocabulary for Daily Conversation*, (Yogyakarta: Kawah Media, 2018).

¹¹Hiebert and Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, (New Jersey: Lawrence Erlbaum Associate, 2015).

¹²Cynthia A. Barnhart, *The Facts on File Student's Dictionary of American English*,.(2018).

¹³Nation. *Teaching and Learning Vocabulary*. (Wellington: New Burry House Publishers. 2016).

comment.¹⁴

According to Longman, the word ‘mastering’ is derived from the word ‘master’, which means that to become mastered or proficient in the use of. Skill is complete control or power over someone or something; through understanding or great Skill.¹⁵

According to Bromley, Mastery means the Masteries or knowledge in a subject that makes one master it well. Furthermore, Matery learning is a philosophically based on approach to design of classroom environments that is currently creating controversy in the educational research and development community.¹⁶ So, Mastery is related one’s ability, Skill, knowledge, proficiency, understanding capacity.

Vocabulary Mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English. The term of vocabulary knowledge refers to knowing the word meanings then the word should be similar to synonym, dictionary, or an equivalent word in learners’ language. So, Vocabulary Mastery is not only knowing the words and its meanings, but also knowing about how the words sound and how the words are used in the context.

Based on explanation above, vocabulary mastery is competence to know words and meaning. The students are not only hoped to know the words but also

¹⁴Fries, Charles C. *Teaching and Learning Vocabulary as a Foreign Language*. (New York: The University of Michigan Press. 2017).

¹⁵Richard, J. C. and Schmidt, R. *Longman Dictionary of Language Teaching and Applied Linguistic (3th Ed.)*.(London: Pearson Education Limited. 2016).

¹⁶Bromley, K. *Rethinking Vocabulary Instruction*. (The Learning and Literacy. 2019).

their meaning. It is the duty of the teacher to select with what words are suitable to be taught to the students, so the students will learn more easily.

c. Types of Vocabulary

Words and phrases are small elements but can make up a language as function to express idea. It is important to know types of vocabulary. Harmer divided vocabulary into two types:

1. Active vocabulary

Active vocabulary refers to vocabulary that students have learned. They are expected to be able to use by the students. Martin Manser notes that an active vocabulary “consists of the words that [people] use frequently and confidently. If someone asks them to make up a sentence containing such and such a word—and they can do it—then that word is part of their active vocabulary.

2. Passive Vocabulary

Passive vocabulary refers to words which students will recognize when they meet them but they will probably not be able to produce. A learner’s passive vocabulary is the words that they understand but don’t use yet. This can be compared with active vocabularies, which are words that learners understand and use in speaking or writing. The active and passive vocabulary of a learner changes constantly.

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understand and use in speaking or writing. The active and passive vocabulary of a learner changes constantly.¹⁷

Based on the explanation above, Words and phrases are small elements but can make up a language as function to express idea. So that's why, The researcher has to know types of vocabulary that are active and passive vocabulary. It is better to recognize both of them.

d. Kinds of Vocabulary

Good in Ni'matul Wafaa divided four kinds of vocabulary:

1. Oral Vocabulary consist is words actively used in speech that comes readily to the tongue of the one conversation. Talking about speaking vocabulary refers to speaking someone. Most of the adults use almost 5000 to 10000 words to communicate. The number of words used in this case is far less than listening vocabulary, the reason being the level of comfort in usage. It means that a person's speaking vocabulary is all the words that uses in communication.

Example: Students speak automatically to greet someone by stated; How are you?

2. Writing vocabulary is stock of words that come readily to ones things vocabulary. It is commonly used in writing. *This* kind of vocabulary represents those words which we regain while wilting to express ideas. It easy to explain what they want to show to people with using express their self, but using the same words for communicating the same concept or thought through writing, It

¹⁷ Schmitt, Nobert and McCarthy. *Vocabulary: Description, Acquisition and Pedagogy*. (Cambridge: Cambridge University Press, 2016).

is not easy to think because writing vocabulary is influenced by vocabulary. It means that vocabulary is important in writing.¹⁸

Example: Students tried to write down the processed of boiled a noodle in writing form.

3. Listening vocabulary is stock of words, which a person can understand when they hear it. This types of vocabulary refers to the words people can hear and understand. Starting in the content can perceive sound when their age is sixteen weeks. Moreover, babies keep on listening to various word when they are awake and thus someone grow up listening to different word. Most people can identify and comprehend almost 50.000 words. Children who are deaf are exposed to visual listening as they are exposed to sign language. But In this case, the number of words developed is far less than a normal child's secondary listening vocabulary.

Example: Students ability after listening to the teacher or others friend they talked, this term like small conversation. The vocabulary automatically be in students mind after listening to the teacher.

4. Reading vocabulary is the words someone can recognize when they find it in written material.¹⁹ This vocabulary refers to the words the people recognize when any text read because reading is the activity of perception, analyze, and interpreted by the reader to obtain messages to be conveyed by the author in the media *writing*. People can read and understand many words. But people do not

¹⁸Nation. *Teaching and Learning Vocabulary*. (Wellington: New Burry House Publishers. 2020).

¹⁹ Ni'matul Wafaa, "Teaching Students Vocabulary by Using Spelling Bee Game" (Unpublished Skripsi UIN Alauddin Makassar, 2017).

use them in speaking vocabulary. This is the second largest vocabulary. Needless to say, vocabulary grows with reading.

Example: Students vocabulary ability when they have achieve some reading text, they get new vocabulary which explain something in their reading activities.

So the text above explain, the most important that the researcher has to know types vocabulary. The types of vocabulary can help the researcher to stimulate students' vocabulary and also easy do these types. However, for advance classes needs all of type's vocabulary because it is not easy to do these types without understand such as listening, speaking, reading and writing. Reading vocabulary may become the first stage before processing the speaking and listening vocabulary.

e. Indicator of Vocabulary Mastery

The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby's first language comes from the mother tongue. They will master the vocabulary through the simple words by listening to the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skill's) because both of them are very important in English teaching and learning process.

The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation.

To make the discussion clearer, Harmer's opinion can be added. In his

book. There are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.

1) Meaning

The meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning, and syntactic meaning. Lexical meaning is the meaning that attaches to words as word. For example, the meaning of a building for human habitation that attaches to house is lexical meaning. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smallest unit that carries information about meaning or function. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning. A word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

2) Synonym

The term synonymy derives from Greek: syn- + -nymy. The two parts mean “same and name”. Synonymy deals with sameness of meaning, more than one word having the same meaning, alternatively the same meaning being expressed by more than one word. In other words, synonym is words whose denotation is the same but has different connotation.

3) Antonym

Antonym is the opposite of meaning. It derives from Greek, “ant

and -nymy”, the two parts mean “opposite + name”. Antonym deals with oppositeness of meaning. Antonyms are not differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register.

There are some ways to draw the attentions to the use of words by quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc.), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc.), and giving a well-known opposite or a well-known word describing the group or lexical set it fits into.

Also spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together. According to Ur there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling).

Pronunciation of a language is the main components of speech which combine together. These components range from the individual sounds that make up speech, to the way in pitch (the rise and fall of the voice is used to convey meaning)

Pronunciation can be said as the act of uttering with articulation; the act of giving the proper sound and accent; utterance; as, the pronunciation

of syllables of words; distinct or indistinct pronunciation.²⁰

From the definitions above, it can be inferred that learners should master the words of the language because language consists of words. It is in order to be able to use the language approximately. Having mastered a large number of words, they will be able to express their ideas in the language approximately.

f. The Importance of vocabulary

Vocabulary is used in human daily life to communicate each other's. People express their ideas, love desire, ambition, gratitude, joys, sorrow, frustration, etc. by using vocabulary to communicate; people need to understand what the others mean.

In the context of learning and teaching English, the vital vocabulary is inevitable. This has been claimed by many linguists. According to Michael Lessad Clouston, vocabulary is central of English language teaching because without enough vocabulary students are not able to understand others or express their own ideas.²¹ If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little grammar, but you can say almost anything with words.²²

Based on the explanation above, it does not necessarily mean lowering the importance of grammar. That merely shows that learning vocabulary plays an

²⁰Ur, Penny. *A Course in Language Teaching: Practice and Theory*. (Cambridge: Cambridge University Press. 2017).

²¹ Michael Lessad- Clouston, *Teaching Vocabulary*, (2019).

²² Scott Thornbury, *How to Teach Vocabulary* (Longman: Malaysia, 2022).

equally vital role as a grammar. If the students are mastering the vocabulary, they will be easy to study all parts of English.

g. Function of vocabulary

Gains and Redman conclude that by learning vocabulary, the learners can recognize and comprehend the context of reading, listening, material and later as productively learners can remind and use them appropriately in speech and writing. In this case, the statement noted by Legget said that by vocabulary the learners can recognize all the words in written and oral context and finally they can use them daily in speaking and writing. Based on this research the researcher can be concluded that function of vocabulary is the students can be recognize all the words in writing. Comprehend the context of reading and can remind and use them speaking and writing.

Vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, server as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of largest challenges in learning a second language.²³

h. How to teach vocabulary

The problem in teaching vocabulary lies in the fact that whilst there is a consensus about what grammatical structures should be taught and at what levels, the vocabulary teaching is not explicitly specified in the curriculum. Vocabulary teaching is as important the teaching of structure. According to Harmer there are some activities which are designed to teach and practice words and their various uses. Such us:

²³ *Wikipedia, The Free Encyclopedia 2019*, <https://en.wikipedia.org/wiki/Vocabulary>, assessed on Agust 30th 2023.

1. Presentation

Not all vocabularies can be learnt through interaction and discovery techniques. There are many occasions when some form of presentation or explanation is the best way to bring new words into class. For example, *Realia* (the teacher holds up the object of points to it, says the word and then gets the students to repeat it); *pictures* (it can be used to explain the meaning of vocabulary items); *mime, action and gesture, contrast, enumeration, explanation, and translation.*

2. Discovery

A number of discovery techniques can be found from simple matching task to more complex understandings of connotation and context.

3. Practice

The activities in the section are designed to encourage students to use words in an involving way, such as actions and gesture; bring, take, and get.²⁴

4. Repetition

The time-honored way of memorizing new material is through repeated rehearsal of the material while it is still in working memory – i.e. letting the articulators loop just run and run. However, simply repeating an item seems to have little long term influence unless some attempt is made to organize the material at the same time.

5. Retrieval

Another kind of repetition is crucial is what is called the retrieval

²⁴Harmer, J. *The Practice of English Language Teaching*, (London: Longman, 2021).

practice Influence, this means, simply, that the act of retrieving a word from memory makes it more likely require retrieval, such as using the new word in written sentences.

6. Motivation

Simply wanting to learn new words is no guarantee that words will be remembered. The only difference a strong motivation makes is that the learner is likely to spend more time on rehearsal and practice, which in the end will pay off in terms of memory.

7. Imaging

Best of all were subjects who were given the task of silently visualizing a mental picture to go with a new word. Other test has shown that easily visualized words are more memorable than words that don't immediately evoke a picture.²⁵

2. Concept of Use of Show and Tell (SAT)

a. Definition of Use of Show and Tell (SAT)

According to Tilaar that Show and Tell (SAT) 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. It stated that the method show and tell are used to uncover abilities, feelings, and the wishes of children. Every day the teacher can ask two or three children to tell you what you want disclosed. When children tell stories, teachers can conduct an assessment on the child. Teachers

²⁵Scott Thornburg, *How to Teach Vocabulary*, (New York, Longman Pearson, 2016).

can continue topic talked about children as learning.²⁶ Musfiroh stated that a show and tell activity showed something to the audience and explain or describe something. Musfiroh also explained that the method of Show and Tell (SAT) method based on three main areas, namely education, music and theater. Among these three areas, Show and Tell (SAT) method educative method the most reliable in western countries. Show and Tell (SAT) method utilized for the three domains at once.²⁷

Show and Tell (SAT) method educative for speaking Show and Tell (SAT) method instructive to speak, show and tell educative for record playing toys (Show and Tell (SAT) method to play with toys and show and tell for children's book (Show and Tell (SAT) method to book child. Referring to the description above, the notion method is Show and Tell (SAT) a method of learning with children show the objects and activities express opinions, express feelings, desires, and experiences related to the object.²⁸

b. Application of Show and Tell (SAT) Method

According to Musfiroh there are several different types of show and tell that can be applied, which Show and Tell (SAT) method with personal objects, Show and Tell (SAT) method with the food, and Show and Tell (SAT) method with images and photos.

1) Show and Tell (SAT) method with personal objects

²⁶Tilaar. *Unexpected Show and Tell method*. (United States: Libraries Unlimited, Inc. 2019).

²⁷ Ningsih, Okki R. M. *Meningkatkan Percaya Diri melalui Metode Show and Tell pada Anak Kelompok A TK Marsudi Putra, Dagarang, Palbapang, Bantul*, (Yogyakarta. 2014).

²⁸ Tilaar. *Unexpected Show and Tell Method*. (United States: Libraries Unlimited, Inc. 2019).

Students can bring personal objects for use when doing Show and Tell (SAT) method such as book, pen, ruler, wardrobe, backpack, shoes, etc.

2) Show and Tell (SAT) method with food

Food is the thing they need and have a strong range to develop responsibility and independence. When the child is show and tell the child can talk about the taste, the main ingredient for making food, colors, and so on.

3) Show and Tell (SAT) method with images and photos

Images and photos is relatively effective to stimulate the ability of manners, responsibility, and independence. For children, the ability to be well received through media stories helped with pictures or photographs. Meanwhile,

Gleen stated that Show and Tell (SAT) method can be applied to show something like a new game equipment, 33 birthday gift, food gift from relatives, tableware, or all the objects that are considered new or interesting items for children.²⁹

Hoerr stated that children can Show and Tell (SAT) to use a work or a project that has been made. For example, children make a diorama that shows a scene from the novel or the life of Native American tribes. On the next day the child is standing beside diorama and tells the story of a diorama that shows some aspects of the life of the tribe. Based on some of the opinions above, the application of the method Show and Tell (SAT) can use food, drawings or photographs, new game tool, birthday

²⁹ Legget, Gleen. *A Guide and Resource Book for Teachers*. (Cambridge: Cambridge. 2021).

gifts, tableware, children's work, and all the objects that are considered attractive for children.³⁰

c. Benefits of the Show and Tell Method

Laurie Patsalides stated that the benefits show and tell the method to develop some aspects. They are: children learn to talk and listen, become listeners and introduce themselves, make inquiries based on questions, make connections between children's responses with other children, anticipation and observation, critical speech skill practice, storytelling practice, learning equations and differences, using vocabulary, using language descriptive, thank you, and increase your confidence. Related to the benefits put forward by Laurie Patsalides.³¹

The rise in confidence, this is also confirmed by Zingher in Thomas who stated that when children appear and tell will be a moment which shines for the child because of his increased confidence. Burrell in Ningsih revealed the events and tells of his activities can improve the child's self-concept. Self-esteem, autonomy, social skills, as well as cognitive development will also increase along with the use of this method.³² Based on several benefits of show and tell method, it can be concluded that there is one aspect that can be developed, that is social aspect. Emotional indicators with increased confidence level. It will used as a guide in developing learning steps with show and tell method.

³⁰ Hoerr. *Show and Tell Benefits in Kindergarten*, (United States: Libraries Unlimited, Inc. 2013).

³¹ Sulkipli. *Improving the First Year Student Vocabulary Achievement through Mnemonic Method at SMP Negeri 5 Duampanua*, (2019).

³² Thomas. *How to Teach Vocabulary*. (Malaysia: Pearson Education Limited, 2018).

d. The Advantages of Show and Tell Method

According to Thomas that there are several advantages of the show and tell method. Some The advantages are as follows:

- 1) A very simple method, so easy to apply to children.
- 2) Using a concrete object, making it easier for a child to tell a story.
- 3) Allow children to be actively involved because of emphasizing participatory approaches in the learning process.

e. Learning Step by Show and Tell Method

Related to learning activities that will be done, this research will use 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 Thomas describes the steps in applying show & tell method, which are:³³

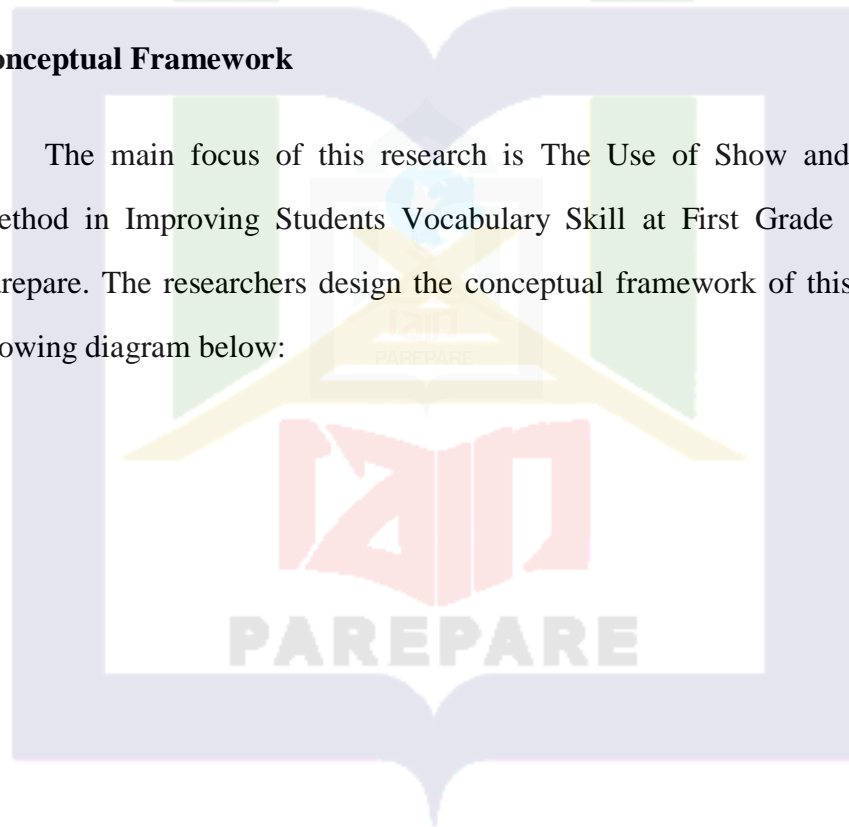
- 1) At certain times, children are asking to bring favorite objects to be shown and told in front of the class.
- 2) The teacher gives the child a chance to perform and notify objects brought from home when the child will appear the center of attention for his friends.
- 3) Other children ask questions to children who are appear.
- 4) Children form a circle on the ground floor (carpets, mats, and the like).
- 5) Each group consists of 7-10 children.
- 6) Opening activities with regards.
- 7) Guiding one child to lead a common prayer.

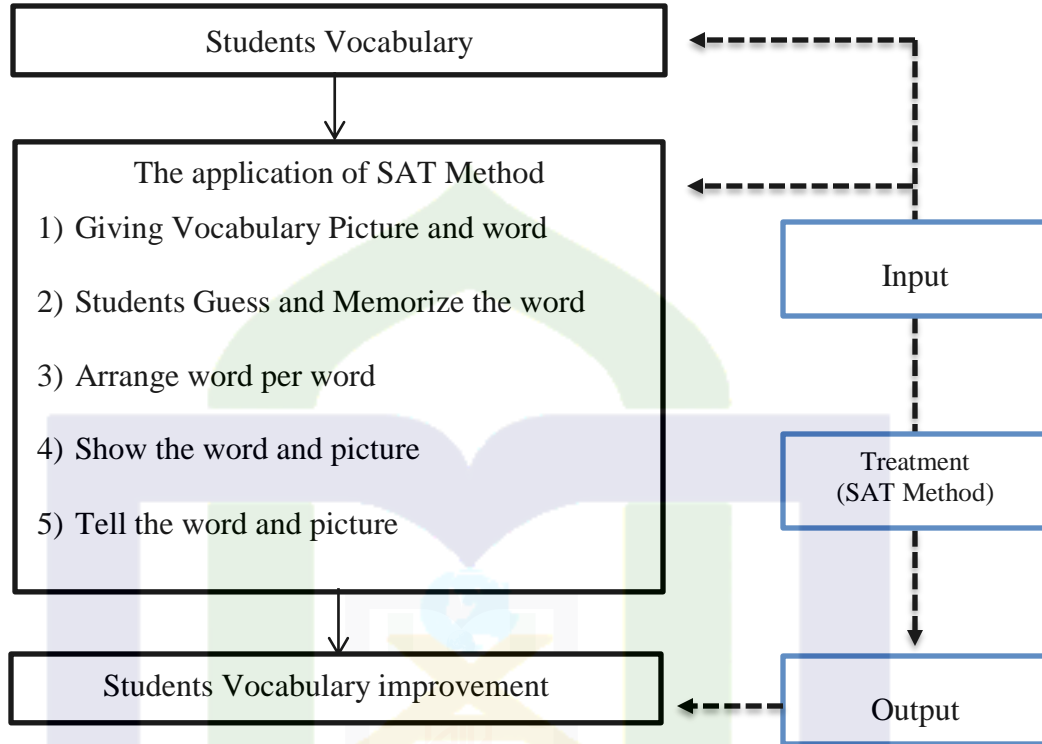
³³ Thomas. *How to Teach Vocabulary*. (Malaysia: Pearson Education Limited, 2018).

- 8) Welcome the children one by one by mentioning his name.
- 9) Giving good words and arousing the interest of children.
- 10) Give the child a chance to show what will happen used for show and tell
Explain the show and tell method procedures. If necessary, the teacher can give examples of how to do show and tell. This is done for 5 minutes. To apply this method, the teacher gives an example of a real object for children.

C. Conceptual Framework

The main focus of this research is The Use of Show and Tell (SAT) Method in Improving Students Vocabulary Skill at First Grade of SMAN 3 Parepare. The researchers design the conceptual framework of this research by showing diagram below:





Picture 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used pre-experimental research design by using pre-test and post-test with quantitative approach, because the researcher would established possible cause and effect between dependent and independent variable. This research used Show and Tell (SAT) Method in Improving Students Vocabulary Skill at First Grade of SMAN 3 Parepare

The design used an experimental design, a researcher gathered method or media used samples and then randomly assigns half the samples to classroom and the other half to be used in other term of variable while controlling all the other variables.

Table 3.1 Pretest-Posttest Design

O1 X O2

Ceterangan:

O1 : Pretest (Test Vocabulary)

X : Treatment (Show and Tell (SAT) Method)

O2 : Posttest (Test Vocabulary)

B. Location and Duration of the Research

The location of the research conducted in SMAN 3 Parepare. It located Jl. Pendidikan No. 9 Kec. Soreang, Bukit Harapan, Kec. Soreang, Kota Parepare Prov. Sulawesi Selatan, and the research did the research about 45 days including of analysis data.

C. Population and Sample of the Research

1. Population

The population of this research was first grade SMAN 3 Parepare. The total of the students as showed in table below:

Table 3.1 Population of Research

Class	Gender		Total
	Male	Female	
X.1	14	14	28
X.2	12	17	29
X.3	14	14	28
TOTAL	40	45	85

2. Sample

According to Sugiyono the sample was part of the number and characteristics possessed by the population. So the sampling technique in this research was *simple random Sampling*. According to Sugiyono *simple random sampling* was about sample which proper to the criteria of the class. The sample can be chosen for X.2 which number of students are 29 students at first grade of SMAN 3 Parepare.

D. Procedure of Collecting Data

Data collection was an indispensable step in research, because the data collected used to test the hypotheses that formulated in this study. In general, there were several methods of data collection techniques, namely.

1. Test

The test as a data collection instrument is a series of questions or exercises used to measure the knowledge, intelligence abilities or talents about students' Vocabulary Mastery at First Grade of SMAN 3 Parepare.

- a. *Pre-test* was an activity to test the level of Students' Vocabulary Mastery of the First Grade Students at SMAN 3 Parepare which the material before delivered; the pre-test carried out before teaching activities begin for Show and Tell (SAT) Method. Before researcher giving the treatment on the first meeting researcher gave pre-test to students' to identify students' vocabulary Skill about adjective. The students' vocabulary mastery collected by pretest to identify students' vocabulary before giving treatment.
- b. *Post-test* would be the test that the researcher after the treatments or after using Show and Tell (SAT) Method. Post-test was the final evaluation when the material taught on that day had been gives a post-test in other words whether students have improvment in English. The smilar test given from pretest to identify students' Vocabulary Mastery in First Grade Students at SMAN 3 Parepare. The students' vocabury mastery collected by posttest to identify students' vocabulary after giving treatment.

2. Treatment

The using of Show and Tell (SAT) Method at First Grade of SMAN 3 Parepare, the explanation of the treatment can be explained below:

Table 4.7 Processed of Use of Show and Tell (SAT) Method

Activities	Treatment Processed
Opening Activities	<ul style="list-style-type: none"> a. Opened the class by salam b. Great students c. Check the attendance list d. Explained the materials e. Explained about the vocabulary in daily routine f. Mention some vocabulary which usually used in daily class g. Explained about what is meaning in vocabulary h. Explained about what is synonym in English i. Explained about what is antonym in English
Main Activities	<ul style="list-style-type: none"> a. Divided students into some group b. Students divided into 5 groups contain with 5-6 students for the group c. Giving motivation about how to be cooperative in group d. Explained about what the method of Use Show

and Tell Method

- e. Showed some picture including by the text
- f. Showed the picture to every group with different picture.
- g. Showed more picture to random group to sure all the group understand the picture and the meaning of the picture
- h. After all the students and group get the picture random, the picture collected again to the researcher
- i. Students Guess and Memorize the word showed for the first group earlier
- j. Researcher arranged the word per word to each group
- k. Researcher showed more picture to each group by randomly.
- l. Each group memorized the meaning, antonym and synonym of the picture and word given.
- m. Students telled the word and picture to their friends
- n. All the steps repeated many times until students memorized all the picture, meaning, synonym and the antonym of the word.

Closing Activities

- a. Students get evaluation during closing time
-

-
- b. Researcher evaluate the materials orally
 - c. Researcher did reflexion during the materials
 - d. Researcher explained the materials will be explained next meeting.
-

According to the explanation above, the researcher did research in opening class, main class and closing class which teaching about vocabulary skill, the indicator improvement were meaning, synonym and antonym.

E. Instrument of the Research

According to Lorraine saying an instrument was a tool used to collect data. It mean that instrument was a tool or facilities that are used by the writer to collect the data completely and systematically.³⁴ Research instrument was a tool in researching to collect data. The instrument used in this research was vocabulary mastery test. This research consisted instrument with total of question 30 questions which divided into 10 question for synonym, 10 question or antonym and 10 question for meaning.

³⁴ Eri Kusumawati, *Increasing Present Continues Tense Skill Using Grammar Translation Method at Eight Graders of MTs N 1 East Lampung in Academic* (2019).

F. Technique of Data Analysis

In quantitative research, data analysis techniques directed to answer the problem formulation has been determined. Caused the data was quantitative, then analyzes the data using statistical methods that have been available.³⁵

1. Descriptive Analysis

Method that serves to describe or give an overview of the object under study through data or samples that have been collected did not exist without doing analysis and making conclusions, this analysis focused on mean, standard deviation and some of any test before conducting inferential analysis.

a) The rubric of the vocabulary skill can be explained below:

Table 3.2 Rubric of The Vocabulary Skill

Score	Classification
4	Understanding the meaning and the context of the word and able to use the word for many context at the sentences. The individual exhibits a mastery of word recognition, demonstrating advanced abilities in identifying and pronouncing a wide range of words accurately
3	Understanding the meaning and the context of the word and the individual consistently recognizes and pronounces words accurately, demonstrating a good understanding of context. Their vocabulary is broad and used appropriately, contributing to effective communication.

³⁵ Sugiono, *Metodologi Penelitian Kuantitatif Kualitatif dan RAD*, (Bandung: Alfabeta, 2012).

2	The individual understand a basic word recognition while there may be some errors, they make attempts to understand words in context and use a moderate range of vocabulary.
1	The individual struggles with word recognition and don't know the context of the word. ³⁶

Based on the rubric above, the vocabulary skills rubric provided a comprehensive assessment of individuals across four proficiency levels. A score of 4 signifies an outstanding level of vocabulary proficiency, where the individual not only understands the meaning and context of words but also exhibits a mastery of word recognition. Their advanced abilities extend to accurately identifying and pronouncing a diverse range of words, showcasing a high level of linguistic expertise.

b) Scoring the students' correct answer of pre-test and post-test by using formula :

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

Data analysis used descriptive statistic, which described the existing data to obtain fact from respondents, hence more easily to understand. The analysis used with descriptive statistic was done by collecting, compiling, presenting, and analyzing all data of all variables in terms of percentage, frequency distribution, histogram, diagram, graph, mean,

³⁶ Michael. *English Vocabulary in Use*. (Cambridge University Press, 2017)

mode, median, and standard deviation. This analysis used Microsoft excel.

- c) Classifying the score students' classification as follow:

Table 3.3 Classification of Students' Vocabulary Score

No	Scores	Classification
1	80-100	Very good
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	<39	Very poor ³⁷

- d) Percentage of students' vocabulary score using the following formula:

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

Where:

P : Percentage

F : Frequency

N : Total Number of Students.

This analysis used Microsoft excel.

- a) To find out the average score following formula :

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

Where :

\bar{x} : Mean Score

$\sum x$: The total number of the students score

N : The number of student

³⁷ Suharsimi Arikanto, *Dasar Evaluasi Pendidikan*, Edisi Revisi (Cet. X, Jakarta: Bumi Aksara, 2018).

- e) Calculating standard deviation of students' score in pre-test and post-test following formula, this analysis used SPSS Version 24:

$$S = \sqrt{\frac{SS}{N}}, \text{ where } SS = \sum X^2 - \frac{(\sum x)^2}{N}$$

Where:

- S : The standard Deviation
- SS : The square root of the sum of square
- $\sum X^2$: The sum of square
- $(\sum x)^2$: Total square of the sum
- N : Total number of student ³⁸

Standard deviation used for measuring the mean score as valid as result data, which become generally score for representative the population average.

- f) The formula used in finding out the difference between students' score in pre-test and post-test following formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

- t : Test of significance
- \bar{x}_1 : Mean score of Pre Test
- \bar{x}_2 : Mean score of Post Test
- SS_1 : Sum square of Pre Test

³⁸ Suharsimi Arikanto, *Dasar Evaluasi Pendidikan*, Edisi Revisi (Cet. X, Jakarta: Bumi Aksara, 2018).

- SS_2 : Sum square of Post Test
 n_1 : Number of students' of Pre Test
 n_2 : Number of students' of Post Test
2 : Constant number
3 : Number of class ³⁹

T test become very essential test for comparing the two findings result data which has different category of sample and average result.



³⁹ Suharsimi Arikanto, *Dasar Evaluasi Pendidikan*, Edisi Revisi (Cet. X, Jakarta: Bumi Aksara, 2018).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This research conducted at First Grade of SMAN 3 Parepare which located at Jl. Pendidikan No. 9 Kec. Soreang, Bukit Harapan, Kec. Soreang, Kota Parepare Prov. Sulawesi Selatan. This research conducted using pre-experimental research design by pre-test and post-test with quantitative approach. The findings explained below:

1. Students Vocabulary Mastery of the First Grade Students at SMAN 3 Parepare Before Using Show and Tell (SAT) Method

The first research question answered by focused of research about students' vocabulary skill, this research findings conducted by using test to the students, the test called pretest which showed below:

Tabel 4.1 Category of Pre-test Results

No.	Identify	Score	Category
1	S1	60	Fair
2	S2	55	Poor
3	S3	45	Poor
4	S4	70	Good
5	S5	75	Good
6	S6	40	Poor
7	S7	44	Poor
8	S8	65	Fair
9	S9	54	Poor

10	S10	55	Poor
11	S11	65	Fair
12	S12	40	Poor
13	S13	40	Poor
14	S14	69	Good
15	S15	57	Fair
16	S16	55	Poor
17	S17	43	Poor
18	S18	44	Poor
19	S19	75	Good
20	S20	54	Poor
21	S21	53	Poor
22	S22	40	Poor
23	S23	60	Fair
24	S24	40	Poor
25	S25	42	Poor
26	S26	42	Poor
27	S27	53	Poor
28	S28	60	Fair
29	S29	65	Fair

According to the data, there were 0 students who got excellent category, there were 4 students get good category, and there were 7 students who get fair and there 18 students who get poor, and there were 0 students who get very poor.

Tabel 4.2 Students Pre-test results

N0	Category	Result Vocabulary Test (Pretest)	
		Frequency	Percent
1	(Very Good) 80-100	0	0%
2	(Good) 66-79	4	13,8%
3	(Fair) 56-65	7	24,13%
4	(Poor) 40-55	18	62,06%
5	(Very Poor) <39	0	0%
Total		29	100

above showed who get score in interval of 80-100 was 0 students, the interval score for 66-79 was 4 students with 6,8%, the interval score for 56-65 with 7 students with 17,245%, while there interval 40-55 with 18 students with 62,06% and no students were interval <39. The indicator of the students vocabulary skill referred to the meaning, synonym and antonym, the graphic can be showed below:

The indicator of the students vocabulary mastery referred to the meaning, synonym and antonym, the graphic can be showed below:

Table 4.3 Indicator Result of Vocabulary Mastery

No	Indicator	Correct Answer Pre test
		Percent
1	Meaning	41,37%
2	Synonym	51,72%
3	Antonym	31,03%

According to the data above, the indicator of antonym become the lower correct answered by the students, it compares to the indicator of synonym with 51,72% and meaning for 41,37%. According to the data above, the researcher's accumulation data from the students' vocabulary mastery by calculating data by using SPSS which showed below:

Table 4.4 Accumulation Score for Pretest students' Vocabulary Mastery

Descriptive Statistics Pre Test					
	N	Minimum	Maximum	Mean	Std. Deviation
Data Sample	29	40	70	54.00	21,980
Valid N (listwise)	29				

According to result above, the researcher categorized the students' vocabulary mastery in category of *Poor* with regarding to the table 4.3 Classification of Students' Vocabulary Score.

2. After the using of Show and Tell (SAT) Method at First Grade of SMAN 3 Parepare

The second research question is the Use of Show and Tell (SAT) Method at First Grade of SMAN 3 Parepare. The data below is taken from students post test.

Table 4.5 Student' Post Test Result

No.	Identify	Score	Category
1	S1	85	Very Good
2	S2	75	Good

3	S3	75	Good
4	S4	90	Very Good
5	S5	90	Very Good
6	S6	77	Good
7	S7	75	Good
8	S8	90	Very Good
9	S9	77	Good
10	S10	75	Good
11	S11	90	Very Good
12	S12	80	Very Good
13	S13	70	Good
14	S14	90	Very Good
15	S15	70	Good
16	S16	65	Fair
17	S17	65	Fair
18	S18	79	Good
19	S19	90	Very Good
20	S20	75	Good
21	S21	75	Good
22	S22	79	Good
23	S23	79	Good
24	S24	70	Good
25	S25	70	Good
26	S26	70	Good

27	S27	75	Good
28	S28	75	Good
29	S29	75	Good

According of the data, there were 8 students who get very good, there were 19 students who get good category and there were 2 students get fair, and there 0 students who get poor and very poor.

Table 4.6 Category of Post-test Result

N0	Category	Result Vocabulary Post-Test	
		Frequency	Percent
1	(Very Good) 80-100	8	27,5%
2	(Good) 66-79	19	65,5%
3	(Fair) 56-65	2	6,8%
4	(Poor) 40-55	0	0%
5	(Very Poor) <39	0	0%
Total		29	100

score in interval score of 80-100 is 27,5%, the interval score for 66-79 was 19 students with 65,5%, and 6,8% students get score between 56-65. There was no students get score in the interval 40-55.

The indicator of the students vocabulary mastery referred to the meaning, synonym and antonym, the graphic can be showed below:

Table 4.7 Indicator Result of Post-test

No	Indicator	Correct Answer Post-test
		Percent
1	Meaning	65,37%
2	Synonym	22,07%
3	Antonym	12,56%

According to the data above, the indicator of antonym become the lower correct answered by the students, it compare to the indicator of synonym with 22,07% and meaning for 65,37%. According to the data above, the researcher accumulation data from the students' vocabulary skill by conducting data from SPSS which showed below:

Table 4.8 Accumulation Score for students' vocabulary mastery

Descriptive Statistics Post Test					
	N	Minimum	Maximum	Mean	Std. Deviation
Data Sample	29	40	70	82.00	43,980
Valid N (listwise)	29				

According to result above, the researcher categorized the students' vocabulary skill in category of *Very Good* with regarding to the table 3.3 Classification of Students' Vocabulary Score.

3. The Improvement of Students Vocabulary Mastery of the First Grade Students at SMAN 3 Parepare

According to the data which identification through data evaluation, the data can be explained based on the test. The test consisted by pre and posttest. The improvement of students' Students Vocabulary Mastery of the First Grade Students at SMAN 3 Parepare can be showed based on the result below:

Table 4.9 Accumulation of Pre-Post Test

No	Test Result	Mean	Category
1	Pre Test	54,00	Poor
2	Post Test	82,00	Very Good

Based on the data above it showed result of pretest categorized as poor and post test categorized as very good level.

a) T-Test Independent

Paired T-Test is a parametric test that can be used on two data between pre and post test. The purpose of this test is to see if there is an average difference between two paired data. Following are the results of the data description:

Table 4.10 T-Test

Paired Samples Test								
		Paired Differences						
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			

Pai	Pre_test	68.33	17,154	3.897	28.980	9.870	5.789	29	,000
r 1	Post_test								

Based on the results of the analysis, it is obtained that the t-test value is 5.789 where to find out whether the t-count value is significant with a 95% confidence interval, it must be compared with the score in the t table. And to see the t table it must be based on (dk) or degrees of freedom (df) whose magnitude is n-1, in this case it means $29-1 = 28$. It refer to the t table score of 2,645.

If the calculated t-score was 5.789 and the t value from the table (t distribution table) was 2,645, then the researcher concluded that there is a significant difference between the two groups of data being compared. In this context, the null hypothesis which states that there is no difference between the two data groups can be rejected. The alternative hypothesis which states that there is a difference between the two groups of data will be accepted.

This the results of the analysis obtained t-score $5.789 > 2,645$, then the null hypothesis was rejected and the ha hypothesis was accepted. So, there is an Improvement of Students Vocabulary Skill at First Grade of SMAN 3 Parepare.

B. Discussion

This research focused on the use of Show and Tell (SAT) Method in Improving Students Vocabulary Mastery of the First Grade at Students SMAN 3 Parepare which research conducted at SMAN 3 Parepare focused on

assessing the effectiveness of the Show and Tell (SAT) method in teaching vocabulary mastery to first-grade students.

According to the findings the problem faced by the students was they have low basic vocabulary, which significantly hindered their ability to understand and use vocabulary effectively. Students with a low basic vocabulary struggle to recognize and understand many common words. This limited word knowledge makes it difficult for them to comprehend reading materials, follow classroom instructions, and participate in discussions. Without a sufficient vocabulary base, students often find themselves unable to grasp the meaning of texts or express their thoughts clearly.⁴⁰ low basic vocabulary can negatively impact students' academic performance across various subjects. Vocabulary is a foundational element of language arts but also plays a crucial role in understanding and mastering subjects.

The assessment of students' vocabulary mastery was conducted through pre and posttests. The results indicated a significant improvement, with the mean score increasing from 54 (categorized as poor) in the pretest to 82 (categorized as very good) in the posttest. The statistical analysis using a paired t-test further confirmed the significance of this improvement, with a t-score of 5.789, surpassing the critical value of 2.645 at a 95% confidence level.

The research demonstrated that the implementation of the SAT method effectively contributed to enhancing students' vocabulary mastery at SMAN 3 Parepare. This supported by Tilaar that Show and Tell (SAT) method is

⁴⁰ Iwan Kurniawan, "Measuring EFL Students' Vocabulary Size: Why and How". (English Education: Jurnal Tadris Bahasa Inggris, 9 (1), 20016, p-ISSN 2086-6003)

activity prioritizing the ability to communicate simple. The purpose of this activity is to train students to speak in front of the classroom. It stated that the method show and tell are used to uncover abilities, feelings, and the wishes of children. Every day the teacher can ask two or three children to tell you what you want disclosed. When children tell stories, teachers can conduct an assessment on the child. Teachers can continue topic talked about children as learning.⁴¹

The explanation above is supported this research about the using of SAT method able to improve students vocabulary mastery. Another also stated that Musfiroh stated that a show and tell activity showed something to the audience and explain or describe something. Musfiroh also explained that the method of Show and Tell (SAT) method based on three main areas, namely education, music and theater. Among these three areas, Show and Tell (SAT) method educative method the most reliable in western countries. Show and Tell (SAT) method utilized for the three domains at once.⁴²

The research activities outlined, such as opening and main activities, encompass elements of theory by incorporating motivational greetings, vocabulary explanations, and collaborative group learning. The emphasis on vocabulary skills aligns with Tilaar's assertion that the SAT method aims to uncover children's abilities, feelings, and desires by encouraging them to speak about their experiences. Furthermore, Musfiroh's explanation reinforces the relevance of the research findings to the SAT method. Musfiroh describes

⁴¹Tilaar. *Unexpected Show and Tell method*. (United States: Libraries Unlimited, Inc. 2019).

⁴² Ningsih, Okki R. M. *Meningkatkan Percaya Diri melalui Metode Show and Tell pada Anak Kelompok A TK Marsudi Putra, Dagarang, Palbapang, Bantul*, (Yogyakarta. 2014).

the Show and Tell activity as a means of presenting something to an audience and providing an explanation or description. The research activities, including showing pictures, guessing words, and repeating the process until students memorize, resonate with Musfiroh's characterization of the SAT method.

The research at SMAN 3 Parepare specifically focuses on the educational domain, corroborating Musfiroh's assertion that the SAT method is most reliable in Western countries as an educational tool. The study at SMAN 3 Parepare effectively utilizes the SAT method for educational purposes, contributing to the enhancement of students' vocabulary mastery.

Another expert stated that SAT method as proven to be highly effective in teaching vocabulary, particularly in the context of first-grade students at classroom. This method leverages a combination of visual aids, interactive activities, and collaborative learning to enhance students' vocabulary mastery.⁴³

According to the expert that SAT method engages students by incorporating visual aids, such as pictures, which makes the learning process more interesting and relatable. Starting lessons with motivational greetings and an overview of the material helps to create a positive learning environment and stimulates students' interest. When students are motivated and engaged, they are more likely to retain new vocabulary.⁴⁴

Using SAT method in class makes students more active because it is done by dividing students into several groups and asking them to work together, this method fosters a collaborative learning environment. This

⁴³ Scott Thornburg, *How to Teach Vocabulary*, (New York, Longman Pearson, 2016).

⁴⁴ Michael. *English Vocabulary in Use*. (Cambridge University Press, 2017)

interaction not only makes the learning process more dynamic but also allows students to learn from each other. Peer learning can be very effective because students often understand and relate to each other's explanations better..⁴⁵

The research conducted at SMAN 3 Parepare demonstrated a significant improvement in students' vocabulary skills following the implementation of the Show and Tell (SAT) method. This method, which incorporates visual aids, interactive activities, and collaborative learning, proved to be highly effective in enhancing vocabulary acquisition among first-grade students. The acceptance of the alternative hypothesis (Ha) indicated that there was indeed a substantial improvement in students' vocabulary mastery.

The research at SMAN 3 Parepare clearly showed that the Show and Tell (SAT) method significantly improved students' vocabulary mastery. The acceptance of the alternative hypothesis (Ha) affirmed the effectiveness of the method, highlighting its potential as a valuable instructional approach for vocabulary acquisition. By engaging students through visual aids, motivational activities, and collaborative learning, the SAT method successfully enhanced the vocabulary mastery of first-grade students, contributing to their overall academic development.

⁴⁵ Hiebert and Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, (New Jersey: Lawrence Erlbaum Associate, 2015).

CHAPTER V

CLOSING

A. Conclusion

The conclusion of this research can be explained that:

1. The students Vocabulary Mastery at First Grade of SMAN 3 Parepare showed that, students pretest categorized as poor with score 54.00 and students posttest categorized as very good with score 82.00.
2. The using of Use of Show and Tell (SAT) Method at First Grade of SMAN 3 Parepare were four meetings used picture and adjective text with meaning, synonym and antonym implemented into somegroup where students tell the vocabulary into their group team.
3. The improvement using Show and Tell (SAT) method toward students vocabulary mastery at First Grade of SMAN 3 Parepare showed that was accepted which means that there is an improvement of students vocabulary mastery at First Grade of SMAN 3 Parepare.

B. Suggestion

2. For Teacher, it suggested for continue for implementing Show and Tell (SAT) Method in order to develop students vocabulary mastery.
3. For Students, Actively participate in group activities and discussions to enhance collaborative learning.
4. For Next Researcher, Explore variations of the SAT method or combine it with other interactive teaching approaches for a more comprehensive study

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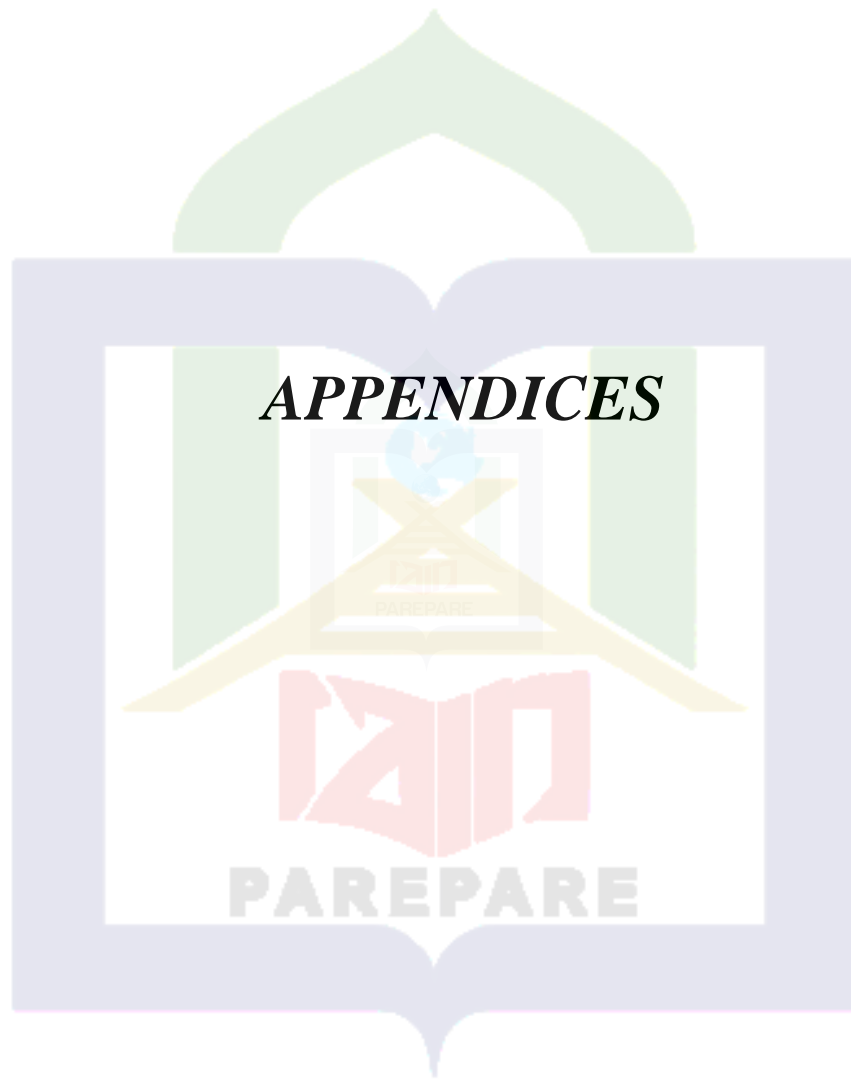
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
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VALIDASI INSTRUMEN PENELITIAN

PRE TEST AND POST TEST

Grid of Questions

No	Indicator	Number
1	Meaning	1,2,3,4,5, 6,7,8,9,10
2	Synonym	11,12,13,14,15,16,17,18,19,20
3	Antonym	21,22,23,24,25,26,27,28,29,30

Answer the following questions below:

1. What is the meaning of the word "brave"?
 - a) Kind
 - b) Cowardly
 - c) Fearless
 - d) Tall
2. Which word means "showing great joy and happiness"?
 - a) Sad
 - b) Angry
 - c) Excited
 - d) Tired
3. What does the word "generous" mean?
 - a) Stingy
 - b) Thoughtful

- c) Selfish
- d) Giving

4. Choose the word that means "not interesting or boring."

- a) Exciting
- b) Tedious
- c) Beautiful
- d) Unique

5. What is the opposite of "honest"?

- a) Dishonest
- b) Clever
- c) Trustworthy
- d) Happy

6. Which word means "full of energy and enthusiasm"?

- a) Lazy
- b) Energetic
- c) Shy
- d) Quiet

7. What does "polite" mean?

- a) Rude
- b) Funny
- c) Friendly
- d) Well-mannered

8. Choose the word that means "having a lot of knowledge and intelligence."

- a) Stupid
- b) Ignorant
- c) Smart
- d) Confused

9. Which word means "showing no fear in the face of danger"?

- a) Brave
- b) Afraid
- c) Cautious

d) Shy

10. What is the meaning of the word "curious"?

- a) Boring
- b) Interested in learning new things
- c) Careless
- d) Shy

11. What is a synonym for "happy"?

- a) Sad
- b) Joyful
- c) Angry
- d) Tired

12. Which word is a synonym for "beautiful"?

- a) Ugly
- b) Pretty
- c) Loud
- d) Soft

13. What is a synonym for "clever"?

- a) Stupid
- b) Smart
- c) Lazy
- d) Shy

14. Which word is a synonym for "angry"?

- a) Happy
- b) Sad
- c) Furious
- d) Bored

15. What is a synonym for "tall"?

- a) Short
- b) Big
- c) Huge
- d) Tiny

16. Which word is a synonym for "fast"?

- a) Slow
- b) Quick
- c) Heavy
- d) Old

17. What is a synonym for "cold"?

- a) Warm
- b) Cool
- c) Hot
- d) Frozen

18. Which word is a synonym for "honest"?

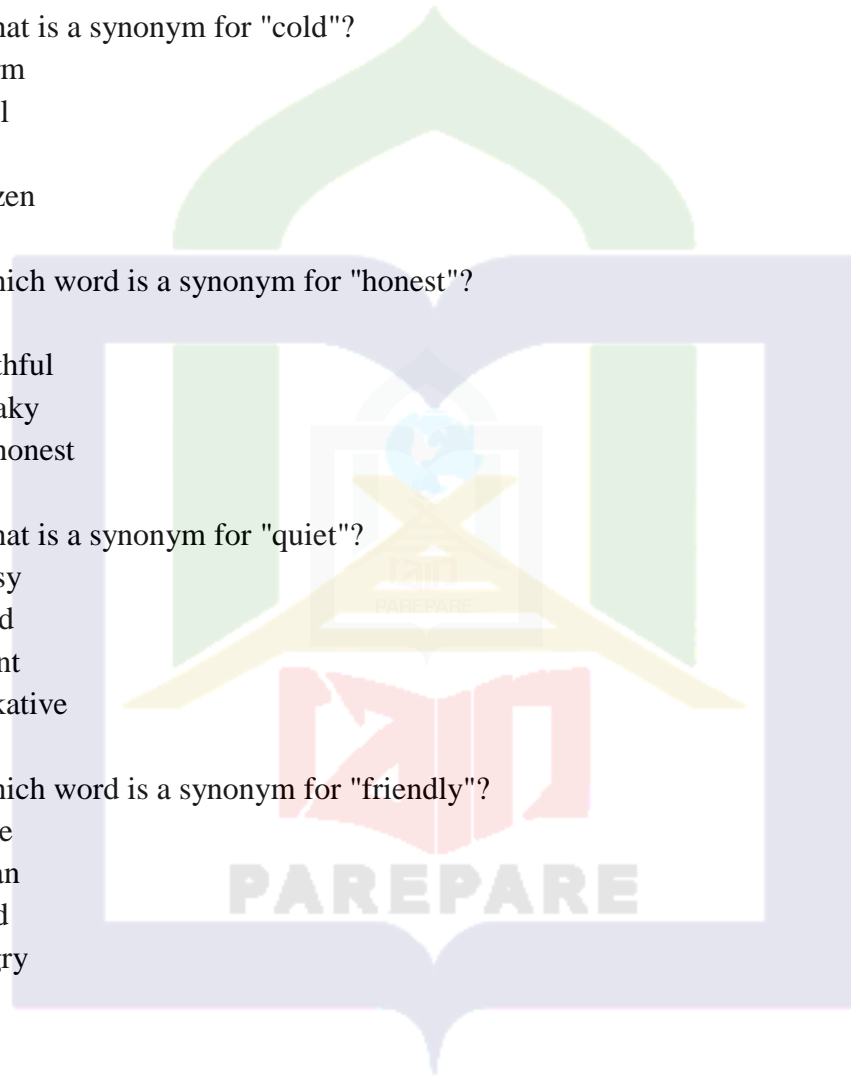
- a) Liar
- b) Truthful
- c) Sneaky
- d) Dishonest

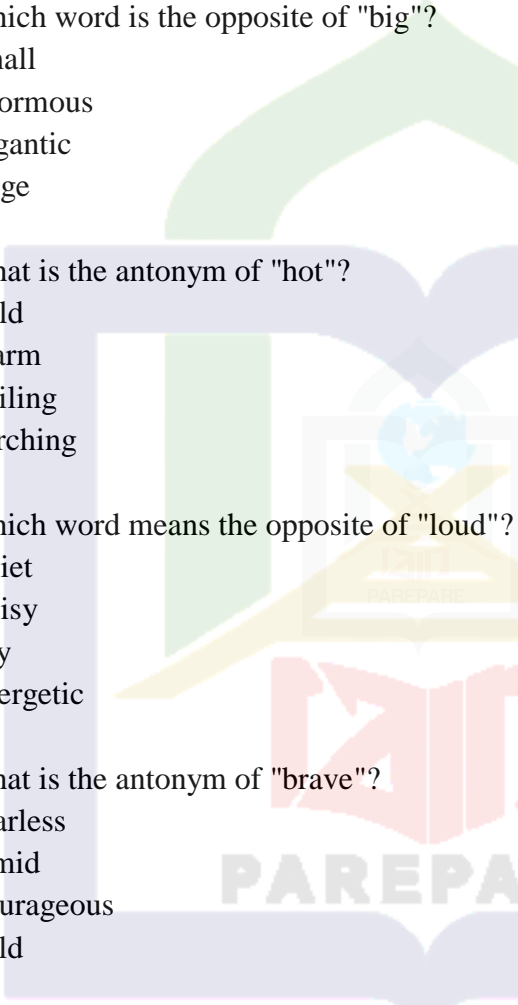
19. What is a synonym for "quiet"?

- a) Noisy
- b) Loud
- c) Silent
- d) Talkative

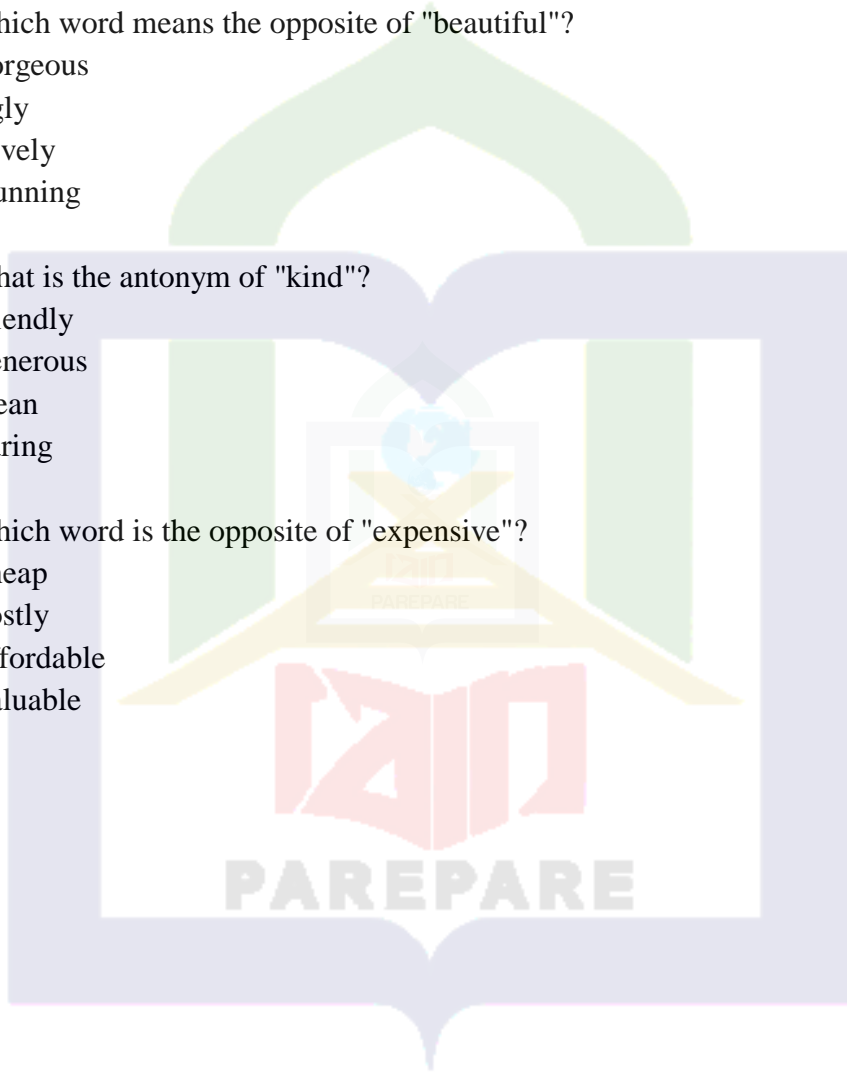
20. Which word is a synonym for "friendly"?

- a) Rude
- b) Mean
- c) Kind
- d) Angry



- 
21. What is the antonym of "happy"?
- a) Sad
 - b) Funny
 - c) Excited
 - d) Joyful
22. Which word is the opposite of "big"?
- a. Small
 - b. Enormous
 - c. Gigantic
 - d. Huge
23. What is the antonym of "hot"?
- a. Cold
 - b. Warm
 - c. Boiling
 - d. Sorching
24. Which word means the opposite of "loud"?
- a. Quiet
 - b. Noisy
 - c. Shy
 - d. Energetic
25. What is the antonym of "brave"?
- a. Fearless
 - b. Timid
 - c. Courageous
 - d. Bold
26. Which word is the opposite of "hard"?
- a. Soft
 - b. Tough
 - c. Solid
 - d. Rigid

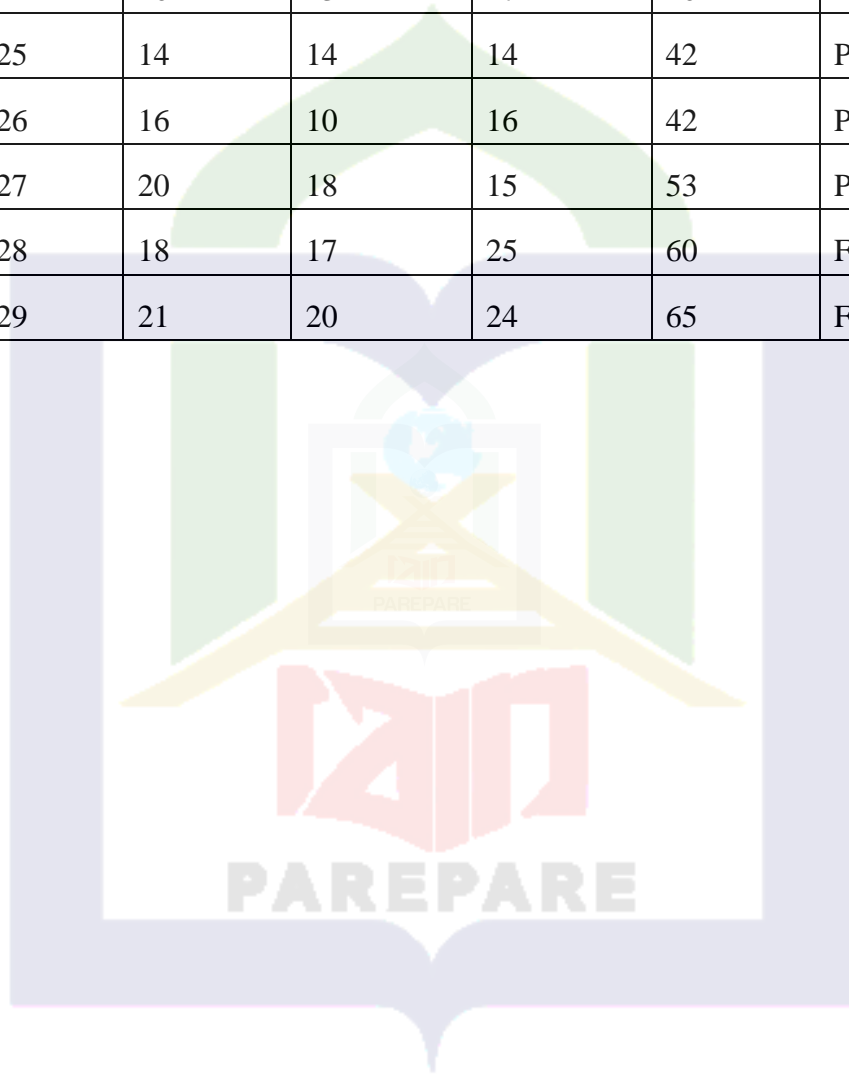
27. What is the antonym of "fast"?
- a. Quick
 - b. Slow
 - c. Rapid
 - d. Speedy
28. Which word means the opposite of "beautiful"?
- a. Gorgeous
 - b. Ugly
 - c. Lovely
 - d. Stunning
29. What is the antonym of "kind"?
- a. Friendly
 - b. Generous
 - c. Mean
 - d. Caring
30. Which word is the opposite of "expensive"?
- a. Cheap
 - b. Costly
 - c. Affordable
 - d. Valuable



Pre-test Score

No	Identify	Indicator			Total	Category
		Synonym	Antonym	Meaning		
1	S1	18	17	25	60	Fair
2	S2	23	14	18	55	Poor
3	S3	13	17	15	45	Poor
4	S4	24	23	23	70	Good
5	S5	20	28	27	75	Good
6	S6	13	17	10	40	Poor
7	S7	15	14	15	44	Poor
8	S8	21	20	24	65	Fair
9	S9	24	15	15	54	Poor
10	S10	18	22	15	55	Poor
11	S11	21	20	24	65	Fair
12	S12	13	17	10	40	Poor
13	S13	17	10	13	40	Poor
14	S14	23	23	23	69	Good
15	S15	16	24	20	57	Fair
16	S16	23	14	18	55	Poor
17	S17	15	14	14	43	Poor
18	S18	28	15	16	44	Poor
19	S19	25	25	25	75	Good
20	S20	15	24	15	54	Poor

21	S21	18	20	15	53	Poor
22	S22	13	17	10	40	Poor
23	S23	18	17	25	60	Fair
24	S24	10	13	17	40	Poor
25	S25	14	14	14	42	Poor
26	S26	16	10	16	42	Poor
27	S27	20	18	15	53	Poor
28	S28	18	17	25	60	Fair
29	S29	21	20	24	65	Fair



Post-test Score

No.	Identify	Indicator			Total	Category
		Synonym	Antonym	Meaning		
1	S1	28	28	29	85	Very Good
2	S2	25	25	25	75	Good
3	S3	28	26	21	75	Good
4	S4	30	30	30	90	Very Good
5	S5	30	30	30	90	Very Good
6	S6	27	25	25	77	Good
7	S7	28	22	25	75	Good
8	S8	30	30	30	90	Very Good
9	S9	27	25	25	77	Good
10	S10	28	26	21	75	Good
11	S11	30	30	30	90	Very Good
12	S12	27	25	28	80	Very Good
13	S13	25	22	23	70	Good
14	S14	30	30	30	90	Very Good
15	S15	25	22	23	70	Good
16	S16	22	20	23	65	Fair
17	S17	22	20	23	65	Fair
18	S18	24	29	26	79	Good
19	S19	30	30	30	90	Very Good
20	S20	25	22	28	75	Good
21	S21	25	22	28	75	Good

22	S22	24	29	26	79	Good
23	S23	24	29	26	79	Good
24	S24	25	22	23	70	Good
25	S25	30	20	20	70	Good
26	S26	23	21	26	70	Good
27	S27	28	22	25	75	Good
28	S28	28	22	25	75	Good
29	S29	28	22	25	75	Good

Accumulation Pre-test and Post-test

No	Identify	Pre-test	Post-test	Selisih
1	S1	60,00	85,00	25,00
2	S2	55,00	75,00	20,00
3	S3	45,00	75,00	30,00
4	S4	70,00	90,00	20,00
5	S5	75,00	90,00	15,00
6	S6	40,00	77,00	37,00
7	S7	44,00	75,00	31,00
8	S8	65,00	90,00	25,00
9	S9	54,00	77,00	23,00
10	S10	55,00	75,00	20,00
11	S11	65,00	90,00	25,00

12	S12	40,00	80,00	40,00
13	S13	40,00	70,00	30,00
14	S14	69,00	90,00	21,00
15	S15	57,00	70,00	13,00
16	S16	55,00	65,00	10,00
17	S17	43,00	65,00	22,00
18	S18	44,00	79,00	35,00
19	S19	75,00	90,00	15,00
20	S20	54,00	75,00	21,00
21	S21	53,00	75,00	22,00
22	S22	40,00	79,00	39,00
23	S23	60,00	79,00	19,00
24	S24	40,00	70,00	30,00
25	S25	42,00	70,00	28,00
26	S26	42,00	70,00	28,00
27	S27	53,00	75,00	22,00
28	S28	60,00	75,00	15,00
29	S29	65,00	75,00	10,00

**Answer the following questions below
The Meaning of the Word "BRAVE"**



Brave = Berani

The Meaning of the Word "Happiness"



Brave = Berani
The Meaning of the Word "POLITE"



Polite = Sopan
The Meaning of the Word "INTELIGEN"



Intelegen = Rajin

The Meaning of the Word = Happy



Happy = Bahagia

The meaning of Word = Angry



Angry = Marah

Appendix 01 :







Appendix 02 :



**KEPUTUSAN
DEKAN FAKULTAS TARBİYAH
NOMOR : 4063 TAHUN 2022
TENTANG**

**PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

- DEKAN FAKULTAS TARBİYAH**
- Memimbang** : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;
- Mengingat** : b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa
1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- Memperhatikan** : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022;
- b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022.
- Menetapkan** : **MEMUTUSKAN**
KEPUTUSAN DEKAN FAKULTAS TARBİYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;
- Kesatu** : Menunjuk saudara; 1. Dr. H. Ambo Dalle, S.Ag., M.Pd.
2. Yulie Asni, M.Pd.
- Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
- Nama : Andi Nur Hikmah
NIM : 19.1300.001
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Use Of Show and Tell (S&T) Method In Teaching Vocabulary At The Second Year Students Of SMP 3 Ma'rang Pangkep
- Kedua** : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- Ketiga** : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
- Keempat** : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.



Ditetapkan di : Parepare
Pada Tanggal : 28 September 2022

Zulfah



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

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

Nomor : B-1850/In.39/FTAR.01/PP.00.9/05/2024

30 Mei 2024

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	: ANDI NUR HIKMAH
Tempat/Tgl. Lahir	: MAKASSAR, 10 Oktober 2000
NIM	: 19.1300.001
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: X (Sepuluh)
Alamat	: JL. LOMO KASSE BAWAPITU, DESA PITUSUNGGU, KECAMATAN MA'RANG KAB. PANGKEP, PROV. SULAWESI SELATAN

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

THE USE SHOW TELL (SAT) METHOD IN IMPROVING STUDENTS VOCABULARY SKILL FIRST GRADE OF SMAN 3 PAREPARE

Pelaksanaan penelitian ini direncanakan pada tanggal 29 Mei 2024 sampai dengan tanggal 15 Juli 2024.

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



SRN IP0000424

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bando Madani No. 1 Telp (0471) 23194 Faksimili (0471) 27719 Kode Pos 91117, Email : dpa@pdp.pareparekab.go.id

REKOMENDASI PENELITIAN
Nomor : 424/IP/DPM-PTSP/6/2024

Dasar : 1. Undang-Undang Nomor 38 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 04 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelagaskan Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

M E N G I Z I N K A N

KEPADA NAMA : **ANDI NURHIKMAH**

UNIVERSITAS/LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
 Jurusan : **Pendidikan Bahasa Inggris**

ALAMAT : **KAMPUNG LAMA, KEC. BINTUNI, KAB. TELUK BINTUNI**

UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE USE SHOW TELL (SAT) METHOD IN IMPROVING STUDENTS VOCABULARY SKILL FIRST GRADE OF SMAN 3 PAREPARE**


LOKASI PENELITIAN : **KANTOR CABANG DINAS PENDIDIKAN PROVINSI SULAWESI SELATAN WILAYAH VIII PAREPARE (UPT SMA NEGERI 3 KOTA PAREPARE)**

LAMA PENELITIAN : **03 Juni 2024 s.d 15 Juli 2024**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
 b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
 Pada Tanggal : **06 Juni 2024**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE



HJ. ST. RAHMAN ANER, ST, MM
 Pembina Tk. 1 (IV/b)
 NIP. 19741013 200604 2 019

Biaya : Rp. 0,00



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

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.4777/ln.39/FTAR.01/PP.00.9/11/2023 20 November 2023
Lamp. : 1 berkas draf proposal penelitian
Hal. : **Undangan Menguji Proposal Penelitian**

Kepada

Yth. 1. Dr. H. Ambo Dalle, S.Ag., M.Pd. (Pembimbing Utama)
2. Yulie Asni, M.Pd. (Pembimbing Pendamping)
3. Dr. Zulfah, M.Pd. (Penguji I)
4. Nur Asiza, M.Pd. (Penguji II)

di,-

Parepare

Dengan hormat kami mengundang Bapak/Ibu untuk menghadiri Seminar Proposal Penelitian untuk penyusunan skripsi bagi mahasiswa berikut :

Nama : ANDI NUR HIKMAH
NIM : 19.1300.001
Program Studi : Pendidikan Bahasa Inggris
Judul Usulan Penelitian : THE USE OF SHOW AND TELL (SAT) METHOD IN IMPROVING STUDENTS VOCABULARY SKILL AT FIRST GRADE OF SMAN 3 PAREPARE

Seminar proposal penelitian tersebut akan dilaksanakan pada :

Hari/Tanggal : Kamis/23 November 2023
Pukul : 10.45-12.00 WITA
Tempat : Ruang Seminar Lt.2 Fakultas Tarbiyah

Partisipasi aktif dalam pelaksanaan Seminar Proposal Penelitian sangat diharapkan terutama dalam memberikan koreksi dan masukan yang berkaitan dengan penelitian tersebut.

atas perhatian dan kesediaan Bapak/Ibu diartikan terima kasih.



Tembusan :

1. Ketua Program Pendidikan Bahasa Inggris;
2. Mahasiswa Ybs;
3. Arsip;



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIKAN
UPT SMA NEGERI 3 PAREPARE**

Alamat: Jln. Pendidikan No. 9 Kel. Lembah Harapan Kec. Soreang Kota Parepare
Telepon: 0421-22836, Email: sma3parepare@gmail.com, Parepare 91132 Sulawesi Selatan

SURAT KETERANGAN PENELITIAN
Nomor : 070/133-UPT SMA.03/PARE/DISDIK

Yang bertanda tangan di bawah ini Kepala Unit Pelaksana Teknis SMA Negeri 3 Parepare menerangkan bahwa:

Nama : ANDI NURHIKMAH
NIM : 19.1300.001
Jenis Kelamin : Perempuan
Program Studi : Pendidikan Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa / Institut Agama Islam Negeri Parepare
Lokasi Penelitian : SMA Negeri 3 Parepare

Benar yang namanya tersebut diatas telah mengadakan penelitian pada SMA Negeri 3 Parepare mulai tanggal 29 Mei sampai dengan 15 Juli 2024 dengan Judul Penelitian:

"THE USE SHOW AND TELL (SAT) METHOD IN IMPROVING STUDENTS VOCABULARY SHILL FIRST GRADE OF SMAN 3 PAREPARE"

Demikian Surat Keterangan ini kami berikan kepadanya untuk dipergunakan sebagaimana mestinya.

Parepare, 28 Juni 2024
Kepala UPT SMA Negeri 3 Parepare,



MUHAMMAD FAHA TAKING, S.Pd., M.Pd
NIP. 196812081994121005

CURRICULUM VITAE



ANDI NUR HIKMAH was born on October 10th, 2000 in Makassar, South Sulawesi. She is the first child of the marriage of her parents, Andi Nasruddin and Hj. Nurlina her educational background, she started her education at SDN 21 Jennae, Pangkep data in 2007 and graduated in 2013. Her Junior high school was at SMP NEGERI TERPADU, Papua Barat and graduated in 2016, then she continued her education at Madrasah Aliyah (MA DDI) Takkalasi and graduated in 2019. She was enrolled and accepted in the English Education Program, Faculty of Tarbiyah, State Islamic Institute (IAIN) Parepare in 2019, the author carried out Field Experience Practices at the PPL location at SMA N

3 Parepare in 2022 then carried out Community Service Lectures in Pinrang City in 2022 and completed her final assignment She completed her studies with her a thesis under the title “THE USE OF SHOW AND TELL (SAT) METHOD IN IMPROVING STUDENTS VOCABULARY MASTERY OF THE FIRST GRADE STUDENTS AT SMAN 3 PAREPARE”.

